



Workforce and Talent Development Board (WTDB)

AGENDA

June 14, 2019

12:00 P.M. -4:00 PM

**Chemeketa Center for
Business and Industry (CCBI)**
626 High St NE
Salem, OR 97301
503.399.5181

To listen, 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.*

- Members:**
 KEN MADDEN, Chair
 ANNE MERSEREAU, Vice-Chair
 JENN BAKER
 ROD BELISLE
 BARBARA BYRD
 BEN CANNON
 BRIDGET DAZEY
 MICHAEL DEMBROW
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 KS VENKATRAMAN
 JOE WEBER
- Technical Advisors:**
 DAN HAUN
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- Staff:**
 JENNIFER DENNING
 CLAY MARTIN
 TODD NELL
 STEPHANIE SOLOMON

Working Lunch			
12:00p	1.0	WTDB Strategic Plan Goal	
		Customer Centric Workforce Solutions – Licensing Program Director, NGA Solutions, Washington DC	Meghan Wills
Standing Business			
1:15	2.0	Preliminary and Organizational Business	
	2.1	Introductions and Opening Remarks	Ken Madden
1:18	3.0	Public Comment	
		<i>Each individual/group will have a time limit of three minutes</i>	
1:20	4.0	Consent Agenda	
	4.1	ACTION ITEM: Approve 3/8/19 WTDB Minutes	
	4.2	ACTION ITEM: Approve 4/17/19 Executive Committee Minutes	
Strategic Leadership			
1:25	5.0	Workforce System Leaders	
	5.1	WTDB Director's Update	Todd Nell
1:35	5.2	Maritime Sector Taskforce	
		Lincoln County Commissioner	Doug Hunt
		Dean, Workforce, Clatsop Community College	Kristen Wilken
2:00	BREAK		
2:15	5.3	Strategic Plan – Principal, Coraggio Group	Linda Faverro
2:40	5.4	High-Wage Taskforce – Executive Director, Dress for Success	Shari Dunn
3:00	5.5	Adapting to Artificial Intelligence – Director, GPU/AI Computing Architecture NVidia	KS Venkatraman
Strategic Implementation			
3:30	6.0	WTDB Strategic Plan Goal	
	6.1	Investments in Oregonians – Director, Office of Workforce Investments	Karen Humelbaugh
3:45	Adjourn		

All meetings of the Workforce and Talent Development Board are open to the public and will conform to Oregon public meetings laws. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Stephanie Solomon at (503) 947-2416 or by email at HECC_WTDB@oregon.gov. Requests for accommodation should be made at least 72 hours in advance. Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact WTDB staff 24 hours prior to the meeting.



Docket Item: 1.0 Licensing in Oregon

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

Strategic Plan Goals:

- 1 • **Customer Centric:** Create a customer-centric workforce system that is easy to access, highly effective, and simple to understand.
- 2 • **Customized Solutions:** Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates and advance current workers.
- 3 • **Career Momentum:** Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum
- 4 • **Engage Youth:** Create and develop talent by providing young young people with information and experiences that engage their interest, spur further career development, and connect to Oregon employers.

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 presentation and discussion will highlight a number of strategies that have been implemented in other states that Oregon could consider. This topic aligns with Goal 1: Customer Centric; increasing portability and reciprocity of licenses and reducing barriers to entering licensed occupations

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

June 14, 2019
Docket Item 1.0

can help to create a customer-centric workforce system that is easy to access, highly effective,
and simple to understand

Docket Material:

Power Point Presentation: NGA Licensing Presentation - Oregon

Staff Recommendation:

Oregon could consider taking action to increase portability and reciprocity of occupational licenses across state lines and to reduce barriers to entering licensed occupations; there are many examples of policy and process changes that have been implemented in other states.



Customer Centric Workforce Solutions: Occupational Licensing

Oregon Workforce and Talent Development Board
Friday, June 14, 2019

The National Governors Association



About NGA

Founded in 1908, the National Governors Association is the voice of the nation's governors and one of the most respected public policy organizations in the country. The association's members are the governors of the 55 states, territories and commonwealths.

What We Do

Through NGA, governors identify priority issues and deal with matters of public policy and governance at the state, national and global levels. Our research arm, NGA Solutions, helps in developing and implementing innovative solutions to public policy challenges.



Occupational Licensing: Assessing State Policy and Practice

- Ensure that licensing requirements are not overly burdensome or restrictive and do not create unnecessary barriers to labor market entry
- Improve portability and reciprocity of licenses for selected occupations across state lines
- Website: ncsl.org/stateslicense



Occupational Licensing: Background

- Occupational licensure requires a worker to hold a credential to practice or operate in an occupation
- Applicants must meet criteria including education or training, fees and testing
- Licensing generally overseen by state licensing boards (sometimes consolidated in state agency)
- Licensing laws were created to protect public health and safety

Occupational Licensing: Challenges

- Nearly 25% of employed Americans have an occupational license, up from 5% in early 1950s
- Licensing laws vary greatly across states:
 - Which occupations are licensed
 - Education, training, testing requirements
 - Fees (initial licensure, renewal)
- Licensing regulations can create barriers and challenges for workers who are entering the labor market or moving across state lines

State Solutions



Align Training, Testing & Education Requirements



Reduce Barriers for Target Populations



Sunrise and Sunset Reviews



Universal Licensing Recognition

Align Training, Testing & Education Requirements

- Is the occupation licensed in other states?
- Education and training
- Amount of experience
- Professional exam
- Continuing education
- Cost of initial licensure and renewal

Database: <http://www.ncsl.org/research/labor-and-employment/occupational-licensing-statute-database.aspx>

Align Training, Testing & Education Requirements

Job Name	State	Licensed, Registered or Certified by State	Education Requirement	Amount of Training Required (In Hours)	Amount of Experience Required	Professional Exam	Required Time of License Renewal (In Years)	Continuing Education Requirement	Additional Required Exams	Cost of Initial Licensure (In Dollars)	Cost of License Renewal (In Dollars)
Electrician	California	Licensed	Completion of a training requirement is optional, but when completed reduces the burden of another licensing requirement (e.g., experience)	Approved Apprenticeship program	4800 hours	Yes, individuals must take an exam to attain licensure	3	32	0	175	100
Electrician	Idaho	Licensed	A specific amount of training is required (non-degree)	Approved coursework that is roughly 25% of the 4 year requirement	4 years	Yes, individuals must take an exam to attain licensure	3	24	0	70	55
Electrician	Nevada	Not Licensed, Certified or Registered by state	No education is required for licensure	0	0	No, individuals do not have to take an exam to attain licensure	0	0	0	0	0
Electrician	Oregon	Licensed	No education is required for licensure	0	8000 hours	Yes, individuals must take an exam to attain licensure	3	72	0	100	100
Electrician	Washington	Licensed	A specific amount of training is required (non-degree)	96	8000 hours	Yes, individuals must take an exam to attain licensure	3	24	0	153.1	83.5

Reduce Barriers for Target Populations

- People with criminal records
- Veterans and military spouses
- Immigrants with work authorization
- Low-income, unemployed and dislocated workers

Resource: Barriers to Work Series

<http://www.ncsl.org/research/labor-and-employment/occupational-licensing-barriers-to-work-series.aspx>



Barriers to Work: Improving Employment in Licensed Occupations for Individuals with Criminal Records

Barriers to Work: Improving Access to Licensed Occupations For Immigrants with Work Authorization

ANN MORSE, NATIONAL CONFERENCE OF STATE LEGISLATURES
ISHANEE CHANDA, NATIONAL CONFERENCE OF STATE LEGISLATURES

Immigrants make up 13.5 percent of the U.S. population and 17 percent of the U.S. workforce.

Foreign-trained workers and U.S.-trained immigrants are filling key niches in the U.S. labor force, alleviating shortages in certain sectors such as health care, where one in six health care professionals overall is foreign-born. Nearly 28 percent of physicians and surgeons and 24 percent of direct-care workers in areas such as nursing, psychiatry and home health are foreign-born.¹

Certain occupations are estimated to be growth areas for the U.S. economy, in part due to people retiring from the workforce and requiring more health care and other services. Health care occupations, for example, are estimated to account for nearly one-fourth of newly created jobs in the U.S.

Immigrant professionals often face difficulty in obtaining recognition for foreign education or credentials, frequently requiring them to obtain an occupational license in the U.S. state in which they live and wish to work. This can leave immigrant professionals under- or unemployed.



Barriers to Work: Improving Access to Licensed Occupations For Low-Income, Unemployed and Dislocated Workers

Barriers to Work: Improving Access to Licensed Occupations for Veterans and Military Spouses

BY AMANDA WINTERS, NATIONAL GOVERNORS ASSOCIATION
RACHAEL STEPHENS, NATIONAL GOVERNORS ASSOCIATION
JENNIFER SCHULTZ, NATIONAL CONFERENCE OF STATE LEGISLATURES

The United States is home to millions of military families, made up of veterans, active-duty service members, spouses and dependents. These individuals offer a unique set of skills, experiences and leadership abilities, yet many struggle to find and maintain employment. For veterans, translating their skills to the civilian workforce and marketing themselves to employers play a role. For military spouses, challenges stem from frequent moves and parenting responsibilities. Both groups face barriers and challenges with state occupational licensing regulations.

The U.S. Department of Labor estimates that the military trains people in skills applicable in at least 962 civilian occupations.¹ Despite being well-prepared for civilian employment, veterans report that finding a job is the top challenge they face as they transition into civilian life.² When job markets are regulated through licensing, veterans can be put at a disadvantage when competing for work with a similarly skilled person trained in the private sector. The challenge of finding a job—exacerbated by licensing regulations—contributes to the 70 percent of veterans who report significant difficulty making the transition back to civilian life.³ Spouses of active-duty military service members are greatly affected by state licensing regulations, as they typically must move multiple times during their careers. Their employment can be negatively affected by the time it takes to acquire a license; uncertainty about whether their license is “portable,” or can be transferred across state lines; and lack of temporary or provisional licensure options.



Reduce Barriers for Individuals with Criminal Records

- Prohibit blanket bans on licensing, allow licensing entities to consider each application on its merits
- Remove vague “good moral character” standards and clarify exclusionary convictions
- Offer certificates of rehabilitation that open the door to occupational licenses

Resource: <http://www.ncsl.org/research/labor-and-employment/barriers-to-work-individuals-with-criminal-records.aspx>

Reduce Barriers for Veterans and Military Spouses

Veterans:

- Recognition of military training, education & experience
- Alternative paths to licensure, inc. bridge programs
- Expedited application review

Resource: www.ncsl.org/research/labor-and-employment/barriers-to-work-veterans-and-military-spouses.aspx

Reduce Barriers for Veterans and Military Spouses

Military spouses:

- Licensure by endorsement
- Expand temporary licensure
- Clarify and streamline existing policies and procedures

Resource: www.ncsl.org/research/labor-and-employment/barriers-to-work-veterans-and-military-spouses.aspx

Sunrise and Sunset Reviews

- Formal processes for state policymakers to consider the merits of licensure and its effects
- Sunrise: Before licensure is put in place; outline impacts, costs, benefits of licensure
- Sunset: Regularly evaluate licensing requirements to ensure continued relevance, effectiveness, efficiency

Resource: <http://www.ncsl.org/research/labor-and-employment/improving-occupational-licensing-with-sunrise-and-sunset-reviews.aspx>

Sunrise and Sunset Reviews

- **Colorado:** Department of Regulatory Agencies conducts sunset reviews, examines new proposals to regulate previously unlicensed occupations
- **Texas:** Sunset Advisory Commission examines whether licensing serves public interest, impact of skill and training requirements on applicants, economic costs
- **Arizona:** Expanded sunrise process in 2014 to include non-health care occupations

Universal Licensing Recognition: Arizona

- HB2569 – signed into law April 10, 2019
- Recognizes out-of-state licenses
- Workers must apply for license through Arizona licensing board and meet the following requirements:
 - In good standing in other states
 - Pay applicable Arizona fees
 - Meet residency, testing, background check requirements
- Workers are not required to duplicate training and other requirements they completed in other states

Fact sheet: <https://azgovernor.gov/sites/default/files/universallicensingrecognition.pdf>



Questions?



Contact:

Meghan Wills

Program Director, Workforce Development

NGA Economic Opportunity

mwills@nga.org

202-624-5306



Oregon Workforce and Talent Development Board (WTDB)

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DRAFT

March 8, 2019

1:00 P.M. -4:00 PM

NECA-IBEW Electrical Training Center
16021 NE Airport Way, Portland, OR 97230

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

MEETING MINUTES

Members Present: Cathy Reynolds; Fred Pool; KS Venkatraman; Ken Madden, Chair; Anne Mersereau, Vice-Chair; Debbie Radie (phone); Chris Harder; Rod Belisle; Matt Millard (phone); Shari Dunn; Kay Erickson (phone); Ben Cannon (phone); Keith Ozols; Mark Mitsui; Kristina Payne.

Members Excused: Sabrina Parsons; Ali O'Neill; Joe Weber; Soundarya Nagasubramanian; Tony Rost; Barbara Byrd; Jeffery Krolick; Jenn Baker; Patty Dorroh; Douglas Hunt; Sen. Michael Dembrow; Sen. Kim Thatcher; Rep. Paul Holvey.

Technical Advisors and Staff Present: Todd Nell; Karen Humelbaugh; Clay Martin; Stephanie Solomon

AGENDA

1.0 Preliminary and Organizational Business

1.1 Chair Madden called the meeting to order at 1:10pm. Thanked board member Rod Belisle for hosting the Workforce & Talent Development Board at his facility, the NECA-IBEW Electrical Training Center.

2.0 Public Comment

None.

3.0 Consent Agenda

Action item to approve the WTDB September 14, 2018, December 14, 2018 and WTDB Executive Committee February 13, 2019 minutes. Motion to approve by Kristina Payne, seconded by Rod Belisle. Motion passed.

4.0 Strategic Leadership

4.1 High Wage Presentation: Nick Beleiciks, Economist with the Oregon Employment Department, provided a review of the occupational wages across the state and within different sectors. Discussed median high wage jobs. Mr. Beleiciks led a discussion regarding the definition of

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March 8, 2019 MINUTES (continued)

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'high wage' and what it is used for. Mr. Beleickis explained that the use of the term 'high wage' is used in reports to identify what is a high wage and high demand job. Board member Reynolds pointed out that across the state we are seeing job growth, yet wage stagnation. Board member Payne provided a work source resource the teams across the state use to help Oregonians to identify wage needed to be self-sufficient, called the "prosperity planner" (<https://www2.prosperityplanner.org/>)

4.2 High Wage Workgroups and Report Outs: Shari Dunn, Executive Director for Dress for Success, gave an overview of the table discussions on High Wage Definition and Reimaging Benefits. The goal of these discussions is to answer the following questions and report out thoughts and any recommendations to the board. Questions to discuss are:

1. Explore what we know currently about the high-wage definition. What is missing? What should it be?
2. How could benefits be brought into this work (ie: Healthcare, Childcare, etc...)?
3. Which benefits could/should apply? How would selection and access work?

Below is a compilation of the discussions on the questions above:

Question 1: How is the high wage definition used? How is cost of living factored in? (cost of living for individual and family) How location is factored in, or is it factored into the definition? What are other states and federal practices on this, any benchmarks we need to consider? Need to be in alignment with high-wage and family wage definitions and benchmarks, so policies can encompass both.

Question 2: This is important but not the responsibility of the WTDB. Services are available for low wage currently. High wage allows for benefits. Paid family leave (for non OFLA/FMLA and non-illness) to do what is needed. Life coaches to help address/resolve challenges, barriers issues. Job training programs, available evenings and online. (not just tuition reimbursement) Internet access and computer training. Paid job training time for career growth to stay up with rapid job change.

Question 3: Pursue any education goal, outcome? Focus it on what employer needs, and retention following completion of education goal. Need to not limit access based on current job, but on advancement goal. Let the employee choose what they want/need, with employer input.

ACTION: Vice-Chair Mersereau moved to have a taskforce created to research this topic further, and report back to WTDB within in the next 3

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March 8, 2019 MINUTES (continued)

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meetings. Chair Madden proposed to have Shari Dunn lead the task force. Vice-Chair Mersereau agreed and moved, Shari Dunn seconded the motion. Motion passed.

5.0 WTDB Strategic Plan Goals

5.1 Customer Centric Workforce System, panel discussion. Chair Madden, Steve Simms, Director of BOLI, apprenticeships & training division, and Board member Kristina Payne, Executive Director of Lane Workforce Partnership discussed apprenticeships and employer engagement. Chair Madden shared experience with joining JATC instead of creating their own. Journeyman accompanies apprenticeships to sites, and shared that it has been a great opportunity to build the relationships between the client, union and individuals. Works closely with Steve Simms and his team to be a convener of these groups. Board member Payne has worked with local community colleges and University of Oregon to help gear education to what the local employers need. The apprenticeship program launched to give hands on training, using Apprenti (<https://apprenticareers.org/>) to help screen the applicants. The program takes a commitment by the employer, and it takes time to have apprentice ready for work, 16-22 weeks in classroom, then on the job. Director Nell asked panel to provide their 'priority nuggets' or key take-aways for the board. Chair Madden, explained that there is a misconception of apprenticeships. This is a structured form of training, and is for both union and non-union agencies/companies. The benefits far out way the cost of training, and it can be used for both large and small organizations. Steve Simms, explained that the system is flexible, training model can be changed for construction, manufacturing, IT, etc... Need to find ways to have conversations with local workforce, and ensure that funding doesn't go into training that does not have a paid skills outcome. Board member Payne pointed out that the apprenticeship programs help serve the underserved populations. However, it is difficult to ask them to not get paid for 16-22 weeks while they are being trained in the classroom. Asked the WTDB/companies interested in this program to find stipends to help apprentices while in classroom, and not earning a wage.

5.2 Customized Workforce Solutions. Catherine Todd, Director of Workforce Solutions at Easterseals provided an overview of the current programs, which focus on; Homeless Veteran Reintegration Program (HVRP), Supportive Services to Veteran Families (SSVF), Senior Community Service Employment Program(SCSEP), and Connecting Communities Program. Discussed benefits of co-enrollment which include: For participants-team support, employment specialist – focuses on stabilization, training, supportive services, and

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March 8, 2019 MINUTES (continued)

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Members:

employment/professional development. Program Benefits: leverage of funds, on the job training applicants, memorandum of understanding agreements, and increased networking opportunities. Partner Benefits: economic development, leverage of funds and increased visibility.

5.3 Investments in Oregon. Jack McClelland, Executive Director of Southern Oregon Workforce Investment Board provided an overview of the SOWIB programs, which focus on healthcare. Mr. McClelland emphasized the recent launch of the Medical Assistant apprenticeship program, and led a brief discussion on the nursing shortage. An additional program discussed was the surgical technician apprenticeship program at Linn-Benton Community College. Mr. McClelland also shared information on the Southwestern Oregon Healthcare Industry Partnership. This was established in 2016 utilizing a grant from the state and includes employers from all three SOWIB counties. The industry partners identify opportunities for collective action that benefits the sector as a whole.

5.3 (continued) Mark Mitsui, President of Portland Community College presented the budget request for Oregon's community college system. Board member Mitsui, also gave insights into what was termed a 'tale of two Portland's' looking at West Portland (wealthiest Oregon community) and East Portland (least wealthy Oregon community) and the household income gap by race and ethnicity. There is a skills gap due to the number of high school graduates, and low income adults working without a post-secondary degree. Mr. Mitsui emphasized that community colleges are a fundamental part of our educational pipeline, and reiterated the budget amounts being requested would go toward, CSL, CTE and student success programs.

5.4 Talent Development in Oregon's Youth. Heather Ficht, Executive Director of East Cascades Works shared an overview of the local workforce boards, and emphasized the partnerships with local private sectors. Their role in preparing the emergent workforce includes work-based learning – like internships. They can blend and braid funding to support scalable programs to support our communities. They also support the \$5M investment in the governors expanded budget that would support both OYCC and Local Board's ability to get more youth working.

6.0 Maritime Sector Taskforce

Rick Williams of Oregon Applied Research, and Birgitte Ryslinge, President of Oregon Coast Community College provided an informative look at the maritime sector. Maritime means, related to the sea and inland waters including water-side & upland activities. Maritime careers span a wide range of opportunities from deep sea to shore side positions. They

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shared members of the legislative taskforce, and key findings, such as skilled living wage jobs, and workforce pipeline gaps. Mr. Williams and Dr. Ryslinge emphasized that all aspects of the maritime sectors are in the need of skilled workers- from last industries to commercial, and saltwater recreational fishing. However our current education infrastructure is both inadequate to serve employer and industry needs and unable to keep up with the aging workforce. Support and investment is needed to: 1. Recruit and train future workforce for these skilled living wage jobs. 2. Meet the needs of maritime employers. 3. Support other sectors which rely upon maritime industries. Request made of the WTDB to recognize the maritime sector as part of the workforce investment system.

ACTION: Vice-Chair Mersereau moved to amend the state plan to include maritime as one of its sectors and adopt the definition of maritime sector as provided by the taskforce. Board member Payne seconded. Motion passed.

7.0 National Governor's Association Winter Meeting

7.1 Agenda item moved to next board meeting, due shortage of time.

Adjourn

Meeting adjourned at 4:10pm by Chair Madden.

8.0 Tour of NECA-IBEW Electrical Training Center

Those interested went on a tour of the NECA-IBEW Electrical Training Center led by board member Rod Belisle.

Workforce & Talent Development Board

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SOUNDHARYA NAGASUBRAMANIAN
ALI O'NEILL
KEITH OZOLS
SABRINA PARSONS
KRISTINA PAYNE
JENN BAKER
FRED POOL
DEBBIE RADIE
CATHY REYNOLDS
TONY ROST
KIM THATCHER
KS VENKATRAMAN
JOE WEBER

Technical Advisors:

DAN HAUN
KAREN HUMELBAUGH
DACIA JOHNSON
PETE KARPA
JIM PFARRER

WTDB Staff

TODD NELL
Director

JENNIFER DENNING
Program Analyst

CLAY MARTIN
Program Analyst

STEPHANIE SOLOMON
Board Administrator

Executive Committee

April 17, 2019

1:30pm – 3:30pm

Coraggio Group

2240 N. Interstate Avenue Suite 300
Portland, OR 97227
503.493.1452

To listen, call: +1 (312) 757-3121 Access Code 886-145-333

Virtual Platform: **GoToMeeting**

<https://global.gotomeeting.com/join/886145333>

MEETING MINUTES

Members Present: Jenn Baker, Patty Dorroh (phone), Shari Dunn, Ken Madden, Anne Mersereau, Matt Millard (phone), Mark Mitsui, Soundharya Nagasubramanian (phone)

Non-Voting

Members Present: Ben Cannon (phone), Kay Erickson (phone)

Members Excused: Barbara Byrd, Joe Weber

Technical Advisors and Staff Present: Karen Humelbaugh (phone), Todd Nell, Clay Martin (phone), Stephanie Solomon

Standing Business

1.0 Preliminary and Organizational Business

- 1.1 Chair Madden called the meeting to order at 1:35pm. Provided introductions, and brief NGA overview of the conference. Proposed two areas to address in a future board meeting, that were discussed during NGA conference: Licensing –the increased need to have licensing credentials cross state lines. Immigration: the shortage of labor currently in the US. NGA is interested in coming to the WTDB to lead a discussion, and share information on these two items.

Ben Cannon, Executive Director of the Higher Education Coordinating Commission (HECC) provided opening remarks and excitement of the work being done on the strategic plan and the benefits the WTDB advisory role to the Governor. HECC – emphasis on how to improve the education system. The same consideration needs to be done for the workforce needs of this state – and the WTDB is the primary conduit

Workforce & Talent Development Board

March 8th 2019 MINUTES (continued)

Members:

KEN MADDEN, *Chair*
ANNE MERSEREAU, *Vice-Chair*
ROD BELISLE
BARBARA BYRD
BEN CANNON
MICHAEL DEMBROW
PATTY DORROH
SHARI DUNN
KAY ERICKSON
CHRIS HARDER
DOUGLAS HUNT
MATT MILLARD
MARK MITSUI
SOUNDHARYA NAGASUBRAMANIAN
ALI O'NEILL
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TODD NELL
Director
JENNIFER DENNING
Program Analyst
CLAY MARTIN
Program Analyst
STEPHANIE SOLOMON
Board Administrator

for this information, so the HECC can move this forward and continuously work on this initiative.

2.0 Public Comment

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

2.1 Invited Public Comment: None

2.2 Other Public Comment: None

Strategic Implementation

3.0 Coraggio Group & WTDB Strategic Planning Kick-Off

3.1 Michael Kosmala of Coraggio Group provided an overview of the project approach and timeline. Groups: WTDB Planning Team – Exec. Committee. WTDB – Board. WTDB Staff – OWI staff. Key Partners- 3rd party vendors and partners.

Planning Team – continuity is key. Important to be committed to all meetings. Scope of meetings: 3 meetings at 3 hours each, during July and August. Remote participation is okay, and accommodations will be made. Framework – handout of high-level current plan.

Strategic framework – key areas: Clarity, Focus, Action.

- Clarity – vision, mission, values, brand intention, position
- Focus – Strategic Imperatives, Objectives
- Action – Initiatives

These areas will be discussed during in future sessions, and during the June retreat.

Linda Favero of Coraggio Group led a discussion on near sight and foresight, where we are today and where we see ourselves in 2024.

Michael Kosmala and Linda Favero jointly discussed with the attendees what a strategic plan would look like, and if it didn't go well, what went wrong.

Michael Kosmala and Linda Favero jointly discussed with the attendees the challenges we might anticipate in developing the new strategic plan. Topics also discussed were; aligning and timing; what else do we need to keep in mind in developing the plan, as well as who are the stakeholders and how should they (the stakeholders) be engaged.

Next steps discussed which include, coordination of meetings, list of who Coraggio should interview and the creation of the survey. When

Workforce & Talent Development Board

March 8th 2019 MINUTES (continued)

Coraggio is needing feedback from the group the best mode would be to add or subtract v starting from nothing.

4.0 Adjourn

Chair Madden provided closing comments, and the meeting was adjourned at 3:31pm.

DRAFT



Docket Item: 5.1 WTDB Director's Update

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

Strategic Plan Goals:

- 1 • **Customer Centric:** Create a customer-centric workforce system that is easy to access, highly effective, and simple to understand.
- 2 • **Customized Solutions:** Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates and advance current workers.
- 3 • **Career Momentum:** Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum
- 4 • **Engage Youth:** Create and develop talent by providing young young people with information and experiences that engage their interest, spur further career development, and connect to Oregon employers.

Report

The purpose of this WTDB Director's Update is to share information with board members on a number of recent developments involving the Workforce and Talent Development Board (WTDB) including legislative happenings, events/initiatives and recruitment of new board members.

Legislatively, [House Bill 2020](#) modifies state greenhouse gas (GHG) emissions reduction goals. The measure establishes the Climate Policy Office (CPO) and requires the CPO to adopt the Oregon Climate Action Program (OCAP). The Higher Education Coordinating Commission (HECC) is charged with consulting with the WTDB, the Employment Department, and other state agencies to establish the Just Transition Fund. Funds distributed through the Just Transition Program shall be distributed to support economic diversification, job creation, job training and other employment services.

In addition, [House Bill 2181](#) (and an almost identical [Senate Bill 259](#)) establishes the Task Force on Maritime Sector Workforce Development to continue the work of the predecessor task force created in 2017. The measure also requires the Board to conduct a study and analyze how to implement the recommendations of the continuing and predecessor task forces, and to report to the Legislative Assembly in 2020 and 2022.

Another piece of legislation that is in play is related to the The Prosperity 1,000 Pilot Program established under [House Bill 2310](#). If passed, this bill will provide career coaching, occupational training, and job placement services for at least 1,000 low-income job seekers who reside in areas of concentrated poverty. Local workforce development boards will administer the program and the Department of Human Services will refer program

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

June 14, 2019
Docket Item 5.1

participants and seek federal reimbursement for 50 percent of program costs to be reinvested in the pilot program. DHS and the State Workforce and Talent Development Board will provide oversight.

Last, HB 5024 appropriates money from General Fund to the Higher Education Coordinating Commission for certain biennial expenses. Karen Humelbaugh will be sharing information on this bill during her presentation later in this meeting.

On the events and initiative fronts, the **2019 Western Pathways Conference** took place in Portland in early May. The conference was hosted by Oregon Governor Kate Brown, whose speech touched on the imperative for states to provide ladders to economic opportunity for all citizens. As you know, Governor Brown has championed increases in funding for career pathway programs, including CTE, STEM and work-based learning to try to meet this goal in Oregon.

WTDB leadership, staff and partners participated and by all indications, the conference was a resounding success. It provided a great opportunity for 19 western states to share ideas, best practices and solutions in the career pathways space. Office of Workforce Investment and WTDB staff worked closely with the Global Pathways Institute, the Oregon Business Council, the Governor's Office and other agencies to provide strategic guidance and support for the Oregon Dinner program, site visits and other key sessions.

In late May, the Governor's Labor and Workforce Policy Advisor, Jenn Baker, the Director of Oregon Workforce Investments, Karen Humelbaugh, and the Director of the WTDB, Todd Nell attended the **Good Jobs for All Americans Summit** in Whitefish, Montana. Prior to this summit, three Regional Workshops took place over the past year with which included governors, their staff, business leaders, researchers, philanthropists, and other stakeholders to have in-depth discussions focused on the Good Jobs for All Americans initiative. A key goal of Montana Governor Steve Bullock's initiative, as Chair of the National Governor's Association, is to highlight innovative actions governors can take to connect workers to good-paying careers both today and in the future. A Governors' Guide that will highlight these findings and provide recommendations is being produced by NGA for release in mid-July.

WTDB recruiting efforts continue to pay dividends with Marc Overbeck, Director of Primary Care Office with Oregon Health Authority, submitting his application in the coming weeks for a seat on the Workforce and Talent Development Board. If approved, his addition will not only help leverage more state funding to better meet the needs of employers and job seekers across Oregon, but potentially help the WTDB add members from rural, healthcare sector employers. Staff is also continuing to recruit for membership from the Forest Products sector. An HR representative at Adidas North American Headquarters in Portland will be applying for WTDB membership in the next few months as well. If approved by the Governor's Office, it will be the first time the Sportswear Sector has had a seat on Oregon's state workforce board.

Staff Recommendation:

This is an informational item. No action is required.



Docket Item: 5.2 Maritime Sector Workforce

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

Strategic Plan Goals:

- 1 • **Customer Centric:** Create a customer-centric workforce system that is easy to access, highly effective, and simple to understand.
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- 4 • **Engage Youth:** Create and develop talent by providing young young people with information and experiences that engage their interest, spur further career development, and connect to Oregon employers.

Summary:

Senate Bill 867 established the Task Force on Maritime Sector Workforce Development, and directed the task force to study and develop the description of the maritime sector and the sector's workforce. The bill also included a requirement that the taskforce develop recommendations for the State Workforce and Talent Development Board (WTDB) to incorporate the maritime sector into the state workforce system plan.

At the March 8th WTDB meeting, the board voted in favor of recognizing the maritime sector as key sector of the workforce investment system in Oregon. The board also accepted Oregon's Maritime Workforce Sector Report including the "description of the scope and extent of the maritime sector and the maritime sector workforce in Oregon. {SB 867)". The board additionally adopted the definition of Oregon's maritime sector as provided by the taskforce and approved modification of the existing Unified Plan for the Statewide Workforce Investment System (ORS 660.324) to include a new sector of maritime, as defined in the previously mentioned Oregon's Maritime Workforce Sector Report.

The board also approved that a letter of support be sent to the Governor. This letter was sent on June 6th as an endorsement of the Maritime Sector and its workforce. It conveyed WTDB support for efforts to recruit and train Oregon's future maritime workforce for these skilled, living-wage jobs; meet the workforce needs of maritime sector employers; partner on talent development with other sectors which rely upon maritime industries; and, encourage and recommend funding resources be appropriated and leveraged to meet the needs of maritime sector workers and employers.

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

June 14, 2019
Docket Item 5.2

Docket Material:

Letter to Governor

Presentation

Staff Recommendation:

Informational Only. No action is required.



Oregon

Kate Brown, Governor

Higher Education Coordinating Commission
Office of Community Colleges & Workforce Development,
Office of Workforce Investments
875 Union Street NE
Salem, OR 97311
www.oregon.gov/HigherEd

June 6, 2019

Governor Brown,

On March 8th, 2019 the Workforce and Talent Development Board (WTDB) heard an informative and engaging presentation on the Maritime Sector from leaders on the Maritime Taskforce.

The presentation emphasized that the maritime sector is multifaceted, large and in need of skilled workers. We also learned that our current education and training infrastructure is inadequate to meet the talent needs of the maritime industry and its employers. Our current system is also unable to keep up with the pace of replacement of the aging/retiring maritime workforce.

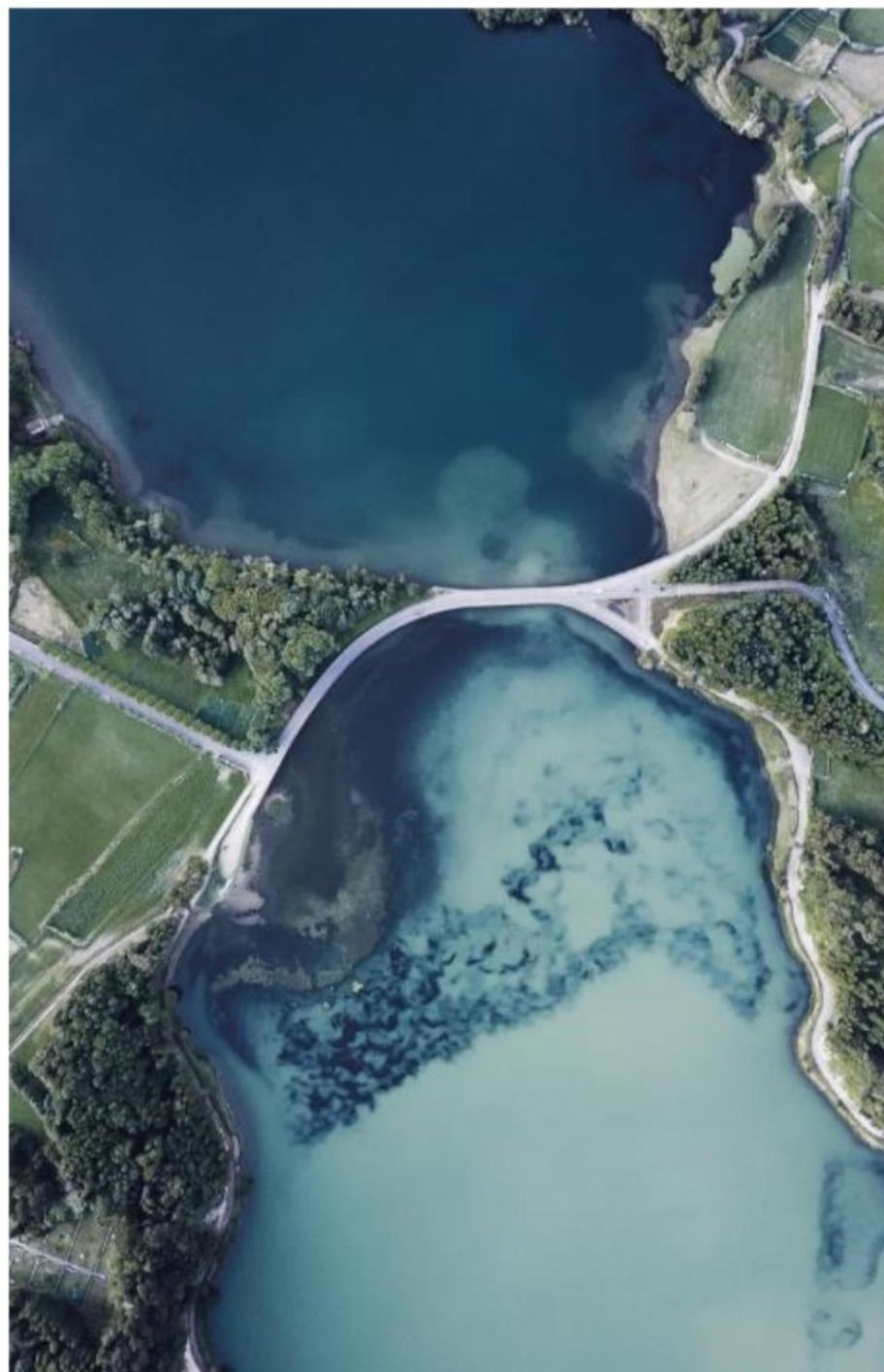
There were a number of exciting developments that occurred at the March meeting. The WTDB voted in favor of recognizing the maritime sector as key sector of the workforce investment system in Oregon. The board accepted Oregon's Maritime Workforce Sector Report including the "description of the scope and extent of the maritime sector and the maritime sector workforce in Oregon. (SB 867)". The board also adopted the definition of Oregon's maritime sector as provided by the taskforce and approved modification of the existing Unified Plan for a Statewide Workforce Investment System (ORS 660.324) to include a new sector of maritime, as defined in the previously mentioned Oregon's Maritime Workforce Sector Report.

This letter serves as formal, WTDB endorsement of the Maritime Sector and its workforce in Oregon. The WTDB strongly supports efforts to:

1. Recruit and train Oregon's future maritime workforce for these skilled, living-wage jobs.
2. Meet the workforce needs of maritime sector employers.
3. Partner on talent development with other sectors which rely upon maritime industries.
4. Encourage and recommend funding resources be appropriated and leveraged to meet the needs of maritime sector workers and employers.

Kind regards,

Ken Madden, Chair
Workforce and Talent Development Board



MARITIME SECTOR WORKFORCE EDUCATION INVESTMENT INITIATIVE



GOVERNOR'S TASKFORCE ON MARITIME SECTOR WORKFORCE DEVELOPMENT (SB 867, 2017)

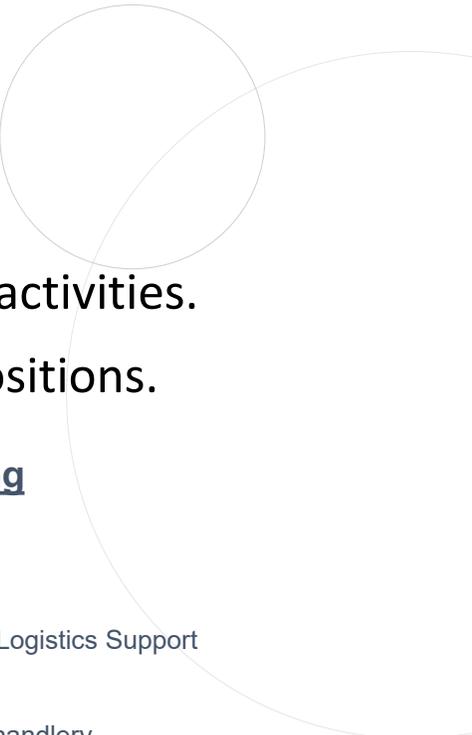


June 14, 2019





MARITIME SECTOR CLUSTERS AND ACTIVITIES:



Maritime Means: Related to the sea and inland waters including water-side & upland activities.

Maritime careers span a wide range of opportunities from deep sea to shore side positions.

Port Operations

- Cargo Loading and Unloading
Longshoreman
Stevedores
- Passenger Loading and Unloading
- Distribution of Cargo (Arrival/Departure)
- Multimodal Distribution
- Homeland/Maritime Security
- Marine Logistics (Cargo Distribution)
- Spill Response

Transportation

- Cargo (dry and liquid)
- Passenger (ferry and cruise)
- Tug/Towboats (ship assist, tow, bunkering)
- Recreational

Maritime-Related Professions

- Marine Engineering
- Naval Architects
- Admiralty Lawyers and Staff
- Risk Managers/Insurers/Surveyors
- Marine Chemists
- Merchants Exchange Members

Shipbuilding and Repair

- Ship Repair Operations
- Tug and Barge Construction
- New Vessel Construction
- Recreational Boat Construction and Repair
- Ship Engineering and Design

Offshore Exploration and Support

- Scientific and Oceanographic Research
- Commercial
- Academia

Marine Manufacturing & “Blue Technology”

Tourism

Academia

Wave Energy Industry

Not-for-Profit/Non-Governmental Organizations

Fishing and Crabbing

- Commercial Fishers
- Commercial Crabbers
- Sport & Charter
- Recreational
- Operations/Engineering/Logistics Support
- Catch Operations
- Processing
- Marine Hardware and Chandlery
- Distant Waters Operations

Maritime Workforce Deployed around the Globe

- US Commercial Mariners on ships of many flags
- US Merchant Marine & Military Sealift Command
- Tug & Tow Mariners
- Local Fishers and Crabbers
- Distant Waters Fishing and Crabbing Fleet
- Oil & Gas Operations Fleet
- Research Vessel Fleet and US NOAA
- US Coast Guard
- US Navy & Marine Corps
- Ocean and River Pilots

SB 867

Senate Bill 867 established the Task Force on Maritime Sector Workforce Development. Directs task force to study and develop description of maritime sector and maritime sector workforce in Oregon and develop recommendations for State Workforce Investment Board to incorporate consideration of maritime sector into statewide workforce investment system plan

LEGISLATIVE TASK FORCE MEMBERS

Senate Appointment	Senator Betsy Johnson , District 16 - Scappoose
House Appointment	Representative David Gomberg , District 10 – Central Coast
House Appointment	Representative David Brock Smith , District 1 – Port Orford
Recreational Fishing Interests	Linda Buell , Garibaldi Charters
Commercial Fishing Interests	Kipp Baratoff , Co-Founder and Vice President of Supply Chain Fishpeople, Inc.
Marine Construction or Repair	Greg Morrill , President & General Manager Bergerson Construction
Marine Vessel Construction or Repair	Sue Haley , Senior Vice President of Human Resources Vigor Industrial
Marine Transportation or Transit	Mike Balensifer , Columbia River Pilots
Mariners	Captain Rick Williams , Founder and Principal Oregon Applied Research, LLC
Counties	Melissa Cribbins, Coos County Commissioner
Ports	Don Mann , Former manager Port of Newport
State Workforce Investment Board	Doug Hunt , Lincoln County Commissioner (Chair)
Technical Advisory	Captain Len Tumbarello , Director of Seamanship and Technical Training, Tongue Point Job Corps Center
Oregon Coast Community College	Dr. Birgitte Ryslinge , President
Oregon State University	Dr. Bob Cowen , Director, Hatfield Marine Science Center



KEY FINDINGS

The State of Oregon Employment Department went beyond the usual labor market information to describe the scope and extent of Oregon's maritime sector.

The report measures the commercial and saltwater recreational fishing workforce, Oregon's distant waters commercial fishing workforce, charters, mariners with U.S. Coast Guard Credentials, National Oceanic and Atmospheric Administration workforce, and Coast Guard and Navy service members.

It is the first comprehensive report of its kind to describe Oregon's full maritime sector workforce.

Oregon's Maritime Workforce Sector Report

Skilled Living Wage Jobs

- 19,000 maritime jobs in Oregon in 2017, with an average wage of \$61K, 19% higher than Oregon's overall average wage.
- Oregon's covered maritime industries paid a total of nearly \$608 million in wages in 2017.
- Particularly in rural and/or coastal communities' maritime jobs are a large portion of total workforce.
- Average annual wages vary depending on industry, ranging from a low of \$27,850 in fish and seafood markets to a high of \$139,144 in sea and coastal transportation.

Workforce Pipeline Gaps

- Maritime workforce tends to be older than Oregon overall workforce. About 27 percent of jobs in Oregon's covered fishing, maritime manufacturing, and transportation jobs are held by workers age 55 years and over.
- The maritime sector workforce is expected to expand by 5 percent between 2017 and 2027.
- Critical maritime occupations require specialized post-secondary education & training.

THREE RECOMMENDATIONS FROM TASKFORCE

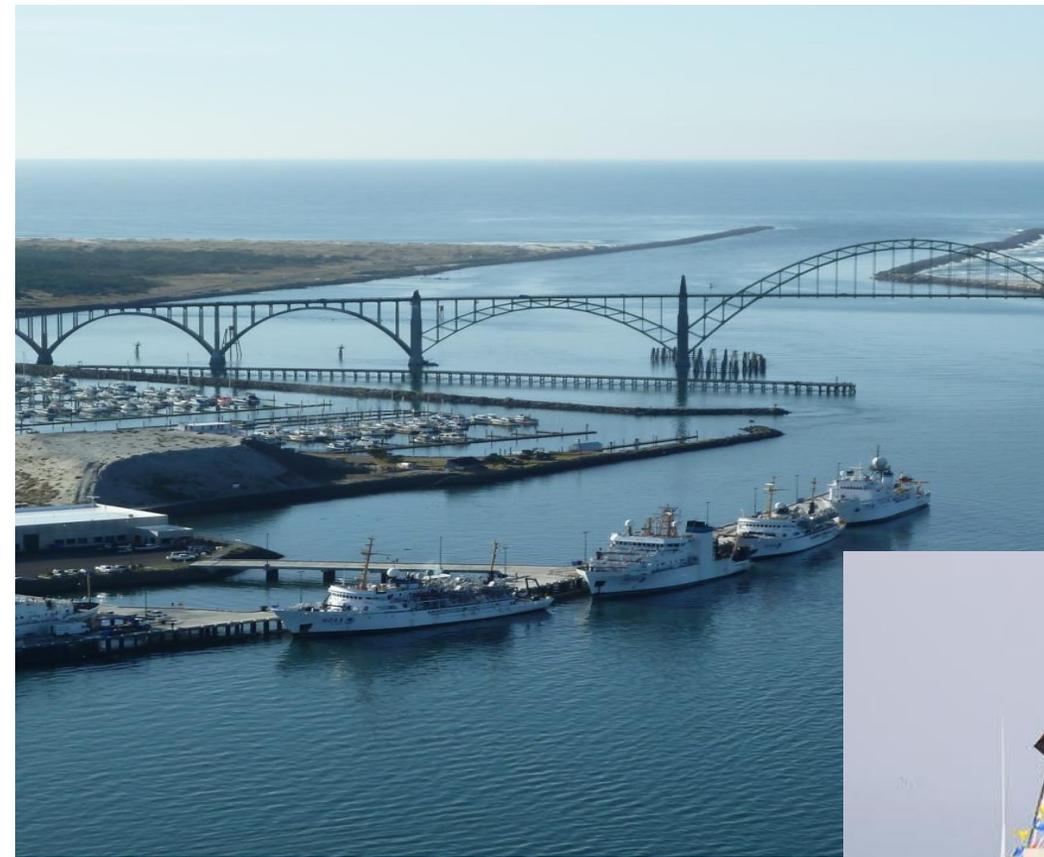
- ✓ 1. Accept Oregon's Maritime Workforce Sector Report [Oregon's Maritime Workforce Sector Report](#) including the *"description of the scope and extent of the maritime sector and the maritime sector workforce in Oregon. (SB 867)"*
- ✓ 2. Modify the existing Unified Plan for a Statewide Workforce Investment System (ORS 660.324) to include a new sector of maritime, as defined in Oregon's Maritime Workforce Sector Report.

3. Prioritize current workforce development funding (federal and other) to support the maritime workforce sector





SECURE OREGON'S COMPETITIVE POSITION IN THE GLOBAL MARITIME ECONOMY

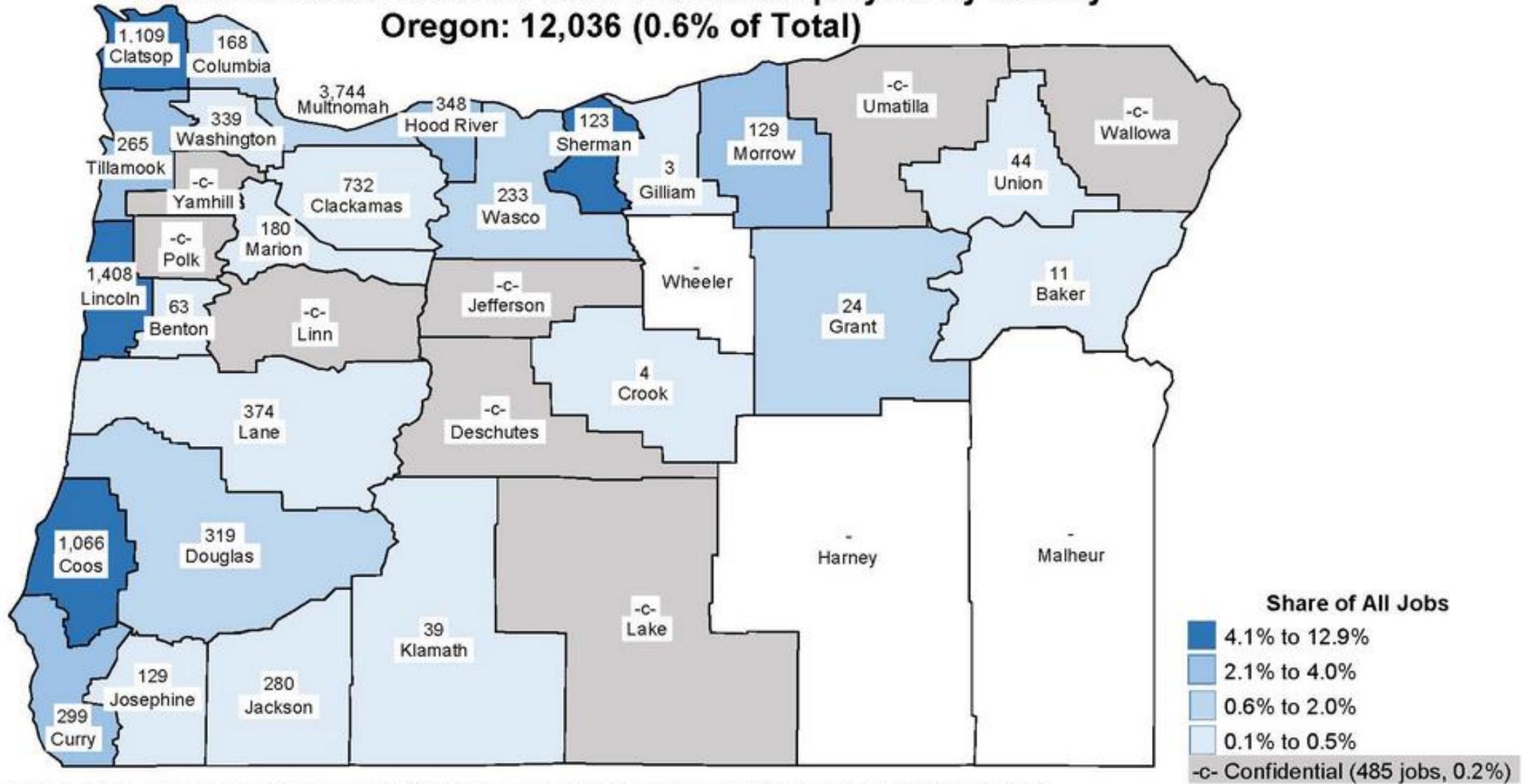


- Oregon's maritime sector workforce needs are significant with an economic impact of nearly \$608 million just in wages in 2017.
- The sector is expected to add new jobs while a large share of the current workforce will retire or change careers within the next 10 years.
- These high skill high wage jobs require some level of post-secondary training.
- The maritime training infrastructure in Oregon has some bright spots but overall Oregon, particularly the coastal region, is not prepared to meet current and emerging maritime workforce development needs.



Maritime Sector Covered Jobs and Nonemployers by County

Oregon: 12,036 (0.6% of Total)



Source: Oregon Employment Department (2017) and U.S. Census Bureau, Nonemployer Statistics (2016)

MARITIME SECTOR WORKFORCE EDUCATION INVESTMENT INITIATIVE

Three regions together with the four coastal community colleges in their regions are partnering together to better understand the workforce needs of industry.

The WIBs together with the community colleges and other local partners are ready and committed to steer investment to a coordinated maritime workforce education program.

The partners have developed the ***Maritime Sector Workforce Education Investment Initiative*** – a phased approach for investment and partnerships to develop a skilled maritime sector workforce with an initial focus on Maritime Construction, Maritime Engineering and developing skilled Mariners.





CONCEPT

Coastal and Occupational Focus

A focused plan to develop specific subsectors of maritime workforce education, in which existing Workforce Development funding is prioritized to kick-start new maritime workforce education programs and increase capacity in existing programs.

Prioritized Workforce Development funding will incentivize community colleges, school districts and STEM Hubs to devote portions of their existing CTE funding to Maritime occupations.

Maritime Sector Workforce Education Investment Initiative



Phase One strategy

- 1) An occupation focus with at least three maritime workforce education areas including:
Maritime Construction, Maritime Engineering/Engineering, and Mariners
- 2) Geographic coastal focus to include Clatsop, Tillamook, Lincoln, Coos and Curry, plus the coastal portions of Lane and Douglas counties.



Lead Partners

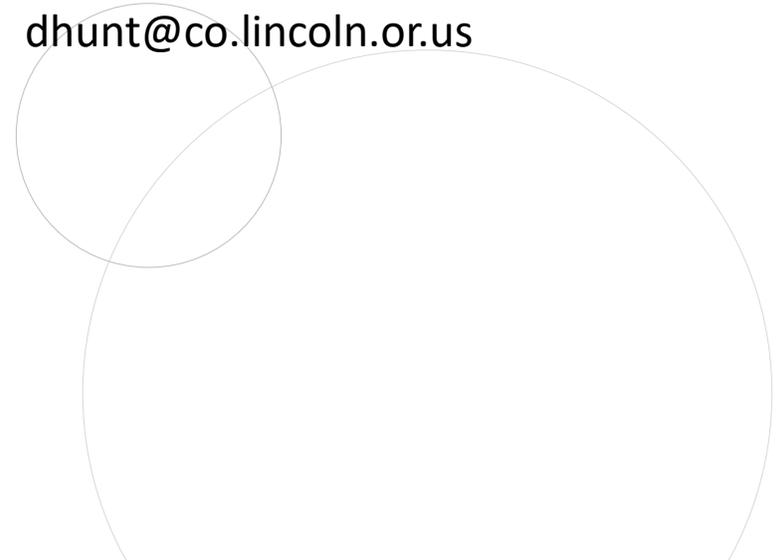
Northwest Oregon Works (NOW) would act as point of contact for the relevant stakeholders.

Four Community Colleges identified in Phase One: Clatsop Community College (CCC), Oregon Coast Community College (OCCC), Tillamook Bay Community College (TBCC) and Southwestern Oregon Community College (SWOCC).

School Districts and STEM Hubs can opt-in to the Maritime initiative by focusing resources toward related activities.



Task Force Chair: Doug Hunt dhunt@co.lincoln.or.us





Docket Item: 5.3 Strategic Plan

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

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- 4 • **Engage Youth:** Create and develop talent by providing young young people with information and experiences that engage their interest, spur further career development, and connect to Oregon employers.

Summary

The WTDB is currently operating under a five-year strategic plan that sunsets in 2020. Based on the increased rate of change in economies across the state, board leadership has elected to shift to a two-year cycle to provide as close to real time planning as possible. This two-year cycle will be more aligned with federal reporting requirements and legislative budget cycles, and it will provide increased opportunities to develop better, more relevant strategies that meet the needs of customers now, and in the future. The strategic planning process is also intended to help maintain and increase workforce system funding streams through planning alignment and legislative strategy that will provide the resources necessary to achieve the goals outlined in the WTDB Strategic Plan, the State Workforce Plan, HB 3437, WIOA and other WTDB planning efforts.

Docket Material:

Timeline

Staff Recommendation:

HIGHER EDUCATION COORDINATING COMMISSION
WORKFORCE AND TALENT DEVELOPMENT BOARD

June 14, 2019
Docket Item 5.3

This is an informational item. No action is required.



Oregon Workforce and Talent Development Board

Strategic Planning Update / June 14, 2019

Coraggio Group
503.493.1452 | coraggiogroup.com



coraggiogroup

Project Approach and Timeline

Get Clear

- Data/Document Request & Review
- Kick-Off Meeting
- Interviews
- Exec Committee Assessment Report

Get Focused

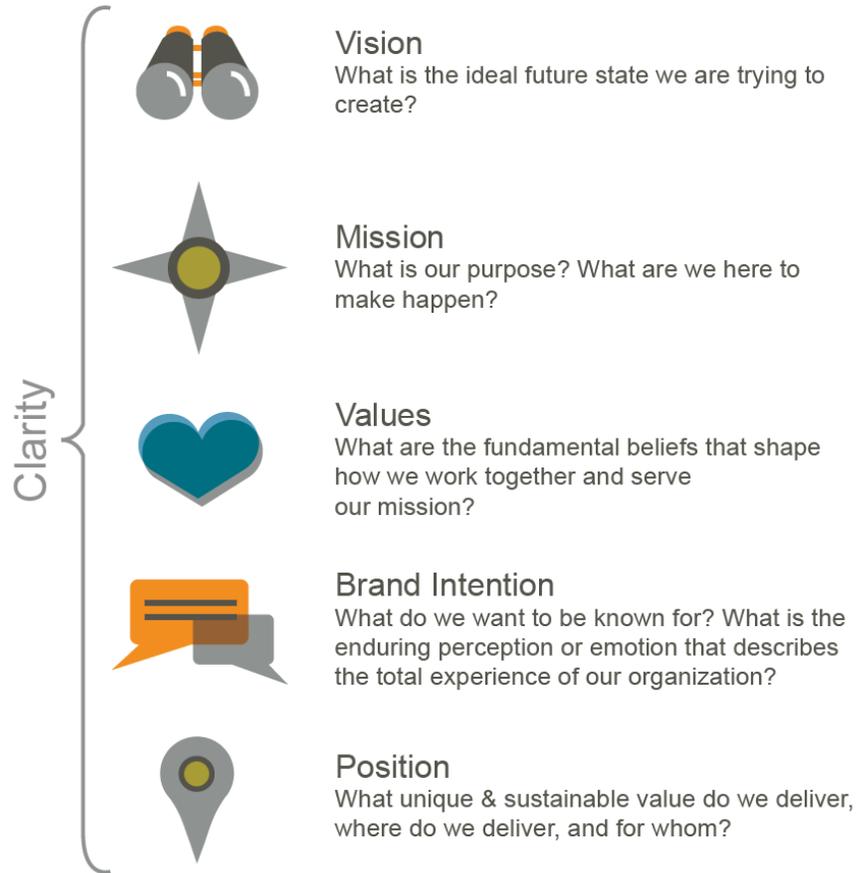
- Visioning Retreat (1)
- Planning Work Sessions (3)
- Stakeholder Engagement & Feedback
- Board Revision & Approval Session
- Final Plan Production

Get Moving

- Strategy to Action Approach

GROUP	APR	MAY	JUN	JUL	AUG	SEP	OCT
WTDB Planning Team	Kick-Off Meeting (2h)		Report & Retreat (6h)	Planning Work Sessions (3 x 3h)			Strategy to Action Approach (2h)
WTDB Board	Interviews		Report & Retreat (6h)		Plan Feedback	Board Meeting / Plan Approval	
WTBD Staff	Interviews		Report & Retreat (6h)		Plan Feedback		
Key Partners / Stakeholders	Interviews		Report & Retreat (6h)		Plan Feedback		

Strategic Framework



Oregon Workforce and Talent Development Board

2019-2020 Strategic Plan

Vision 	Mission 	Values 	Reputation 	Position 
Imperatives 	Objectives 	Initiatives 		

Next Steps

Get Focused – June to August

WHAT	WHEN	WHO	PROPOSED FOCUS AREAS
Visioning Retreat	Jun 20	WTDB Board, Staff, Stakeholders	<ul style="list-style-type: none"> Review of existing strategic goals Key trends and environmental factors Collect broad strategic guidance
Stakeholder Survey	Jun 20-Jul 19	Workforce System Stakeholders	<ul style="list-style-type: none"> Feedback on potential strategic priorities and board effectiveness
Planning Session #1	Jul 12	WTDB Exec Committee	<ul style="list-style-type: none"> Strategic Clarity (vision, mission, brand intention, position) Draft Imperatives
Planning Session #2	Jul 24	WTDB Exec Committee	<ul style="list-style-type: none"> Review Survey Results Align on Strategic Clarity Draft Objectives & Initiatives
Planning Session #3	Aug 6	WTDB Exec Committee	<ul style="list-style-type: none"> Finalize Strategic Focus (imperatives, objectives, initiatives) Implications on Board and Staff
Final Feedback & Plan Revisions	By Sept	Workforce System Stakeholders	<ul style="list-style-type: none"> Collect final feedback on draft plan



Thank You

Coraggio Group
503.493.1452 | coraggiogroup.com



coraggiogroup



Docket Item: 5.4 High-Wage Taskforce

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

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Summary

One of the primary duties of the WTDB is to assist the Governor by developing a strategic plan for Oregon's workforce development system. Throughout the strategic planning process, numerous components of the current workforce system are researched, analyzed and reviewed for potential change and improvement. One such piece of our work is the high-wage definition. Based on the current economic landscape and increasingly higher cost of living, strong consideration is being given to changing and improving Oregon's high-wage definition.

Since the March 8th WTDB meeting, the High-Wage Taskforce has met two times. The taskforce continues to discuss, research and understand the unique challenges and opportunities related to the high-wage definition currently in place in Oregon. The key goals of the group are to make prioritized recommendations regarding effective strategies, including policies, to address challenges or opportunities based on available data, research, analysis and best practices. The taskforce will submit a draft report for review and discussion at the WTDB September 13th full-board meeting. A final report will be submitted for approval at the December 6th WTDB year-end meeting.

Docket Material:

The Definition of High-Wage Occupations, Prepared by Jason Payton, Occupational Economist, Oregon Employment Department

Staff Recommendation:

This is an informational item. No action is required.

The Definition of High-Wage Occupations

Prepared by Jason Payton, Occupational Economist, Oregon Employment Department
(503) 947-1233, Jason.M.Payton@Oregon.gov,

One of the duties of the Oregon Workforce and Talent Development Board is to identify needs for education, training, work experience, and job preparation to ensure Oregonians can access stable, high-wage jobs. The board is reviewing the definition of high-wage occupations to see if it is consistent with the Board's goals and targeted outcomes.

The following information summarizes available information about the definition of high-wage occupations. It summarizes how the term is used in Oregon statute, Oregon Administrative rules, and how other states refer to high wage jobs.

Summary

- In 2007, the Oregon Employment Department, in collaboration with the Oregon Workforce Investment Board (OWIB), Oregon Department of Education, and other partners, developed definitions for high-wage, high-skill, and high-demand occupations.
- The current definition of high-wage occupations are those whose median wage is higher than the median wage for all occupations in a related area.
- The Employment Department's Workforce and Economic Research Division updates which occupations qualify as high-wage based on information collected by the Occupation Employment Statistics survey.
- The term high-wage is not typically used as often in state statute or rules as Average wage or average weekly wage.
- The Department of Education use the Employment Department definition of high wage in administrative rules related to CTE program approval, STEM investment language and other workforce development programs.
- Biz Oregon and the Department of Consumer & Business Services use Average wage for the administration of economic development programs and Workers Compensation respectively.
- Those states that have a definition of high wage typically use the average or median wage for a related area. Other states will use the Federal Poverty level as a reference.

The Definition of High-Wage Occupations

What is the current definition of high wage for workforce partners?

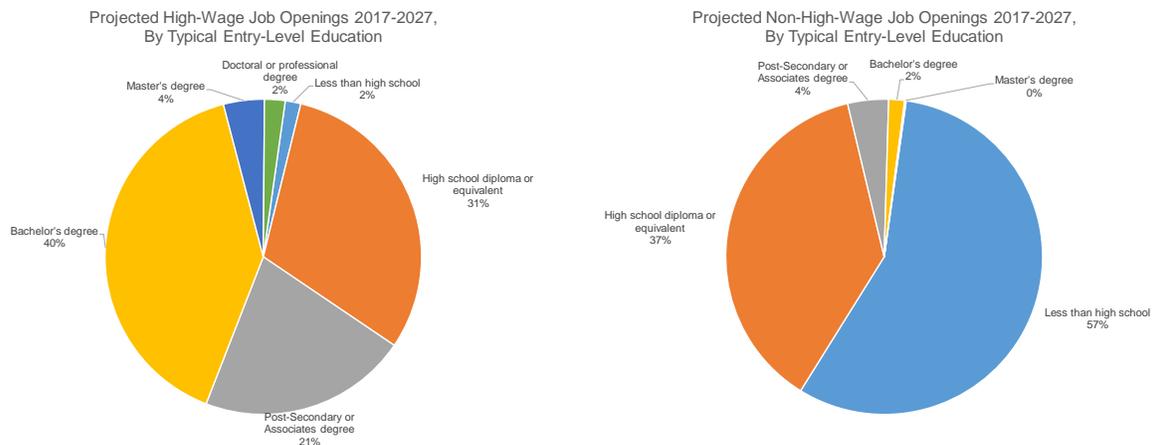
In 2007, the Oregon Employment Department, in collaboration with the Oregon Workforce Investment Board (OWIB), Oregon Department of Education, and other partners, developed definitions for high-wage, high-skill, and high-demand occupations.

The current definition of high wage occupations 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		2018 Area Hourly Median Wage	2018 Area Annual Wage
Area	Counties		
Oregon	All	\$19.09	\$39,707
Portland Tri County	Multnomah, Washington, Clackamas	\$21.36	\$44,429
Mid Valley	Linn, Marion, Yamhill, Polk	\$18.18	\$37,814
Northwest	Benton, Clatsop, Columbia, Lincoln, Tillamook	\$17.35	\$36,088
Lane	Lane	\$17.80	\$37,024
Southwestern	Coos, Curry, Douglas	\$16.53	\$34,382
Rogue Valley	Jackson, Josephine	\$16.43	\$34,174
East Cascades	Hood, Gilliam, Sherman, Wasco, Wheeler, Jefferson, Deschutes, Crook, Klamath, Lake	\$17.33	\$36,046
Columbia Gorge	Hood, Gilliam, Sherman, Wasco, Wheeler	\$16.81	\$34,965
Central Oregon	Jefferson, Deschutes, Crook	\$17.58	\$36,566
South Central	Klamath, Lake	\$16.95	\$35,256
Eastern Oregon	Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa	\$16.36	\$34,029
Columbia Basin	Grant, Morrow, Umatilla	\$16.22	\$33,738
Eastern Six	Clackamas	\$16.48	\$34,278

Source: Oregon Employment, Occupation Employment Statistics

High-wage occupations typically are smaller occupations that typically require a higher level of education. These high-wage occupations are represent 533 of the 811 occupations we calculate estimates for. These occupations accounted for about 46 percent of estimated employment in 2017, and about 37 percent of projected job openings between 2017 and 2027.



The Definition of High-Wage Occupations

How does the average wage compare to the median wage?

The average wage is typically higher than the median wage. The average wage is the product of all the reported wages being divided by the number of employees reported by businesses. The average annual wage in Oregon for 2018 was \$53,058.

The median wage is that is greater than what 50 percent of the population gets paid. We also refer to it as the 50th percentile in labor market information publications. The median annual wage in 2018 for Oregon was \$39,707 according to Oregon Employment Department.

How is the definition currently used?

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.

The Definition of High-Wage Occupations

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 is legislation in the 2019 session, House Bill 2053, which would clarify how Business Oregon gets average wage information from the Employment Department.

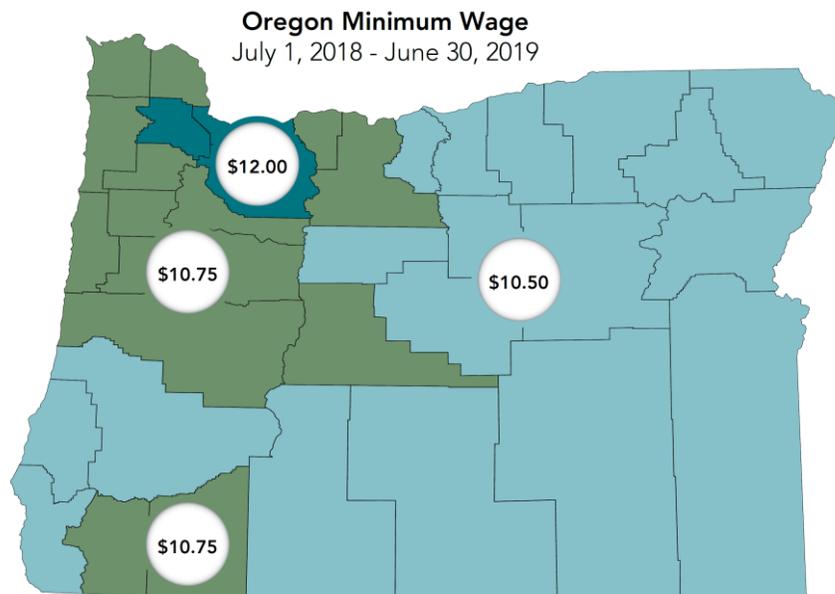
Department of Consumer & Business Services

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 Definition of High-Wage Occupations

Oregon Prevailing Wage law relates to the minimum rate of pay of workers performing qualifying work on public works projects. These are typical building trades work on new construction, reconstruction, or major renovation. Prevailing wage rates are determined by the Commissioner of the Bureau of Labor and Industries based on an independent wage survey conducted by the Oregon Employment Department.

Statutes where High Wages are referenced

- Chapter 284- Organizations for Economic Development Oregon Innovation Council
- Chapter 293- Administration of Public Funds Investing State Funds
- Chapter 327- State Financing of Elementary and Secondary Education Grants to Districts and Programs (STEM and CTE Programs)
- Chapter 329- Oregon Educational Act for the 21st Century; Educational Improvement and Reform Miscellaneous (School District Collaboration Grant Program)
- Chapter 344-Career and Technical Education; Rehabilitation; Adult Literacy Career and Technical Education
- Chapter 660-Apprenticeship and Training; Workforce Development Workforce Development (State Workforce Investment System)

Rules where high wage is defined

CHAPTER 581 OREGON DEPARTMENT OF EDUCATION - STRATEGIC INVESTMENTS

- 581-017-0287 Definitions
- 581-017-0466 Definitions

High wage, or average wage statutes in other states

- Utah 63N-4-302.11 – High wage is 100% of the county average wage.
- Georgia § 48-7-40.17 – Defines the average wage for qualifying tax cuts.
- Kansas 74-50,211.(h) – "NAICS code industry average wage.
- Michigan § 125.2090g – Defines average wage for tax breaks.
- North Dakota 57-38-01.25. – Defines average wage for recruitment credit.

The Definition of High-Wage Occupations

How do other states define high-wage occupation?

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.

Here is a summary of the responses we received.

Alaska

They do not have an official definition. Our contact from Alaska did say they would 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 compare all the percentiles we produce estimates for and then generate a regional score for each occupation. If that score meets the necessary threshold it is considered high-wage.

Nevada

They have two statutory thresholds that both use stat average wages. In one case a high wage occupations is equal to or greater than the average wage, as calculated by QCEW. A high-wage occupation could 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 one child and one adult. 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.

Docket Item: 5.5 Adapting to Artificial Intelligence

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

Strategic Plan Goals:

- 1 • **Customer Centric:** Create a customer-centric workforce system that is easy to access, highly effective, and simple to understand.
- 2 • **Customized Solutions:** Provide business and industry customized workforce solutions to prepare and deliver qualified and viable candidates and advance current workers.
- 3 • **Career Momentum:** Invest in Oregonians to build in-demand skills, match training and job seekers to opportunities, and accelerate career momentum
- 4 • **Engage Youth:** Create and develop talent by providing young young people with information and experiences that engage their interest, spur further career development, and connect to Oregon employers.

Summary

The world of work is transforming at a rapid pace. Changes in technology, skills requirements, work relationships, and demographics threaten to leave many workers behind. Advances in Artificial Intelligence (AI) and Automation will definitely be a significant part of this transformation. The current debate centers not on whether these changes will take place but on how, when, and where the impact of artificial intelligence will hit hardest. Clearly, there are both optimistic and pessimistic views of artificial intelligence, automation, job loss, and the future. One thing is for certain, there will be more jobs in AI-related work.

What knowledge and skills will be needed for those that decide to work in this field? Automation, robotics and the use of sophisticated computer software and programs characterize a career in artificial intelligence. Candidates interested in pursuing jobs in this field require specific education based on foundations of math, technology, logic, and engineering perspectives. Written and verbal communication skills are also important to convey how AI tools and services are effectively employed within industry settings.

The purpose of this presentation is to broaden and deepen the understanding of AI for board members and consider the implications and impact AI will have on Oregon's workforce. WTDB members will hear about education and training programs across the country that can help inform Oregon's strategies and preparation for the transition to a world and economy replete with AI.

Docket Material:

Presentation

Staff Recommendation:

The board could consider formally supporting and endorsing the development of an Artificial Intelligence program(s) within Oregon's University system.

ADAPTING TO ARTIFICIAL INTELLIGENCE

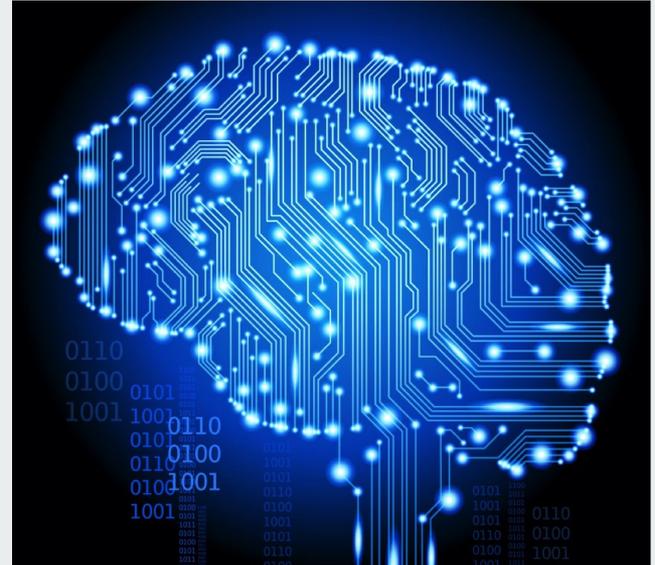
A discussion on workforce impact and education

K S Venkatraman

Board Member, Oregon Workforce and Talent Development

Salem, OR

June 14, 2019



DISCUSSION OUTLINE

Introduction to Artificial Intelligence and related opportunities

Applications of AI

Brief impact of Autonomous vehicles (AV)

Historical perspective on Technology upheavals

Workforce Impact

Preparing Oregon for the transition

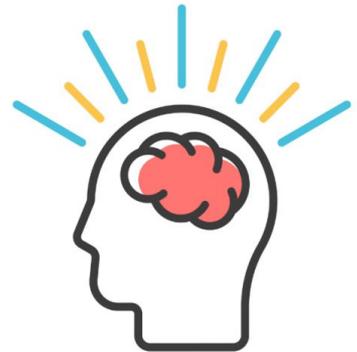
Q&A, Discussion on next steps



ARTIFICIAL INTELLIGENCE: AN INTRODUCTION

Ability to perform tasks that normally require human intelligence.

- Traditional Algorithms
 - Follow step-by-step instructions to produce result(s), without self improvement.
 - Successful in solving highly complex but deterministic tasks
- AI Algorithm examples
 - Understanding and translating speech and text
 - Identifying objects and faces in images/videos



AI OPPORTUNITIES

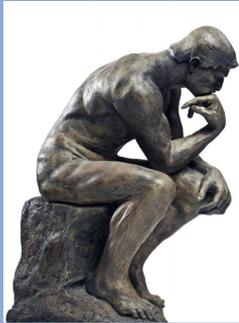
- Technology advancements always create new opportunities
 - AI is pervasive and a huge technology upheaval.
 - It *will* revolutionize how we live, work, learn, discover and communicate.
 - It *will* create sustainable high-wage jobs: engineering, construction, safety, electricians.
 - Autonomous vehicles will give rise to a multi-billion dollar “Passenger Economy”

- **We *must* understand and adopt an AI strategy**



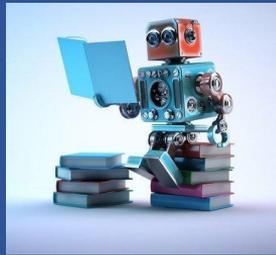
ARTIFICIAL INTELLIGENCE

Algorithms that can sense, reason, act and adapt with human-like intelligence



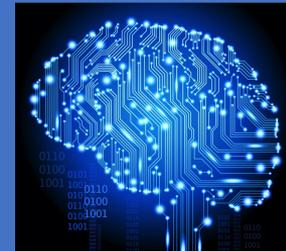
MACHINE LEARNING

Algorithms where machines learn from vast amounts of data



DEEP LEARNING

Algorithms that mimic multilayered neural networks in our brain



1950

1960

1970

1980

1990

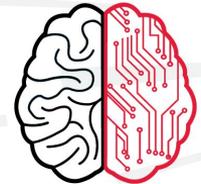
2000

2010

2020

APPLICATIONS OF AI

CURRENT	FUTURE
Healthcare: Drug discovery, Diagnostics	<i>Personalized medicine, gene sequencing</i>
Voice assistants: Alexa, Google, Siri	<i>Autonomous robots as personal assistants</i>
Adaptive cruise control, driver assistance	<i>Self-driving cars and trucks</i>
Recommendations: Netflix, Amazon	<i>Shipping: Delivery drones</i>
Personal finance: Investment vehicles	<i>Tackling effects of climate change*</i>
Photos classification, face recognition	<i>Farming: Increasing food production</i>
Internet search queries, ranking, spam filters	<i>And many more we haven't conjured up yet!</i>



ARTIFICIAL INTELLIGENCE:
FUTURE DIRECTIONS, AND CURRENT APPLICATIONS



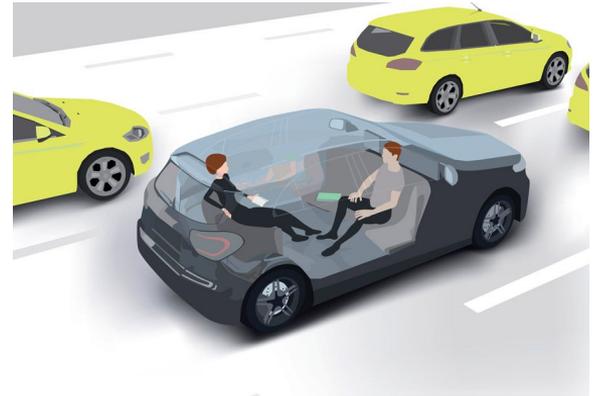
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AUTONOMOUS VEHICLE (AV) TECHNOLOGY

- Rapid advancement in Artificial Intelligence makes AVs possible
- Most significant transportation industry innovation

- Influences:
 - Safer transportation for passengers, pedestrians and bicyclists
 - Climate change by reducing car ownership and pollution
 - Greater access to transportation, particularly the disadvantaged
 - Reduced congestion
 - Increased Productivity
 - An \$800B* Passenger Economy and Mobility-as-a-Service (MaaS)





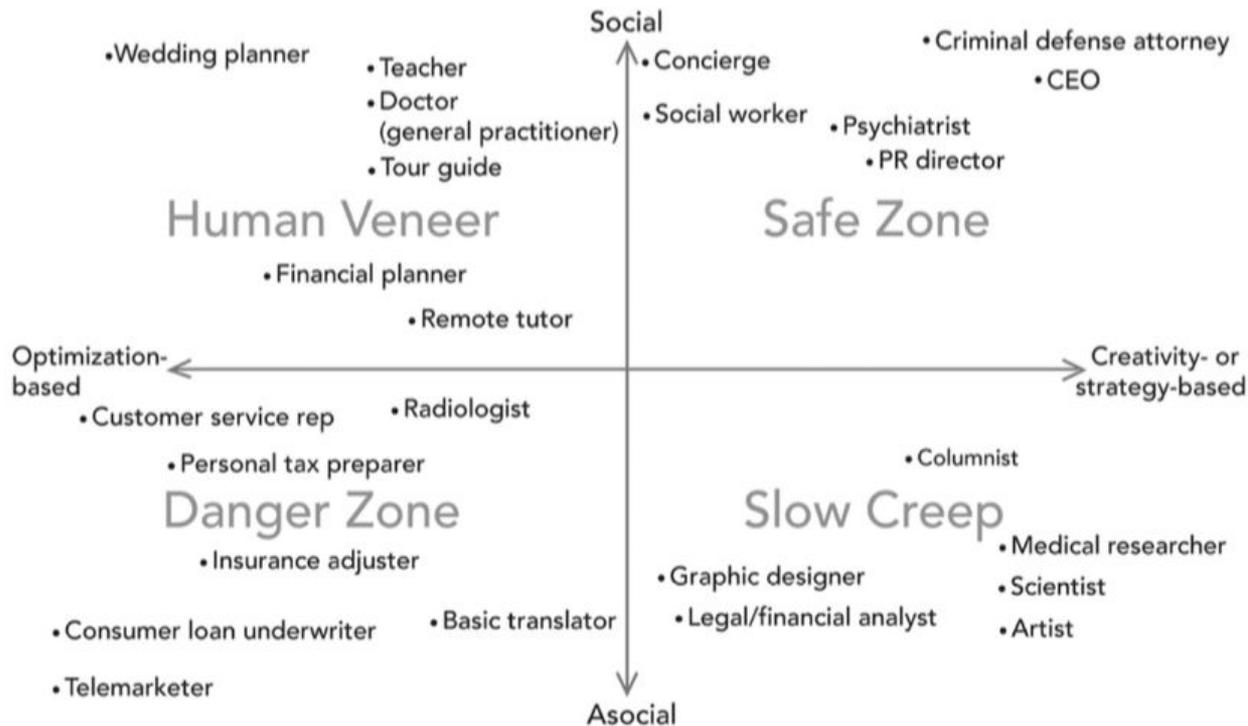
HISTORICAL PERSPECTIVE

- Technology upheavals led to job displacements
 - Printing press, Automobiles, Computers, Farm and factory automation
- Examples
 - Agriculture: In 1870, 50% of the US workforce was employed in agriculture. Now it's less than 2%.
 - Elevator operators: In 1955, there were 500,000 elevator operators in the US.

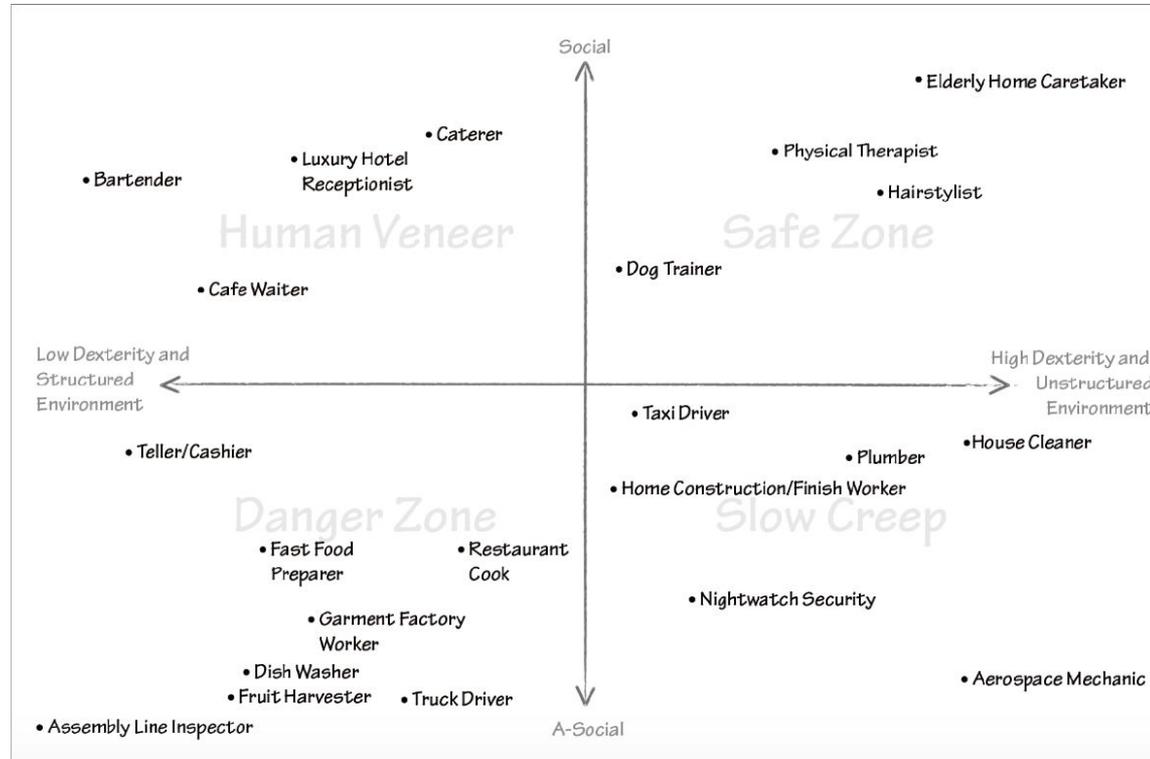
Banking Industry	1985	2002
ATMs	60,000	352,000
Tellers	485,000	527,000

- AI is expected to displace 1.8 million jobs (mostly repetitive/manual) by 2020
 - Also expected to create 2.3 million new ones*.

COGNITIVE LABOR REPLACEMENT RISK



PHYSICAL LABOR REPLACEMENT RISK



PREPARING OREGON FOR THE TRANSITION

- Proposal: Create cross-disciplinary AI programs at Oregon's public colleges and universities
 - Review programs and curriculum offered at other colleges.
 - Develop a comprehensive curriculum in addition to foundational STEM courses
 - Include ethical, legal and societal implications of AI
 - Share and use public datasets and environments

- Proposal: Engage industry representatives to develop an 'AI strategy for Oregon'
 - Sector-specific summits, sub-committee hearings, taskforces





AI EDUCATION PROGRAMS



- **CMU** Robotics program: top competitor at DARPA challenges
- AI Certificate at **Stanford**: Automated Reasoning, Natural Languages, Computer Vision, ...
- **UC, Berkeley**: AI research lab, Computational imaging, Robotic manipulation and interaction
- **Univ of Maryland**: Human computer interaction lab, Cancer research and diagnostics, ...
- **Univ of Massachusetts**: Cybersecurity, Intelligent information retrieval, knowledge discovery, ...
- **Univ of Washington**: Automated planning, Computational neuroscience, Brain computer interfaces

DISCUSSION, Q&A

- Goal: Invest in Oregonians to
 - Build in-demand skills relevant to an AI-centric future
 - Match training programs to employer requirements
 - Accelerate career momentum towards high-wage jobs

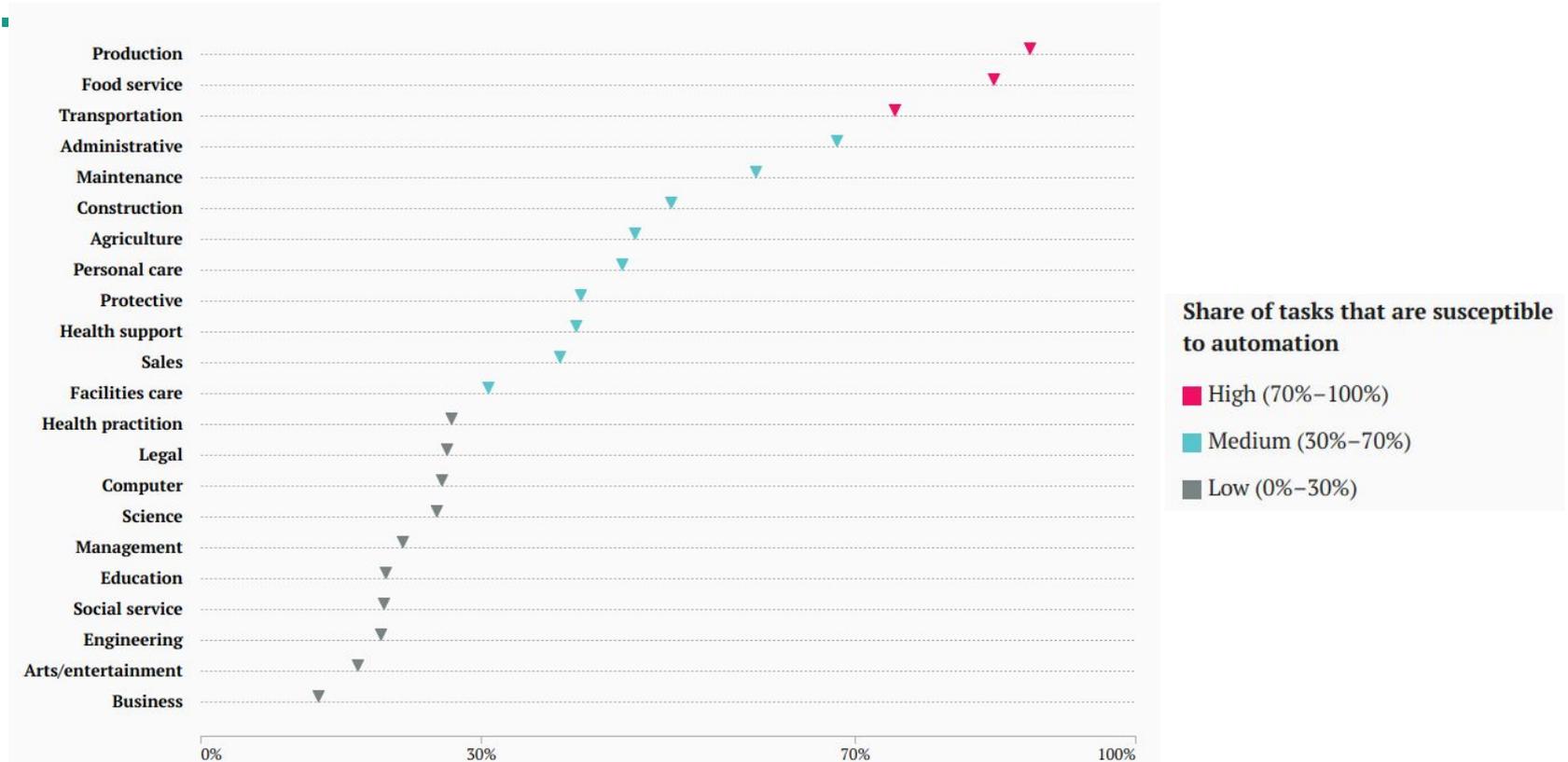
- Next steps and avenues for engagement?





BACKUP

WORKFORCE IMPACT DUE TO AUTOMATION



AV TECHNOLOGY OPPORTUNITIES

- Current opportunities
 - AV service technicians
 - Safety, security, mechanical, electrical and computer engineers
 - Construction: smart highways and AV infrastructure
 - Dealerships: AV parts and sensors

- Future opportunities
 - Shift in driver responsibilities
 - Order processing, Inventory management, sales, customer service
 - Remote vehicle operators, monitoring AV fleets and platoons
 - A whole new “passenger economy”
 - Goods and services provided to passengers during their ride
 - Health and personal care, entertainment services





Docket Item: 6.1 Investments in Oregonians – System

The four key goals critical to successfully achieving Oregon Workforce and Talent Development Board's (WTDB) 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.

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Summary:

As part of its responsibilities, the Oregon Workforce Talent and Development Board (WTDB) reviews the annual Title I budget that the HECC prepares in consultation with the Governor's Office. The Grant Year for Federal WIOA Funds is July 1 through June 30 of each year.

Docket Material:

Grant Year 2019 budget review, WIOA Title I Budget Basics, WIOA Draft Budget Allocations, WIOA Title I Allocation Process for Youth/Adult Funds, WIOA Title I Allocation Process for Youth/Adult Funds (with no Areas of Substantial Unemployment).

Staff Recommendation:

Recommend approval of Grant Year 2019 allocations as presented.

Workforce Innovation and Opportunity Act (WIOA) Basics

June 14, 2019

WIOA HAS FOUR MAIN TITLES:

- Title I- State and Local Boards; Adult, Dislocated Worker, Youth (Higher Education Coordinating Commission- HECC)
- Title II- Adult and Family Literacy (HECC)
- Title III- Wagner-Peyser (Labor Exchange- Oregon Employment Department)
- Title IV- Vocational Rehabilitation (Department of Human Services- Commission for the Blind)

As part of its responsibilities, the Oregon Workforce Talent and Development Board (WTDB) reviews the annual Title I budget that the HECC prepares in consultation with the Governor's Office. The Grant Year for Federal WIOA Funds is July 1 through June 30 of each year.

In Oregon, the HECC Office of Workforce Investments receives an annual allotment from the US Department of Labor (DOL) via three funding streams: Adult, Dislocated Worker and Youth. These funds are used for Employment and Training Activities including board support.

This year's total federal allotment is down 7.48% from last year. This cut is in addition to a 6.98% cut last year:

- **TOTAL:** \$28,155,846
 - **ADULT:** \$8,279,404 (-9.90%)
 - **DISLOCATED WORKER:** \$11,249,816 (-3.60%)
 - **YOUTH:** \$8,626,626 (-9.88%)

A majority of the funding is required to go to Local Workforce Development Boards (LWDBs) via prescribed formula. The formula is based on employment and economic data at the board level.

Prior to the formula being applied the state (HECC) is allowed to reserve up to:

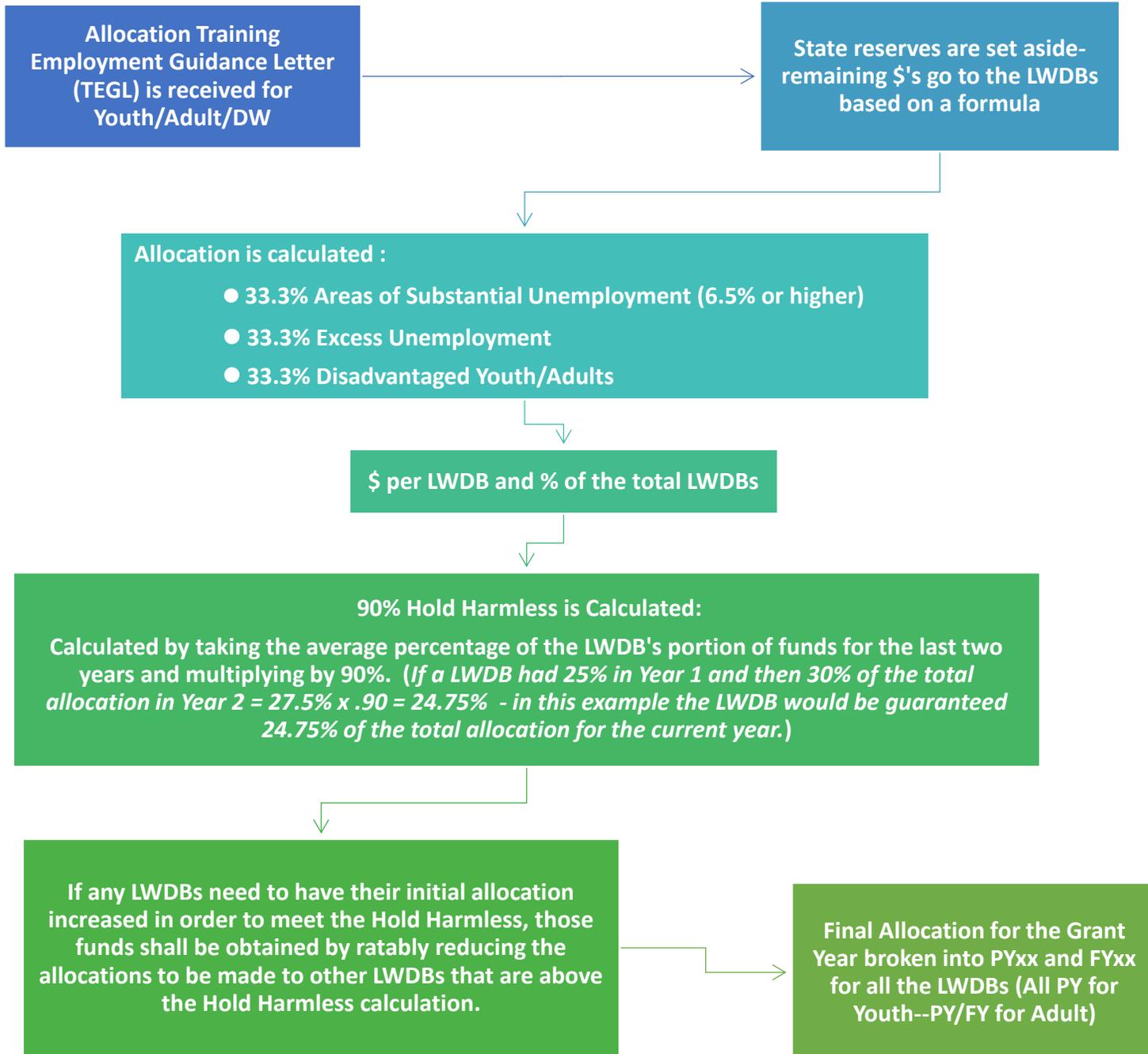
- 5% of each of the funding streams for Administration
- 10% of each of the funding streams for Statewide Activities
- 25% of the Dislocated Worker funding for Rapid Response/Pre-Layoff Services

After reserving funds, the remaining funds go directly to the LWDBs.

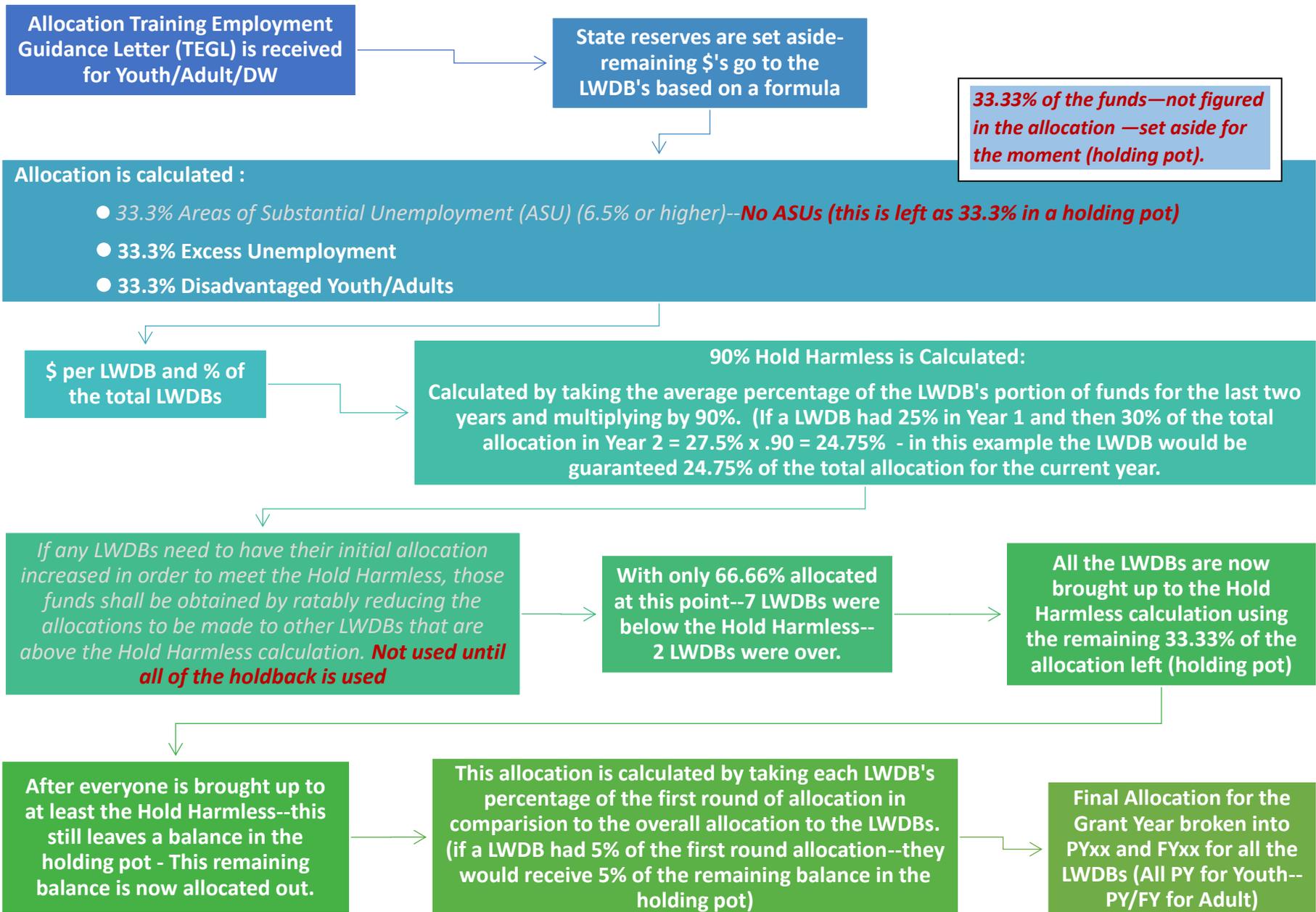
Due to dramatic cuts in local allocations, the state is reserving less than its allowable amounts:

- 5% of the 5% allowable for Administration
- 6.73% of the 10% allowable for Statewide Activities
- 15% of the 25% allowable Dislocated Worker funding

WIOA Title I Formula Allocation Process for Youth/Adult Funds



WIOA Title I Formula Allocation Process for Youth/Adult Funds (with no Areas of Substantial Unemployment - ASUs)



WIOA Title 1B Allocations-Total
Program Year 2019
Draft

State Reserves: Youth: 5% admin - 1.74% SWA Adult: 5% admin - 7.50% SWA DLW: 5% admin - 10% SWA - 15% Rapid Response	Grant Year 2019 WIOA Allocations								
	Full 5%, 1.74% Youth, 7.5%Adult, 10% DLW, 15% Rapid Response								
	Youth	Adult	DLW	Program Year 2019			Program Year 2018	Difference	
	\$\$	\$\$	\$\$	\$\$	%		\$\$	\$\$	%
Worksystems, Inc. (WSI) - (Multnomah and Washington counties, City of Portland)	1,743,473	1,612,466	2,057,528	5,413,467	19.23%		5,963,735	(550,268)	-9.23%
Willamette Workforce Partnership (WWP) - (Marion, Polk, Linn, and Yamhill)	1,375,673	1,168,661	1,223,840	3,768,174	13.38%		4,166,258	(398,084)	-9.55%
Northwest Oregon Works (NOW) - (Benton, Clatsop, Columbia, Lincoln, and Tillamook)	490,489	395,946	489,333	1,375,768	4.89%		1,584,931	(209,163)	-13.20%
Lane Workforce Partnership (LWP) - (Lane)	809,586	668,387	667,721	2,145,694	7.62%		2,360,664	(214,970)	-9.11%
Rogue Workforce Partnership (RWP) - (Jackson, and Josephine)	849,636	809,487	786,443	2,445,566	8.69%		2,681,416	(235,850)	-8.80%
Clackamas Workforce Partnership (CWP) - (Clackamas)	468,460	433,049	610,303	1,511,812	5.37%		1,698,315	(186,503)	-10.98%
Southwestern Oregon Workforce Investment Board (SOWIB) - (Curry, Coos, and Douglas)	840,400	791,529	603,134	2,235,063	7.94%		1,942,367	292,696	15.07%
East Cascades Workforce Investment Board (ECWIB) - (Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Sherman, Wasco, and Wheeler)	882,831	814,968	914,114	2,611,913	9.28%		2,768,364	(156,451)	-5.65%
Eastern Oregon Workforce Board (EOWB) - (Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, and Wallowa)	584,747	549,988	522,457	1,657,192	5.89%		1,605,883	51,309	3.20%
Subtotal LWDB's	8,045,295	7,244,481	7,874,873	23,164,649	82.27%		24,771,933	(1,607,284)	-6.49%
State Reserve Total	581,331	1,034,923	3,374,943	4,991,197	17.73%		5,659,316	(668,119)	-11.81%
State Admin (5%)	431,331	413,969	562,490	1,407,790	5.00%		1,521,560	(113,770)	
SWA (Governor's Rsrv)	150,000	620,954	1,124,981	1,895,935	6.73%		2,095,482	(199,547)	
Rapid Response	-	-	1,687,472	1,687,472	15.00%		2,042,274	(354,802)	
TOTAL ALLOCATION	8,626,626	8,279,404	11,249,816	28,155,846	100.00%		30,431,249	(2,275,403)	-7.48%