



Oregon Workforce and Talent Development Board

**March 12, 2018
1:00 pm – 4:00 pm**

**World of Speed
27490 SW 95th Avenue
Wilsonville, OR 97070**



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Oregon Workforce and Talent Development Board (WTDB)

March 12, 2018

1:00 P.M. – 4:00 P.M.
World of Speed
27490 SW 95th Avenue
Wilsonville, OR 97070

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

Members

Ken Madden, Chair, Owner, Madden Industrial Craftsman

Frank Wall, Vice Chair, Executive Director, Plumbing & Mechanical Contractors Association of Oregon

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

Ben Cannon, Executive Director, HECC

Chris Harder, Director, Business Oregon

Kim Thatcher, Senator, Oregon Legislature, Dist. 13

Joe Weber, Global Director of Sales, ESCO

Carrie Chaffee, OSU Federal Credit Union

Ali O'Neill, O'Neill Construction Group

Michael Dembrow, Senator, Oregon Legislature, Dist. 23

Barbara Byrd, Oregon AFL-CIO

Paul Holvey, Representative, Oregon Legislature, Dist. 8

Shari Dunn, Dress for Success

Anne Mersereau, Portland General Electric

Gary Brown, Nvidia Corporation

Kay Erickson, Director, Oregon Employment Department

Bob Halligan, Willamette Valley Company

Trina Lee, Director, Vocational Rehabilitation, DHS

Rod Belisle, NECA/IBEW Electrical Training Center

Soundharya Nagasubramanian, Welch Allyn

Mark Mitsui, President, Portland Community College

Debbie Radie, Boardman Foods

Matt Millard, OHSU-AFSCME

Jeffrey Krollick, Options for Southern Oregon, Inc.

Kristina Payne, Executive Director, Lane Workforce Partnership

Patty Dorroh, Harney County Commissioner

Douglas Hunt, Lincoln County Commissioner

Technical Advisors

Karen Humelbaugh, Director, Office of Workforce Investments, HECC

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

Dacia Johnson, Commission for the Blind

Dan Haun, Deputy Director, Self Sufficiency, DHS

Pete Karpa, Deputy Director, Vocational Rehabilitation, DHS

Staff

Todd Nell, Executive Director, WTDB

Clay Martin, WTDB and Workforce Analyst, WTDB

Jennifer Denning, Program Analyst, WTDB

Kelly Zinck, Program Analyst, WTDB

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.

12:00 **Working Lunch and Tour for WTDB Members**
World of Speed Overview – Dave Pearson, Executive Director and Lewis Ferguson, Education Director

Meeting: "Youth and the Workforce System"

- | | | | |
|-------------|-------------|--|---|
| 1:00 | 1.0 | Call to Order and Opening Remarks | Chair Madden |
| 1:10 | 2.0 | Consent Agenda | |
| | 2.1 | CONSENT ITEM: Approve December 2017 WTDB minutes | |
| | 2.2 | CONSENT ITEM: Approve January 2018 Exec. Committee minutes | |
| | 2.3 | CONSENT ITEM: Approve February 2018 Exec. Committee minutes | |
| | 2.4 | CONSENT ITEM: Approve January 2018 CIC minutes | |
| | 2.5 | CONSENT ITEM: Approve February 2018 CIC minutes | |
| | 2.6 | CONSENT ITEM: Approve Eligible Training Provider List Policy | |
| 1:15 | 3.0 | Public Comment | <i>Each individual/group will have a time limit of three minutes.</i> |
| 1:30 | 4.0 | Future Ready: A Plan for Oregon's Future | Elana Pirtle-Guiney, Governor's Office |
| 1:50 | 5.0 | Youth in Oregon: Issues and Opportunities | Nick Beleichiks, OED |
| 2:15 | 6.0 | Youth Programs Spotlight | Bridget Dazey, Executive Director, Clackamas Workforce Partnership |
| 2:45 | 7.0 | Oregon Youth Conservation Corps (OYCC) Update | Karen Humelbaugh, Director, Office of Workforce Investments
Doug Denning, Director, OYCC |
| 3:00 | 8.0 | National and State Two-Generation Strategy Project Update | Kimberley Meinert, National Governor's Association
Dan Haun, DHS |
| 3:45 | 9.0 | Committee Updates | |
| | 9.1 | Executive Committee | Chair Madden |
| | 9.2 | Continuous Improvement Committee | Joe Weber |
| 3:55 | 10.0 | Related Information and Reporting | |
| | 10.1 | CTE on the Frontier | |
| | 10.2 | Youth Career Connect Bend | |
| | 10.3 | How Millennials Are Unlocking the New World of Work | |
| | 10.4 | Collaboration by State Agencies on Issues Related to CTE | |
| 4:00 | | 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 Kelly Zinck at (503) 947-1733 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.

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A Plan for Oregon's Future

Governor Kate Brown is launching Future Ready Oregon to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon's workers have and the skills that Oregon's growing businesses need.

- Last year, private businesses in Oregon reported 66,600 job vacancies.
- State economists are projecting 27,000 high-wage, high-demand job openings each year through 2024.

Future Ready Oregon prepares our future workforce by making investments in education that uses hands-on learning:

- Dedicate \$300 million to Career Technical Education (CTE) classes in the 2019-2021 state budget
- Make hands-on learning programs available in every school district in Oregon
- Ensure every student in Oregon has the opportunity to participate in hands-on learning programs

Future Ready Oregon prepares our current workforce by arming them with the skills they need to help Oregon's economy grow

- Next-Gen Apprenticeships
 - Expand registered apprenticeship opportunities to fields like IT, healthcare, advanced wood manufacturing, and high-tech manufacturing.

- Turn wage earners into job creators ([House Bill 4144](#))
 - Helps mid-career construction professionals start their own business, and provides incentive to attract and retain new, young talent into the workforce.
 - Directs the Construction Contractors Board and the Building Codes Division to waive all state fees and formal education requirements for aspiring entrepreneurs who have worked in the construction industry for more than eight years.
 - Opens up an existing fund at Business Oregon to these new small businesses, to help with up-front costs. Only available for businesses in rural Oregon who work on affordable, low-, and moderate-income housing.
 - Directs the Higher Education Coordinating Commission to give grant funding to recruit, hire, and retain Oregonians new to the construction workforce.

- Increase affordable housing supply in rural Oregon
 - Regional Solutions to work with state agencies and partner with local communities, the business sector, and private developers to address the housing shortage for working families in Oregon.

- Ensure investments by the state are felt equitably across Oregon
 - Business Oregon to focus on rural areas, communities of color, and Oregon's nine tribes.
 - Higher Education Coordinating Commission and Business Oregon to increase collaboration to match high-growth industries with job training programs.

- Ease entry to high growth industries
 - State agencies to align qualifications for entry-level healthcare, homecare, and community health jobs; workers will be able to train for several sectors of the industry at once.



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Oregon Workforce and Talent Development Board (WTDB)

December 8, 2017

1:00 P.M. – 3:00 P.M.

The Duniway Portland, Captain Gray Ballroom
921 SW 6th Avenue
Portland, OR 97204

MEETING MINUTES

Members Present: Ken Madden, Chair; Frank Wall, Vice Chair; Elana Pirtle-Guiney (phone); Chris Harder; Joe Weber; Carrie Chaffee; Ali O'Neill; Michael Dembrow; Barbara Byrd; Shari Dunn; Anne Mersereau; Gary Brown; Kay Erickson; Trina Lee; Rod Belisle; Soundharya Nagasubramanian; Mark Mitsui; Debbie Radie; Matt Millard; Kristina Payne; Patty Dorroh; Doug Hunt.

Members Excused: Kim Thatcher; Paul Holvey; Bob Halligan; Jeffrey Krolick.

Technical Advisors and Staff Present: Karen Humelbaugh; Jim Pfarrer; Dan Haun; Todd Nell; Clay Martin; Kelly Zinck.

[Agenda and Materials Packet](#)¹

1.0 Call to Order and Opening Remarks

Chair Madden called the meeting to order at 1:06 P.M., provided an overview of the agenda, and facilitated an introduction of board members.

2.0 Governor's Workforce Agenda

Governor Brown thanked the labor, business, economic development, and education partners on the board for their dedication to serving Oregonians. The Governor overviewed her workforce agenda including focusing on growing Oregon's economy, especially in rural areas, investing in career and technical education (CTE), increasing affordable housing, and growing wages to lift families out of poverty.

3.0 Consent Agenda

3.1 Approve September 2017 OWIB minutes

3.2 Approve November 2017 OWIB Executive Committee minutes

3.3 Approve October and November 2017 OWIB Continuous Improvement Committee minutes

ACTION ITEMS

Motion: Frank Wall moved to approve the minutes as presented on the consent agenda, 3.1 thru 3.3; Joe Weber seconded the motion. Chair Madden called for a voice vote and the motion was approved unanimously.

4.0 Public Comment

[Andrew McGough](#)

Rep. Reardon

5.0 Executive Director Report

5.1 Strategic Plan Goals: Review of Work Completed in 2017

Todd Nell, Director of the Oregon Workforce Investment Board,



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highlighted some of the work completed in 2017, including expansion of the registered apprenticeship program, progress on establishing educational attainment goals for adult Oregonians (House Bill 3437 implementation), hosting the National Governor's Association summer meeting, and further connectivity and strategic alignment with business, state, and economic development partners.

5.2 Approve new board name

Todd Nell, Director of the Oregon Workforce Investment Board, presented the branding and naming options for the board to consider. Discussion included a desire to look toward the board mission statement and questions about why the name options did not include the word "investment." Following the discussion, Chair Madden determined this agenda item was not ready for board action.

6.0 Workforce System Performance and Preliminary Accountability Reports

6.1 Local Board Assessment and WIOA Title 1 Monitoring

Shalee Hodgson, Systems and Alignment Manager with the Oregon Employment Department, provided an overview of the assessment rubric developed to use in determining how local workforce boards are engaging and working in their local areas. The rubric focuses on four categories including data driven decision-making, strategy, partnerships and investments, and programs.

6.2 Economic Landscape

Nick Beleiciks, State Employment Economist with the Oregon Employment Department, presented a snapshot of Oregon's current labor market, highlighting a regional analysis on job gains versus job losses, why vacancies are difficult to fill, and data on wages. Beleiciks also analyzed historical unemployment rates compared with current unemployment and discussed indicator measures of labor underutilization.

6.3 Overview of Current System Performance

Bob Uhlenkott, Workforce and Economic Research Division Director with the Oregon Employment Department, presented an overview of the Performance Reporting Information System (PRISM) and Oregon's workforce system performance measures. Uhlenkott illustrated the filters available in PRISM to analyze performance measure data.

6.4 Discussion

7.0 Revised WorkSource Center Standards

7.1 Revised WorkSource Center Standards

Jim Pfarrer, Workforce Operations Division Director with the Oregon Employment Department; Karen Humelbaugh, Director of the Office of Workforce Investments at the Higher Education Coordinating Commission; and Dan Haun, Deputy Director of Self Sufficiency at the Department of Human Services, presented the revised WorkSource Center Standards before the board for approval. Pfarrer, Humelbaugh, and Haun emphasized the momentum among agency partners in collaborating on this project.



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ACTION ITEM

Motion: Rod Belisle moved to approve the WorkSource Center Standards as presented in the docket material; Kay Erickson seconded the motion. Chair Madden called for a voice vote and the motion was approved unanimously.

8.0 Adjourn

Chair Madden adjourned the meeting at 3:02pm.

Written Updates Included in Materials Packet:

- a. Update: Developing New Educational and Training Goals for Adult Oregonians (House Bill 2311 Implementation)
- b. Update: OWIB Subcommittees



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January 24, 2018

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

MEETING MINUTES

Members Present: Ken Madden, Frank Wall, Matt Millard, Patty Dorroh, Anne Mersereau, Soundharya Nagasubramanian, Mark Goldberg (for Mark Mitsui), Shari Dunn

Members Excused: Joe Weber, Barbara Byrd, Elana Pirtle-Guiney

Non-Voting Members and Staff Present: Todd Nell, Jennifer Denning, Clay Martin, Karen Humelbaugh, Kay Erickson, Ben Cannon, Karen Litvin

Agenda¹

1.0 Call to Order

Chair Madden called the meeting to order at 1:37pm and provided an overview of the agenda.

2.0 Public Comment

None

3.0 Housekeeping

Todd Nell gave updates in several areas:

Recruitment:

Todd stated that he is continuing to work on recruiting board members, particularly in the healthcare, IT and advanced manufacturing sectors. Todd stated that there are still a number of open spots and asked for recommendations. Todd will create a document to send out to all board members asking for their recommendations.

Name Change:

Ken stated that there is no need for further discussion on changing the name of the board. At this time it makes the most sense to go with the name that is in the current legislation which is the Oregon Workforce and Talent Development Board.

Future Meeting Ideas:

Todd briefly talked about the survey that was sent out to gauge the days and times of the full board meeting. Consensus was that Fridays between 1

¹All 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.



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and 4 are the preference. The next meeting will focus on youth, held on March 12 at the World of Speed in Wilsonville, and will include lunch and a tour. The June meeting will be the annual business meeting, held at Portland Community College and the Willow Creek WorkSource Center. The September meeting will be focused on business services and will be held in Salem at the Chemeketa Center for Business and Industry. The December meeting includes an invite to the governor and will be held in the Portland area.

4.0 Planning

Todd asked for suggestions on how the members want to be included in future planning, particularly around the talent assessment and talent summit. Members asked that they be included in the work up front and get regular updates on the work that the contractor is performing.

5.0 HB 2311 Work Plan

Todd handed out the work plan noting there have been a few date changes. The workgroup focused on carrying out this plan is meeting in February and that work will feed into the talent assessment and future strategic planning. Ben Cannon echoed the importance of this work to the state. Ben noted that it is an opportunity to engage Oregonians, specifically business and labor leaders, in this conversation around adult education and training.

6.0 Continuous Improvement Committee

Clay, in place of Chair Joe Weber, gave an update of the recent work of the committee. The work continues to focus primarily on revenue, funding streams and local board sustainability. There are conversations on if the state or WTDB can do anything to help with this and any ideas will be recommended to the Executive Committee then to the full board.

Clay shared a template that he drafted for use when the WTDB has formal recommendations for the governor. The members liked the form and felt it should be implemented.

7.0 Discussion and Next Steps

Todd stated that staff will be working towards intentionally doing a better job of gathering ideas from members for future meetings. It was noted that this is an opportunity for the board to drive the work of this board and drive goals and measure results.

Adjourn

Chair Madden adjourned the meeting at 2:48pm.



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February 14, 2018

1:30 P.M. – 3:00 P.M.
Dress for Success
1532 NE 37th Ave
Portland, OR 97232

MEETING MINUTES

Members Present: Ken Madden, Barbara Byrd, Patty Dorroh, Anne Mersereau, Soundharya Nagasubramanian, Mark Goldberg (for Mark Mitsui), Shari Dunn, Elana Pirtle-Guiney

Members Excused: Joe Weber, Matt Millard, Frank Wall

Non-Voting Members and Staff Present: Todd Nell, Jennifer Denning, Clay Martin, Karen Humelbaugh, Kay Erickson, Karen Litvin

Agenda¹

1.0 Dress for Success Tour

Shari Dunn, Executive Director of Dress for Success, led members on a tour of the facility and gave an overview of the program and recent initiatives.

2.0 Call to Order

Chair Madden called the meeting to order at 1:56pm and provided an overview of the agenda.

3.0 Public Comment

None

4.0 Updates and Discussion

Elana gave an overview of the governor's Future Ready Oregon initiative. The governor's office is looking for better coordination with the Higher Education Coordinating Commission and Business Oregon. There is also a focus on work-based learning, apprenticeships, healthcare and construction. A workforce cabinet will be created to bring all of the workforce agencies together to make this work possible.

5.0 Talent Assessment and Summit

John Topagna, President of ECO NW, led a discussion around the work that is happening around the talent assessment. It was announced that the Talent Summit will be held on May 11. Members gave their feedback on what they would like to see included in the assessment. Some of those things include worker voice, how people that are not in school and not

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employed are being served and both long term needs and short term goals.

6.0 March WTDB Meeting

Todd gave an overview of the March 12 board meeting stating that it will be a youth theme and will be held at the World of Speed in Wilsonville.

Nick Beleiciks, State Employment Economist, attended the meeting to hear from members on what they would like to learn more about around the issues and opportunities that youth are facing. Some of those include employment rates for youth previously incarcerated, why the unemployment rate has dropped significantly and what are the effects of long term unemployment. Nick will incorporate that feedback into his presentation at the March meeting.

7.0 Related Information and Reporting

The board was provided with handouts of various updates and information.

Adjourn

Chair Madden adjourned the meeting at 3:06pm.



Members

Joe Weber, Chair CIC

Vice President of Global Sales
ESCO

Frank Wall, Executive Director
Plumbing & Mechanical Contractors
Association of Oregon

Barbara Byrd, Secretary Treasurer
Oregon AFL-CIO

Kim Thatcher, Senator
Oregon Legislature, District 13

Chad Freeman, President
Strategic Economic Development
Corporation (SEDCOR)

Heather Ficht, Executive Director
East Cascades Workforce Investment Board

Heather DeSart, Executive Director
Northwest Oregon Works

Patrick Crane, Director
Office of Community Colleges and
Workforce Development, HECC

Jim Pfarrer, Director
Workforce Operations Division, OED

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Self Sufficiency, DHS

Pete Karpa, Deputy Director
Vocational Rehabilitation, DHS

Karen Humelbaugh, Director
Office of Workforce Investments, HECC

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**Clay Martin, WTDB and Workforce Initiatives
Analyst, WTDB**

Jennifer Denning, Program Analyst, WTDB

Kelly Dickinson, Program Analyst, WTDB

Oregon Workforce and Talent Development Board (WTDB) Continuous Improvement Committee (CIC)

January 16, 2018

8:00 pm - 9:30 am

Oregon Employment Department
Dave Pleasant Room (3rd Floor)
875 Union Street NE, Salem, OR 97301
Dial-in: 877-810-9415; Access Code: 9550046

MEETING MINUTES

Members Present: Joe Weber, Chair, Barbara Byrd, Heather Ficht, Heather DeSart, Jim Pfarrer, Pete Karpa, Karen Humelbaugh

Members Excused: Frank Wall, Senator Kim Thatcher, Chad Freeman, Patrick Crane, Dan Haun

Staff Present: Todd Nell, Clay Martin, Shalee Hodgson, Debi Welter

Agenda

1.0 Call to Order and Introductions

Chair Weber called the meeting to order at 8:05 am and completed introductions. Chair Weber briefly acknowledged that expectations have been raised for the process and approach to problem-solving, openness and inclusiveness of decision-making, and the constructive outcomes of the CIC. Clay Martin briefly reviewed the agenda identifying the following adjustments and status updates: (1) the WIOA Reserve Allocation would be continued to the February 6 CIC agenda, (2) the State General Fund Allocation would be reviewed according to the timeline approved by the CIC later on today's agenda, (3) workforce system budget information would be reviewed at the February 6 meeting, and (4) the WTDB Direct Allocation would comprise most of the discussion related to Local Board Sustainability. **CIC members acknowledged these adjustments and updates.**

2.0 Public Comment

None.

3.0 Recommendation Process and Template

Clay Martin introduced a template intended to be used for the WTDB to make recommendations to the Governor. The template included an introduction outlining the role and responsibility of the WTDB and a comprehensive process for assessing problems or considering improvements leading to recommendations supported by stakeholders. **Chair Weber requested that the impact of the recommendations be called out in the template to ensure they are considered as a part of the**

overall process. CIC members approved the template as amended.

4.0 Local Board Sustainability (Karen Humelbaugh)

Review WIOA Reserve Allocation – CONTINUED

No additional discussion (see 1.0 Call to Order and Introduction).

Review State General Fund Allocation – CONTINUED

Clay Martin provided an overview of a draft timeline for making recommendations regarding the distribution of future State General Fund dollars. The draft timeline reflects the fact that there is some time to develop recommendations because they will be made for the 2019-21 biennium. Karen Humelbaugh provided an overview of the parallel state budget process. Chair Weber requested that the timeline include all CIC meetings. CIC members acknowledged the timeline with the expectation that it would be implemented.

Related to the timeline, CIC members requested that future CIC meetings be held every month instead of every other month.

Consider WTDB Direct Allocation

Karen Humelbaugh provided an overview of the WTDB Direct Allocation and stated that the amount of the allocation could be between \$500,000 and \$2 million. Because the funds would need to be spent before June 30, 2019, there is an urgent need to develop the criteria by which grants would be issued. Several questions were asked to better understand the issue.

Possible criteria were discussed for the issuance of the grants. CIC members discussed a number of factors related to the possible criteria presented with the intent of providing staff direction to move forward with developing a request for procurement. CIC members acknowledged the following criteria:

- The purpose of the funds is to support WTDB Strategic Goals. Industry sector strategies would be specifically called out.
- Identify a goal for proposals and awards that there be a balance between urban and rural projects.
- Call out underserved populations with a broader definition not limited to only SNAP and TANF participants.
- Restrict who is eligible to receive funds to those organizations or entities who could move quickly to implement.
- Require business and industry leadership be a part of each project.
- Funds would be competitively awarded with a \$50,000 floor and \$300,000 ceiling for grants awarded.

Staff will develop a draft request document for review and to begin the procurement process.

Adjourn

CIC members briefly discussed meeting minutes generally. CIC members approved the December 5, 2017 CIC Meeting Minutes (HD/KH/Approved).

Chair Weber adjourned the meeting at 9:33 am.

Meeting Materials are posted at <http://www.oregon.gov/owib>.



Members

Joe Weber, Chair CIC

Vice President of Global Sales
ESCO

Frank Wall, Executive Director
Plumbing & Mechanical Contractors
Association of Oregon

Barbara Byrd, Secretary Treasurer
Oregon AFL-CIO

Kim Thatcher, Senator
Oregon Legislature, District 13

Chad Freeman, President
Strategic Economic Development
Corporation (SEDCOR)

Heather Ficht, Executive Director
East Cascades Workforce Investment Board

Heather DeSart, Executive Director
Northwest Oregon Works

Patrick Crane, Director
Office of Community Colleges and
Workforce Development, HECC

Jim Pfarrer, Director
Workforce Operations Division, OED

Dan Haun, Deputy Director
Self Sufficiency, DHS

Pete Karpa, Deputy Director
Vocational Rehabilitation, DHS

Karen Humelbaugh, Director
Office of Workforce Investments, HECC

Staff

Todd Nell, Executive Director, WTDB

Clay Martin, WTDB and Workforce Initiatives
Analyst, WTDB

Jennifer Denning, Program Analyst, WTDB

Kelly Dickinson, Program Analyst, WTDB

Oregon Workforce and Talent Development Board (WTDB) Continuous Improvement Committee (CIC)

February 6, 2018

2:00 pm - 3:30 pm

Oregon Employment Department
Dave Pleasant Room (3rd Floor)
875 Union Street NE, Salem, OR 97301
Dial-in: 877-810-9415; Access Code: 9550046

MEETING MINUTES

Members Present: Karen Humelbaugh, Acting Chair, Barbara Byrd, Chad Freeman, Heather Ficht, Heather DeSart, Patrick Crane, Jim Pfarrer, Dan Haun, Pete Karpa

Members Excused: Joe Weber, Chair, Frank Wall, Senator Kim Thatcher

Staff Present: Todd Nell, Clay Martin, Kay Erickson, Shalee Hodgson, Debi Welter, Jordana Barclay, Keith Ozols

Guests Present: Andrew McGough

Agenda

1.0 Call to Order and Introductions

Clay Martin called the meeting to order at 2:03 pm and briefly mentioned that Joe Weber, Chair, would miss the meeting and that Karen Humelbaugh would be Acting Chair for the meeting.

2.0 Approve January 16, 2018 Minutes

CIC members approved the January 16, 2018 CIC Meeting Minutes (BB/HD/Approved).

3.0 Approve Eligible Training Provider List Policy – Revision 1 (Jordana Barclay)

Jordana Barclay provided an overview of the Eligible Training Provider List (ETPL) Policy and the proposed revisions to the policy. CIC members approved the revisions to the ETPL Policy to be forwarded on to the Executive Committee (CF/HD/Approved).

4.0 Public Comment

None.

5.0 System Budget Overview (Clay Martin)

Clay Martin provided a brief overview of the discussion highlighting the original CIC request for system budget information on November 2, 2018.

Oregon Employment Department (OED)

Kay Erickson provided the OED presentation. Clarifying questions were asked by members and answered by Kay Erickson and Jim Pfarrar.

Adult Education and Family Literacy Act (Title II)

Patrick Crane provided the Title II presentation. Clarifying questions were asked by members and answered by Patrick Crane.

Department of Human Services – Vocational Rehabilitation (DHS VR)

Pete Karpa provided the VR presentation. Clarifying questions were asked by members and answered by Pete Karpa.

Department of Human Services – Self-Sufficiency Programs (DHS SSP)

Dan Haun provided the DHS SSP presentation. Clarifying questions were asked by members and answered by Dan Haun.

Minnesota Budget Display Example

Clay Martin provided a brief overview of one state's attempt to capture system budget information.

General Discussion

CIC members acknowledged appreciation for the work of state partners to provide budget information to the CIC. CIC members discussed the information received and asked that the methodology used to allocate available revenue and staffing geographically be described.

CIC members also identified the following as next steps for the system budget discussion:

- Staff will develop a single framework for a new request of state partners to ensure consistency in the information presented. The framework will include the intended purpose of the information and guidelines for the content and format of the information provided using established state reporting categories.
- Staff will research Minnesota and other state's efforts to describe workforce system budget information.

Both items will be included on the March 6, 2018 CIC meeting agenda for discussion and further action.

6.0 Local Board Sustainability (Karen Humelbaugh)

WIOA Reserve Allocation

Karen Humelbaugh provided a brief recap of the prior WIOA Reserve discussion and described the Budget vs. Actual Expenditure data included in the agenda packet that was previously requested by the CIC. She highlighted the fact that this continues to be a work in progress. Not all actual expenditures are included in the forms so the remaining

balance is not accurate. Work is underway to catch the data up to present and ensure that all appropriate expenditure data is captured.

Review State General Fund Allocation

Clay Martin provided the updated timeline for work on the General Fund Allocation. Next discussion will occur at the April 3, 2018 CIC meeting.

Review WTDB Direct Allocation

Karen Humelbaugh provided an overview and identified a range of \$500-700,000 to be awarded through grants from this source. Clay Martin described the draft Request for Grant Application (RFA) document included in the agenda packet.

Patrick Crane suggested that criteria for submission be included. CIC members were concerned that the requirement for 75% low income participants might be a barrier for applications. Barbara Byrd pointed out that supporting low income people was consistent with the Governor's priorities. Some proposed options to address this included setting a potentially lower percentage; having low income participants reflect the percentage of the low income population captured in census data; requiring a strategy to address the low income population without specifying a percentage; carving out some portion of the funds specifically for low income; and scoring proposals higher if they address low income participants. CIC members acknowledged that staff would develop a recommendation and bring it to the March 6, 2018 CIC meeting even as HECC Procurement begins to review the draft RFA.

Adjourn

Acting Chair Humelbaugh adjourned the meeting at 3:37 pm.

Meeting Materials are posted at <http://www.oregon.gov/owib>.



Workforce Innovation and Opportunity Act (WIOA) Title I Policy

Subject: Eligible Training Provider Policy

Number/Reference: 122(a)

Publish Date: 10/31/2016

Revision # 1

Overview

The workforce development system established under the Workforce Innovation and Opportunity Act (WIOA) emphasizes informed consumer choice, job-driven training, provider performance, and continuous improvement. The quality and selection of providers and programs of training services, including Registered Apprenticeship programs and others, is vital to achieving these core principles.

WIOA requires the State to establish eligibility criteria and procedures for a State Eligible Training Provider List (ETPL). The Oregon ETPL and the related eligibility procedures ensure the accountability, quality, and labor-market relevance of programs of training services that receive funds through WIOA Title I.

Policy Statement

This policy outlines the requirements to become an eligible training provider, including organizational requirements and eligibility criteria, clarifies the data reporting, and defines Local Workforce Development Board responsibilities.

I. Eligible Training Provider

An eligible training provider is a provider of training services who has met the eligibility requirements to receive WIOA Title I Adult, Dislocated Worker, and Youth funds via an Individual Training Account (ITA) to provide training services to eligible individuals. ITAs are permitted for older out-of-school youth, ages 18-24, when appropriate. All training providers shall comply with the respective criteria, information requirements and procedures established within this policy. All training providers must qualify as eligible providers, except for those delivering training services exempt from eligibility as outlined in Sec. 1.A.

A. Types of Training Providers

To be an eligible training provider, an entity must qualify as one of the following:

1. An institution of higher education that provides a program leading to a recognized post-secondary credential; or
2. An entity that carries out programs registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 29 U.S.C. 50 et seq.); or
3. Other public or private provider of a program of training services, which may include joint labor-management organizations, community-based organizations, and eligible providers of adult education and literacy activities under WIOA Title II, if such activities are provided in combination with occupational skills training.



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Training services exempt from these requirements include:

1. On-the-job training; customized training; incumbent worker training; internships; paid or unpaid work experience; transitional employment; or
2. The circumstances described at WIOA sec. 134(c)(3)(G)(ii), where the Local Board determines and documents that:
 - a. There are insufficient providers, or
 - b. There is a training services program with demonstrated effectiveness offered in the local area by a community-based organization or other private organization to serve individuals with barriers to employment, or
 - c. It would be most appropriate to award a contract to an institution of higher education or other provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and such contract does not limit customer choice; or
3. When the Local Board provides training services through a pay-for-performance contract.

B. Definition of Training

Training is defined as one or more courses or classes, or a structured regimen that leads to:

1. An industry-recognized certificate or certification, a certificate of completion of a registered apprenticeship, a license recognized by the state or the federal government, an associate or baccalaureate degree;
2. A secondary school diploma or its equivalent if provided concurrently or in combination with occupational skills training;
3. Employment; or
4. Measurable skill gains toward employment or a credential described in (1) or (2) of this section.

These training programs may be delivered as stackable services and could be provided in-person, online, or in a blended approach. This list is not all-inclusive and additional training services not listed may be required to be on the ETPL.

Examples of training services required to be on the Eligible Training Provider List include:

- (a) Occupational skills training, including training for nontraditional employment;
- (b) Skills upgrading and retraining;
- (c) Entrepreneurial training;
- (d) Job readiness training provided in combination with services listed in this section;
- (e) Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in paragraphs (a) through (d) of this section;



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Examples of training services that do not require inclusion on the Eligible Training Provider List include:

- a. Short-term pre-vocational training
- b. Workforce preparation training, as defined by 20 CFR 678.430 (b.08)
- c. Avocational training (for fun, recreation, or non-job-related)
- d. Subscription or membership fee based self-paced training
- e. Training that consists solely of materials purchased for a fee and is self-paced

C. Licensing

Oregon requires significant consumer protection through its licensing requirements. Training providers must be authorized or licensed by the appropriate governing board or agency prior to applying for placement on the Eligible Training Provider List.

- Community college training programs must be approved by the Higher Education Coordinating Commission (HECC) Office of Community Colleges and Workforce Development.
- Degree-granting private post-secondary institutions offering academic programs in Oregon, or to Oregon students from outside the state, must be approved by the HECC Office of Degree Authorization.
- Private Career Schools providing occupational and vocational training and certificate opportunities must be licensed by the Private Career Schools (PCS) Licensing Unit in the HECC Office of Private Postsecondary Education, with the exception of circumstances listed in Oregon Revised Statute 345.015.
- Specific occupations with boards that issue licenses, such as the Construction Contractors Board or State Board of Nursing, must be licensed by the appropriate governing board.
- Apprenticeships must be registered with the U.S. Department of Labor or with Oregon’s Bureau of Labor and Industries, Apprenticeship and Training Division.

D. Training Provider Requirements

1. Training providers must be a legal entity, registered to do business in Oregon.
2. Training providers must offer training programs that lead to a high-demand occupation.
3. Training providers must have the ability to:
 - a. Offer programs that lead to recognized postsecondary credentials;
 - b. Meet the needs of local employers and participants; and
 - c. Serve individuals with barriers to employment.
4. Training providers are required to have refund policies specifying when refunds for tuition and other costs associated with the training program will be allowed. Refund policies must be written and published so students are aware of how to request a refund.



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5. Training providers must have a grievance policy which provides for due process for students to file complaints with an organization against faculty, staff, or other employees. Grievance policies must be written and published so that students are aware of how to file a complaint.
6. As potential recipients of WIOA Title I funds, training providers must comply with non-discrimination and equal opportunity provisions of the following laws:
 - Regulations under Section 188 of the Workforce Innovation and Opportunity Act
 - 29 CFR 37, Title VI of the Civil Rights Act of 1964;
 - Age Discrimination Act of 1998;
 - Sections 504 and 508 of the Rehabilitation Act of 1973;
 - Title IX of the Education Amendments of 1972;
 - Title II Subpart A of the American with Disabilities Act of 1990; and
 - The Genetic Information Nondiscrimination Act of 2008.
7. Training providers that have been debarred by any state or the federal government are not eligible to be included on the ETPL during the debarment period.

E. Out of State Training Providers

Oregon has reciprocal agreements with Washington, Idaho, and Utah that allow qualifying WIOA participants in Oregon to use ITAs to enroll in a program of training identified on those states’ ETPL, and for WIOA participants in those states to use ITAs to enroll in training programs on Oregon’s ETPL. Final approval for using an Oregon-funded ITA at a Washington, Idaho, or Utah training provider rests with Oregon WIOA service providers.

Other out-of-state training institutions that are not operating within Oregon and with which Oregon does not have a reciprocal agreement must apply to be on Oregon’s ETPL. They must:

- a. Meet the eligibility requirements established in this policy (except for Sec. I.D.1);
- b. Meet the licensing requirements of its home state;
- c. And be on its home state’s Eligible Training Provider List.

F. Distance Learning

Training programs in which the majority of training is delivered via distance or online learning¹ must meet the following requirements:

- a. Training providers must have a mechanism for student interaction with an instructor or instructors.
- b. Training providers must ensure periodic assessment of each student.
- c. Training providers’ policy must describe the responsibilities of each party (training provider, participant) to the distance or online learning experience.

¹ Distance or online learning is defined as a method wherein teachers and students do not meet in a classroom but use the Internet, email, etc. for instruction and learning.



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II. Eligibility Criteria

A. Initial Eligibility

To be included on the Oregon ETPL, all training providers and programs not previously eligible to provide training services, shall provide the required information to the Office of Workforce Investments (Initial Eligibility Application, Attachment A). Applicants approved under this section will receive initial eligibility for one calendar year. If the applicant wishes to continue providing WIOA-funded training services, the applicant shall apply for continued eligibility (Section II. B) 30 days prior to end of initial eligibility expiration.

An initial eligibility determination will be conducted for each training provider on a program by program basis; there is no blanket approval for all programs offered by a provider. Training providers applying to have their programs be considered eligible must provide the following information for each training program:

1. A description of the training program;
2. Program cost information, including tuition and fees;
3. Evidence of state licensure requirements of training providers, and licensing status of providers of training services, as applicable;
4. The occupation for which the training program prepares the student must be a high-demand occupation in the state of Oregon, as defined as having more than the median number of total (growth plus replacement) openings for statewide or a particular region.
5. The training provider must supply information on whether they have partnerships with business and that connects the training program to employment opportunities. The information may include whether the training program is offered or was designed as a result of the partnership, or may include a list of employers that have committed to hire graduates from the training program.
6. The training provider must supply information regarding how successful completion of the program results in or leads to a federally or locally recognized credential.
7. Description of the accessibility of training services (i.e., is this program of study a facility-based training, or is it accessible throughout the state, to individuals in rural areas, through the use of technology);
8. A description of the program’s demonstrated effectiveness in serving employed individuals and individuals with barriers to employment.
9. The following performance data²:
 - Number of students completing training program
 - Number of students obtaining a credential within one year after program completion
 - Number of students in unsubsidized employment second quarter after exit
 - Number of students in unsubsidized employment fourth quarter after exit
 - Median hourly wage at placement

² To be implemented once performance data begins being reported in PY18 (July 1, 2018-June 30, 2019).



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B. Application Process

Training providers must submit an application through the ETPL website to begin the process of initial eligibility. Once the online application is submitted and it has been determined that the required information has been provided, each applicant will be notified of the program's approval, denial, or request for further information within 30 days of the receipt of a complete application. The State shall notify the applicant of the final determination in writing, including, in the case of a denial, reasons for the final determination and a statement that the provider may appeal the decision as provided in this policy. The Local Board in which the provider is located will be copied on communications related to approval, renewal, denial, and removal of any training programs from the ETPL.

C. Continued Eligibility

All training providers' programs on the ETPL, except for registered apprenticeship programs, must apply biennially for continued eligibility beginning one calendar year after initial eligibility. The continued eligibility review process ensures that training provider information is accurate and performance standards are met. Minimum performance standards may be developed after three years of WIOA-specific performance data is available.

To determine continued eligibility, training providers must demonstrate that they meet the requirements under Initial Eligibility (Section II.A.) for each training program, along with a review of the following performance data for the prior three program years, as available:

1. Total students served;
2. Total students exited;
3. The percentage of participants completing the training program;
4. The percentage of participants who are in unsubsidized employment during the second quarter after exiting the program;
5. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exiting from the program;
6. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; and
7. The percentage of program participants who obtain a recognized credential or a secondary school diploma or its equivalent during participation or within a year after exit.

D. Registered Apprenticeships

Pursuant to Section 122(a)(3) of WIOA, apprenticeship programs registered with the U.S. Department of Labor or with Oregon's Bureau of Labor and Industries, Apprenticeship and Training Division are automatically eligible to be included on the ETPL. Registered apprenticeship programs are not required to submit initial or continued eligibility applications under these procedures. Although registered apprenticeship programs are automatically eligible, the program will not be included on the ETPL unless the program provider notifies the Office of Workforce



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Investments of its intention to be included on the ETPL. This notification must include the first page of Standards of Apprenticeship document that indicates the registration approval.

Once an apprenticeship program is registered on the ETPL, the program will remain on the ETPL until the program is no longer registered with the Apprenticeship and Training Division or until the provider notifies the Office of Workforce Investments, in writing, of the intention to be removed from the list.

Registered apprenticeship programs that request to be on the ETPL are required to provide the following information to the State on a biennial basis:

1. Occupations included within the registered apprenticeship program;
2. The name and address of the registered apprenticeship program sponsor;
3. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor’s address;
4. The method and length of instruction; and,
5. The number of active apprentices.

Registered apprenticeship programs are required to comply with all laws and rules regarding apprenticeship programs and labor laws in the State of Oregon.

E. Eligibility Exceptions

An exception request can be made regarding eligibility requirement II.A.4 only (training program leads to high-demand occupation in Oregon). The Local Workforce Development Board must send an exception request to the Office of Workforce Investments explaining why the training program should be added to the ETPL despite the training not being a high-demand occupation in the State of Oregon.

No other eligibility exceptions may be requested.

F. Eligibility Denials

A training provider or program may be denied initial eligibility for the following reasons:

1. The application is not complete or information was not provided in a timely manner.
2. The training program does not meet the definition of training services as defined in Section I.B. of this policy.
3. The training provider is not in compliance with the WIOA, regulations, or any agreement executed under the WIOA.
4. The training program does not meet the eligibility requirements as outlined in this policy.
5. It is determined that the training provider intentionally supplied inaccurate information.



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III. Local Workforce Development Board Responsibilities

Local Workforce Development Boards are responsible to:

1. Collaborate with the State to ensure sufficient numbers and types of providers of training services are accessible in each local area, including eligible providers with expertise in assisting individuals with disabilities and adults in need of adult education and literacy activities described under WIOA sec. 107(d)(10)(E);
2. Work with their local and regional employers and education providers to ensure there are training programs that provide credentials, certificates and/or skills that are valued by employers within priority industry sectors identified in the local strategic plan.
3. In partnership with the state, make available through WorkSource Oregon centers the list of eligible providers of training services and accompanying information.

A. Local Training Provider List

The Local Workforce Development Board may create a local training provider list (LTPL) with additional eligibility criteria, information requirements, and minimum performance levels for local providers beyond what is required by the State. Local eligibility is contingent on the provider first being approved for the State eligible training provider list (ETPL). If a LTPL is created, the LWDB must notify the Office of Workforce Investments and establish a policy outlining the process and procedure for the list, including a written appeal policy for training provider complaints and appeals. If the Local WDB removes a program of training services from the eligible programs in that local area for failure to meet higher performance standards developed at the local level, training providers may appeal a denial of eligibility under the LWDB’s appeal procedure outlined in the local training provider list policy. The State may review local processes and determinations as deemed appropriate.

Any additional requirements established by the Local Workforce Development Board will only affect a program’s eligibility and performance level eligibility requirements within the local workforce area. Like the statewide list, these providers and their programs must meet eligibility criteria, follow procedures, and provide performance outcomes in order to receive WIOA Title I funds. Additionally the LTPL and accompanying information must be made available through WorkSource Oregon centers.

IV. Data Reporting

Training providers are required to submit information needed for reporting each of the required indicators listed in Section II.B. 1-7 for the most recent year of application as a component of continued eligibility determination, as well as for the Department of Labor’s provider performance report. Eligible providers must request social security numbers (SSN) on all students (not just those funded through WIOA) within each training program for each program year. The SSNs and training program information will then be submitted to the Higher Education Coordinating Commission through secure data file submission in order to report the performance outcomes of



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training program participants and to complete the provider performance report (Attachment C) for Department of Labor submission. Each program on the ETPL will have its aggregate data published online to support informed consumer choice and to adhere to federal WIOA requirements.

A. Modification of Approved Programs

ETPL training providers must keep information current on the ETPL to continue to receive training referrals. Failure to update program information may result in removal of the program from the ETPL. Any significant change to a program, including a change in the program’s cost, may require re-evaluation for approval.

V. Removals from the ETPL

A program may be removed from the ETPL for the following reasons:

1. The application is not complete or information was not provided in a timely manner.
2. The training program does not meet the definition of training services as defined in Section I.B. of this policy.
3. Performance data does not meet the minimum performance measures or data is not provided with application.
4. The training provider is not in compliance with the WIOA, regulations, or any agreement executed under the WIOA.
5. The training program does not meet the eligibility requirements as outlined in this policy.
6. It is determined that the training provider intentionally supplied inaccurate information.

Providers determined to have intentionally supplied inaccurate information or to have substantially violated any provision of Title I of WIOA or the WIOA regulations, including 29 CFR part 38, will be removed from the State list of eligible training providers and programs for not less than 2 years and is liable to repay all youth, adult, and dislocated worker training funds it received during the period of noncompliance. When a program of training is removed from the state ETPL, WIOA participants currently enrolled in the program with the support of an ITA may complete their training unless the provider or program has lost state licensure, certification, or authorization to operate by the appropriate state oversight agency.

A. Requests for Appeal

Training providers may file appeals with regard to the denial of a provider’s application for initial or continued eligibility listing on the ETPL, or for the removal of a program(s) already listed on the ETPL. All appeals must be submitted in writing within 30 calendar days from the date of the rejection notice or notice of suspension of eligibility. The request for an appeal hearing must include:



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1. The name, address, and telephone number of the training provider;
2. A statement of the desire to appeal;
3. A description of the adverse action; and
4. Detailed explanation of the reasons claimed that the denial or removal was erroneous.

Such appeals must be addressed to:

Workforce Programs Director
Office of Workforce Investments
875 Union St. NE
Salem, OR 97311

An appeals resolution will be scheduled within 60 days of the date the appeal request was received.

Actions

This policy should be widely distributed to Local Workforce Development Boards, Community Colleges, private career schools, and other training providers throughout Oregon. Any Local Workforce Development Board creating a Local Training Provider List must establish a policy outlining the process and procedure for the list, including a written appeal policy for training provider complaints and appeals.

Contact

Comments about this policy can be emailed to EligibleTrainingProviderList@oregon.gov

Attachments/Additional Resources

- Attachment A: Initial Eligibility Application (www.surveymonkey.com/r/5G5CSNP)
- Attachment B: Registered Apprenticeship Application (www.surveymonkey.com/r/J575SZF)
- Attachment C: Provider Performance Report (*pending DOL guidance*)
- Oregon's ETPL website (www.wioainoregon.org/eligible-training-providers.html)
- Oregon Revised Statute 345.015: www.oregonlaws.org/ors/345.015

References

- Workforce Innovation and Opportunity Act of 2014 (WIOA or Opportunity Act), Public Law (Pub. L.) 113-128, enacted July 22, 2014
- Training and Employment Guidance Letter (TEGL) No. 41-14, Workforce Innovation and Opportunity Act (WIOA or Opportunity Act) Title I Training Provider Eligibility Transition, June 26, 2015
- Training and Employment Guidance Letter (TEGL) No. 41-14, Change 1, November 24, 2015



Docket Item:

Youth in Oregon: Issues and Opportunities

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:

Young people in Oregon's workforce are finally experiencing real improvement in the labor market. Unemployment among Oregon's youth is at a record low and there was an increase in labor force participation in 2017. Just as many workers ages 22 to 24 years are now in Oregon's workforce as there were before the recession knocked away so



many of their job opportunities. The number of jobs held by workers ages 14 to 21 increased in 2015 and 2016, but remained below pre-recession levels. This younger group could be focusing more on their educational attainment instead of gaining work experience. Some young people are not working or in school. There are nearly 57,000 of these “opportunity youth” in Oregon, which is about 11.9 percent of the overall population ages 16 to 24. The share is higher among Oregon’s youth of color.

This material connects with Strategic Plan GOAL 4: Engage Youth by describing the current labor market situation for youth in Oregon such as which industries are hiring young workers and how many young people are not engaged in school or the workplace.

Docket Material:

See attached presentation slides.

Staff Recommendation:

Information only.



Update on Youth in Oregon's Workforce

Workforce and Talent and Development Board

March 12, 2018



Oregon's Strong Job Market Finally Reached Young People in 2017

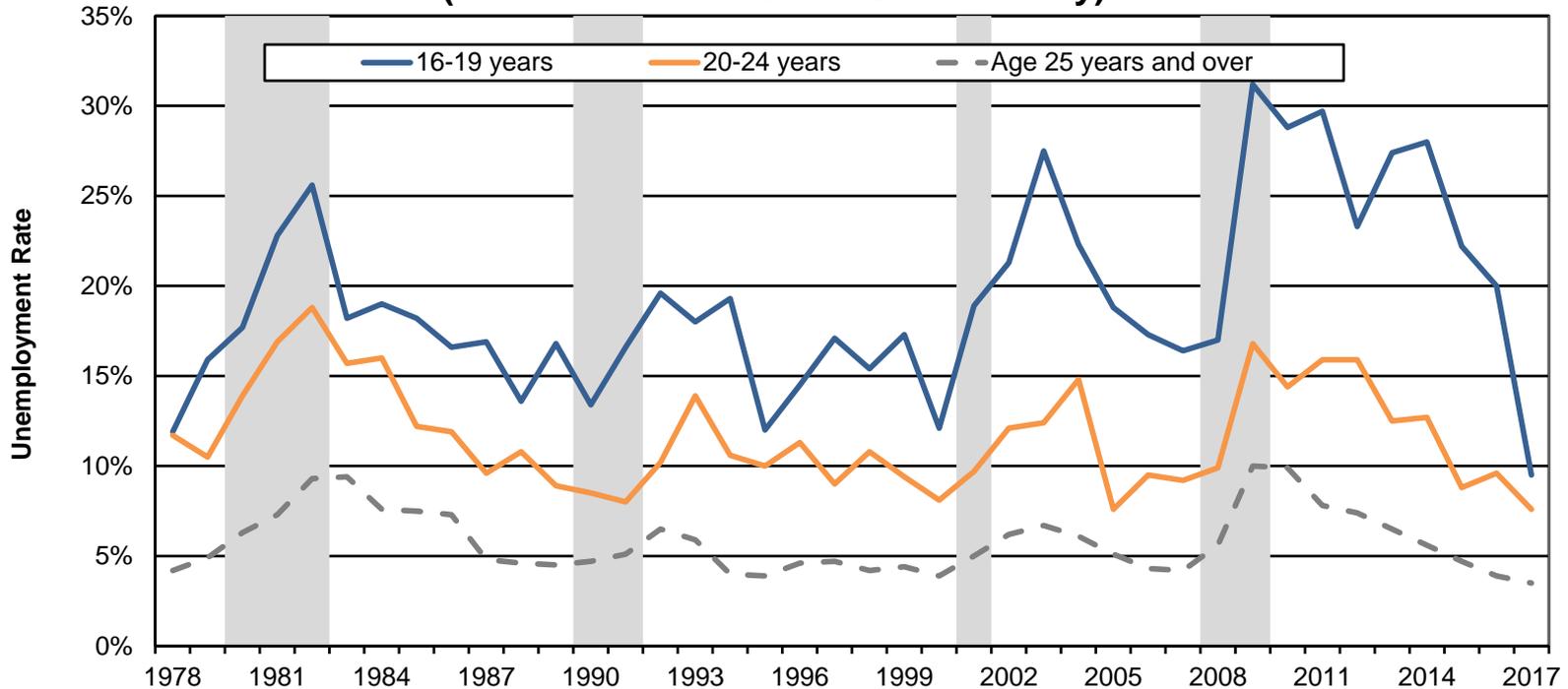


Unemployment Rates Are At Record Lows



Youth unemployment is lower than it was 10 years ago.

Unemployment Rates High for Oregon's Youth (Years with Recessions Shaded Gray)

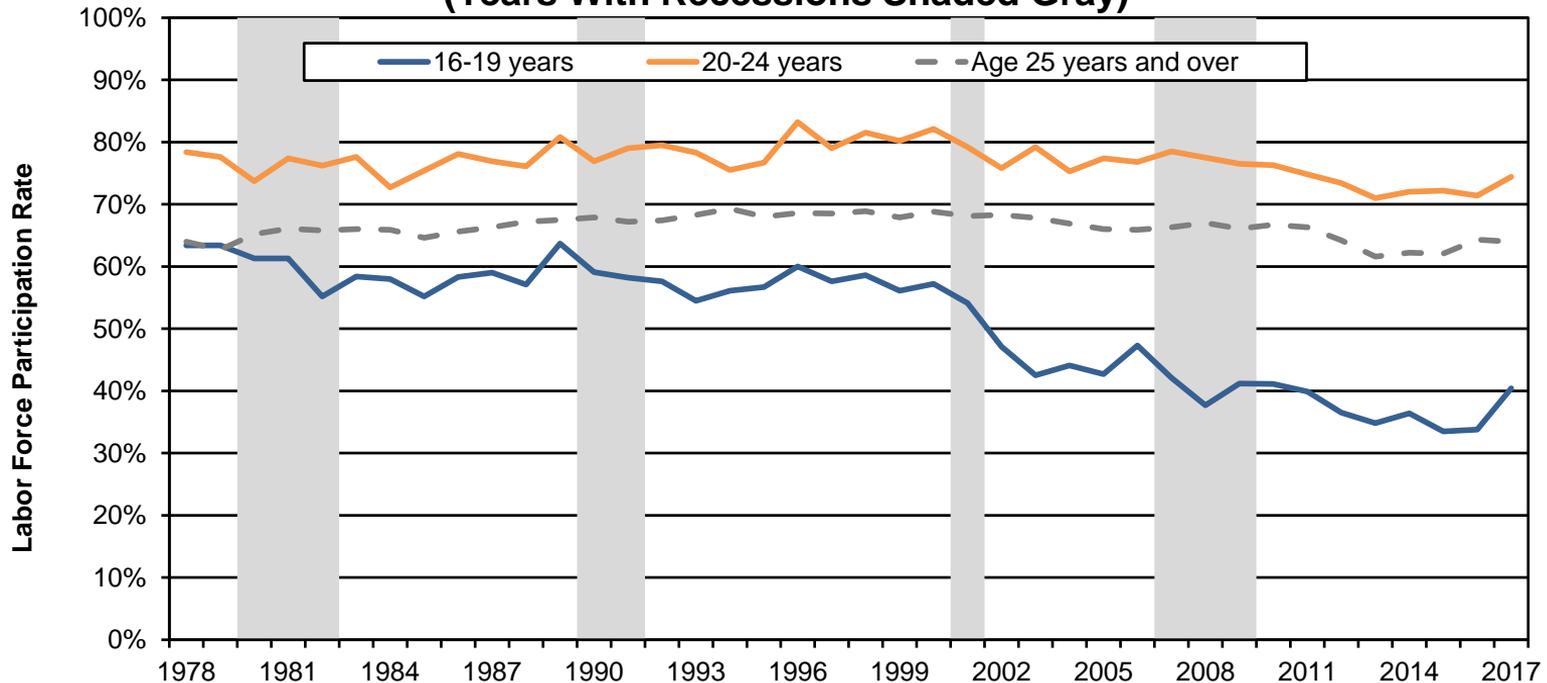


Source: Bureau of Labor Statistics, Current Population Survey



Young people responded to more job opportunities by joining the labor force, but participation remains lower than in previous generations.

Oregon Teen Participation Rate Rebounds in 2017 (Years With Recessions Shaded Gray)

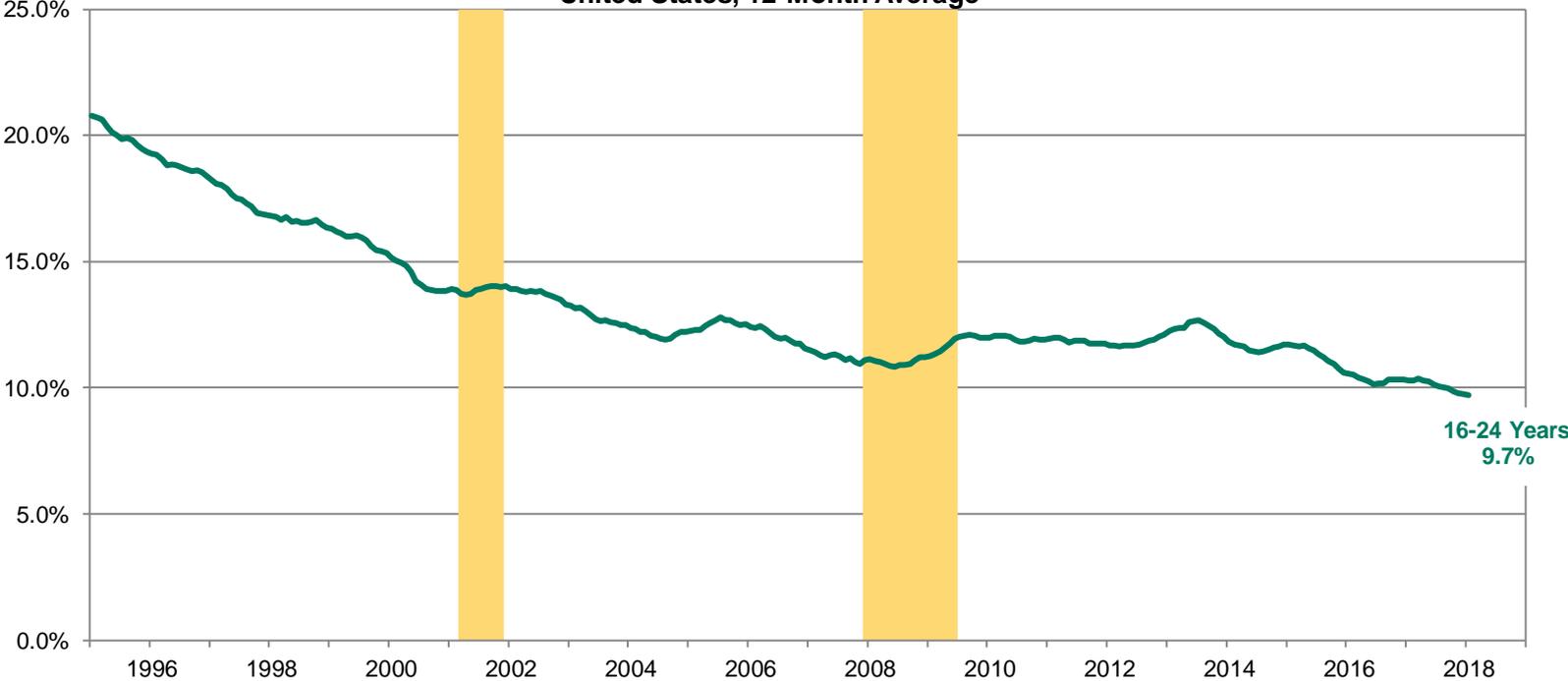


Source: Bureau of Labor Statistics, Current Population Survey



One in ten youth who are not in the labor force say they want a job, but they are not currently looking for one.

Percent of the Population Age 16-24 Not in the Labor Force that Wants a Job Now, United States, 12-Month Average



Source: Oregon Employment Department and U.S. Bureau of Labor Statistics

There are multiple reasons why people may want a job but not be currently looking for one.

Discouraged:

- Believes no work available in line of work or area
- Couldn't find any work
- Lacks necessary schooling, training, skills, or experience
- Employers think worker is too young or too old
- Other types of discrimination

Other reasons:

- * Can't arrange child care
- * Family responsibilities
- * In school or other training
- * Ill-health, physical disability
- * Transportation problems
- * Other

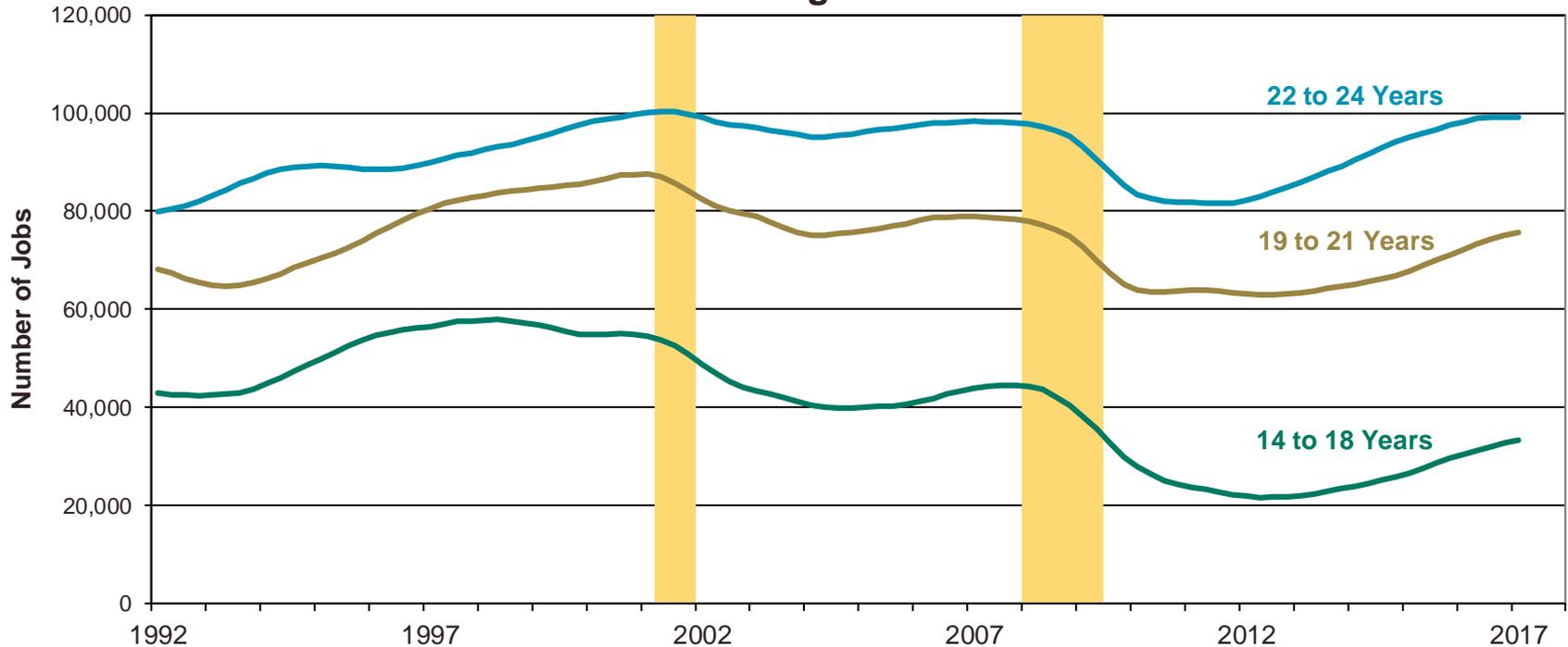


Which Industries are Hiring Young People?



There's room for more young people in the workforce.

Number of Jobs by Age Group Oregon

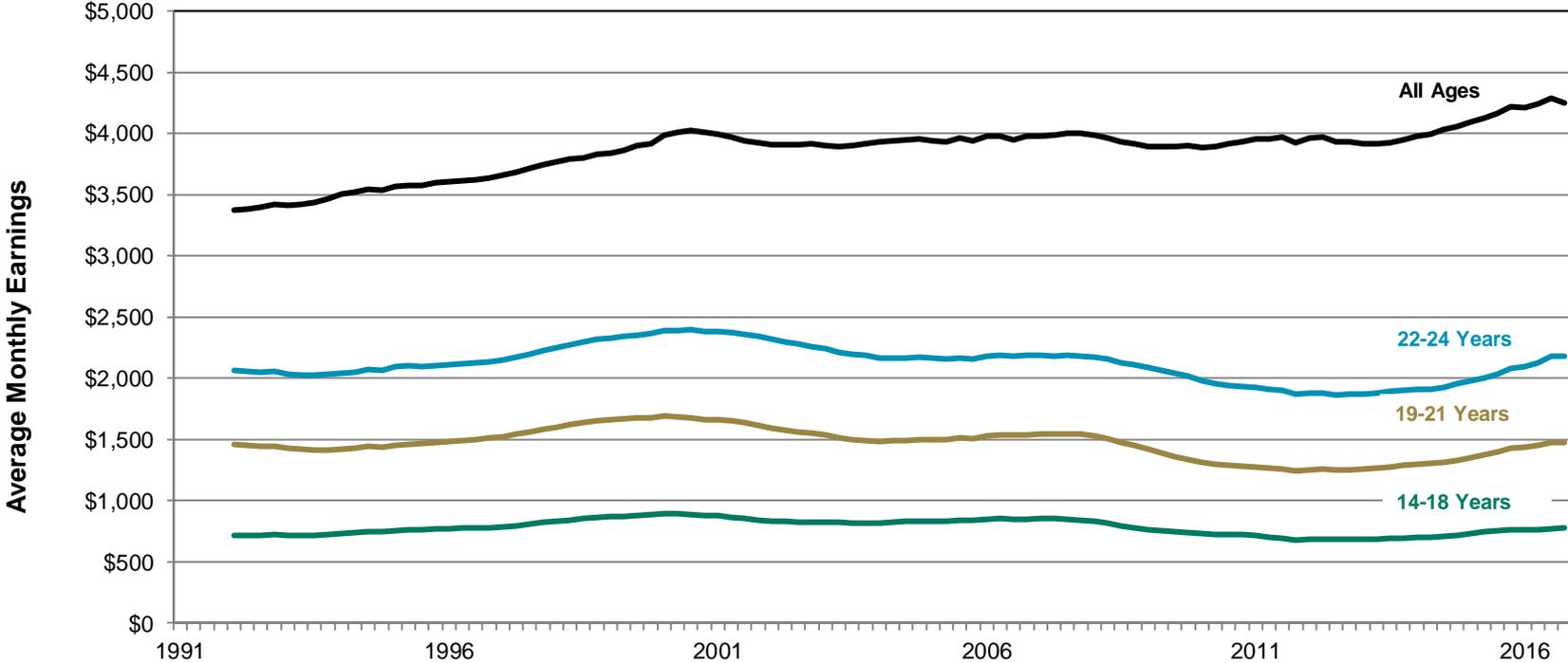


Source: U.S. Census Bureau, Quarterly Workforce Indicators



Young workers haven't seen much improvement in earnings.

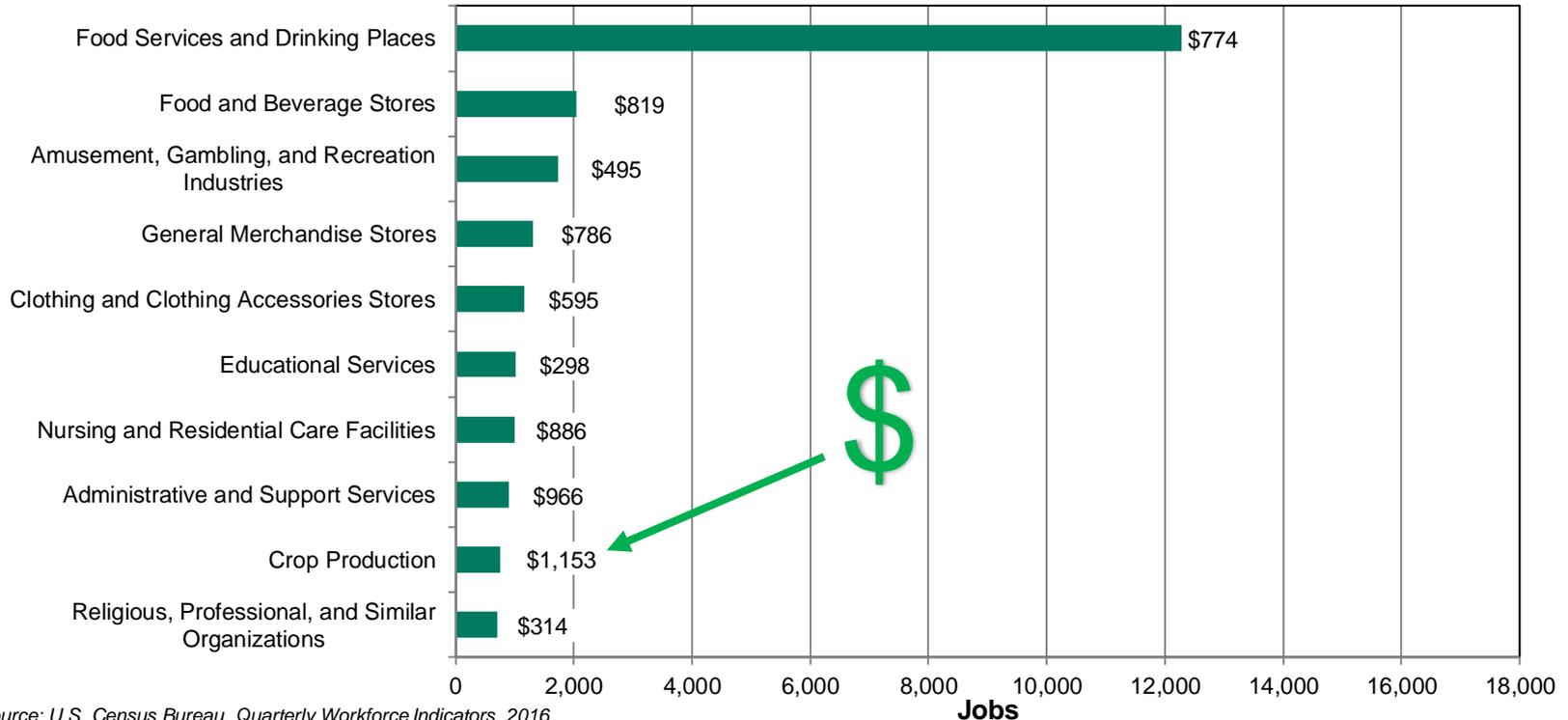
Average Monthly Earnings by Age Group, Oregon Adjusted For Inflation, 4-Quarter Moving Average



Source: U.S. Census Bureau, Quarterly Workforce Indicators

More than one-third of teens get their start in food services.

Jobs and Average Monthly Earnings of Workers 14 to 18 Years, Top Ten Industries by Employment, Oregon

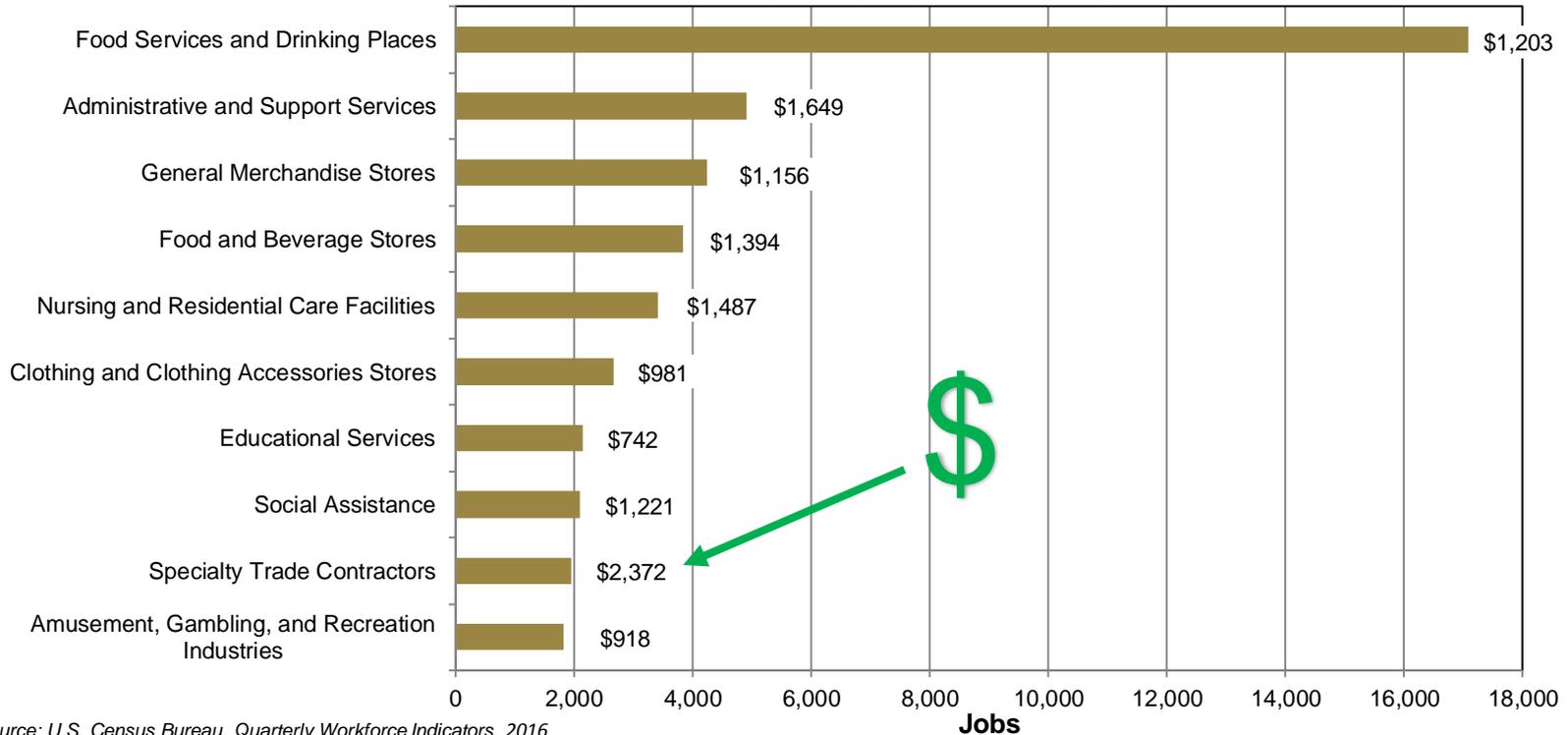


Source: U.S. Census Bureau, Quarterly Workforce Indicators, 2016



More opportunities for higher earnings as they age.

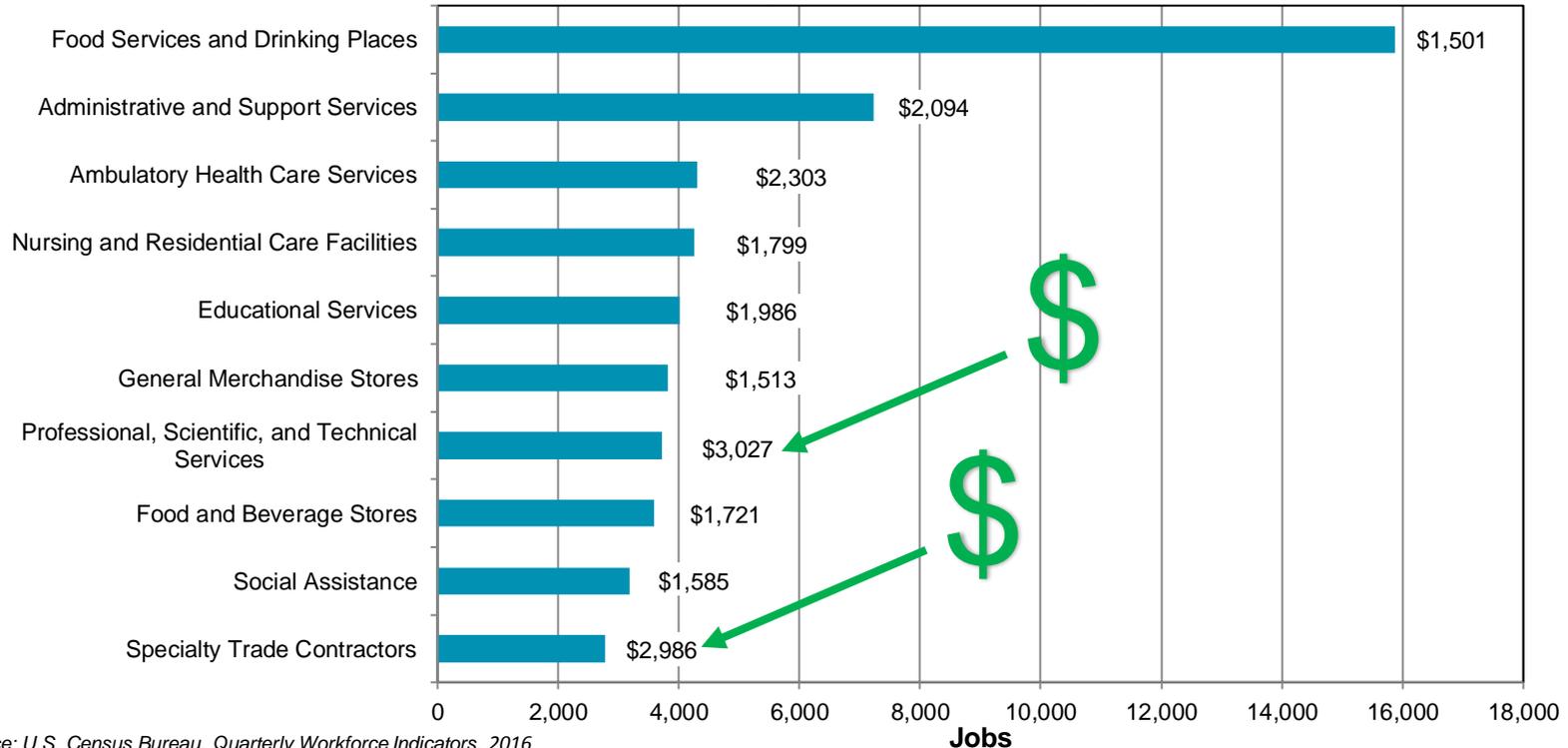
Jobs and Average Monthly Earnings of Workers 19 to 21 Years, Top Ten Industries by Employment, Oregon



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

Earnings diverge as workers become young adults.

Jobs and Average Monthly Earnings of Workers 22 to 24 Years, Top Ten Industries by Employment, Oregon



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



Opportunity Youth (Not in School and Not Employed)



Nearly 57,000 Opportunity Youth across Oregon in 2016.

- About 11.9% of Oregonians ages 16 to 24.
- Not much improvement from 2014 to 2016.
 - Improved in the Portland Tri-County area.
 - Share of opportunity youth fell among white and Asian or Pacific Islander populations.
 - Share of opportunity youth did not improve among American Indian, African American, Hispanic, or other populations.

Other Resources:

www.OregonYouthDevelopmentCouncil.org/opportunity-youth

[2016 ECONorthwest report for Worksystems, Clackamas Workforce Partnership, and SW Washington WDC](#)



How to Reach Out to Youth?





Nick Beleiciks, State Employment Economist

Nick.J.Beleiciks@Oregon.gov

503-947-1267



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OregonEmployment.Blogspot.com

Twitter [@OREmployment](https://twitter.com/OREmployment)

Summary of Oregon's Child Labor Laws



Working hours limited for 14 and 15 year olds in nonagricultural jobs.

- When school is in session
 - Not allowed during school hours
 - Only between 7:00 am and 7:00 pm
 - 18 hours per week maximum
 - 3 hours on school days
 - 8 hours on non-school days
- When school is not in session
 - From June 1 through Labor Day: 7:00 am to 9:00 pm
 - 40 hours per week maximum
 - 8 hours per day
- 16 and 17 year olds can work any hours, up to 44 hours per week

Source: Bureau of Labor and Industries, *Employment of Minors*



Examples of the types of businesses where 14 and 15 year olds may work.

- Office work of all kinds
- Wholesale and retail stores and services
- Restaurants and hotels
- Car washes
- Service stations
- Theaters and amusement parks
- Parks and yard maintenance
- Nursing homes and hospitals
- Daycare centers
- Kennels and grooming
- Farms
- Entertainment production

Source: Bureau of Labor and Industries, *Employment of Minors*



Agricultural work is still allowed for minors.

- Ages 9 to 11 years old may work with parental consent on a small farm which is operated under state regulations
 - Picking berries and beans for intrastate commerce
- Ages 12 and 13 years old may work with parental consent in agricultural jobs not declared hazardous by the U.S. Secretary of Labor.
- Ages 14 and 15 do not need parental consent
- Work by those under the age of 16 must be outside school hours
- Ages 16 and 17 may work at any time in jobs not declared hazardous.

Source: Bureau of Labor and Industries, *The Employment of Minors in Agriculture*



Employing minors requires extra paperwork from employers.

- Oregon employers must obtain an annual employment certificate to employ minors under 18 years old.
- The requirements are simpler now than in 1995 and prior.
 - Individual permits were required by both the minor and the employer for each minor hired.
- Federal law requires employers of minors in agriculture to maintain records of name, address, date of birth, and written parental consent if required.

Source: Bureau of Labor and Industries, *Employment of Minors: Questions & Answers*





Docket Item:

Oregon Youth Conservation Corps

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 Youth Conservation Corps' (OYCC) mission is, "Empowering youth by providing outdoor work and stewardship experiences throughout Oregon." OYCC is a state funded program that grants funds to local youth corps programs across the state. OYCC is housed within the Office of Workforce Investments at HECC.



There are two main OYCC programs, the Summer Conservation Corps and the school-based Community Stewardship Corps. Both offer workforce and educational opportunities that instill a work ethic and other essential soft and hard skills by utilizing hands-on experiential learning. 75% of the youth served in this program must meet OYCC's definition of "at-risk". Approximately 800 youth are served each year. OYCC clearly aligns with the Workforce and Talent Development Board's Strategic Goal 4: Engage Youth.

Docket Material:

Presentation and OYCC Annual Report attached.

Staff Recommendation:

Information only.

The Oregon Youth Conservation Corps (OYCC)



OYCC Statute

OYCC was created by the Oregon Legislature in 1987 in ORS 418.650-418.663.

OYCC has a nine-member Advisory Committee.

75% of the youth served must be “At-Risk”.

“Youth at-risk and disadvantaged are those who may be unable to achieve the educational, economic or social expectation of their community.”



Mission

“Empowering youth by providing outdoor work and stewardship experiences throughout Oregon.”

Vision

“Oregon’s at-risk youth are successful community members engaged in work, stewardship, and lifelong learning.”



What does OYCC do?

Grant Funds to Local Programs Serving Local Youth

Manage Grants

Provide Technical Assistance

Provide Training

Facilitate/Create Networking Opportunities

Partner with Local, State, Federal and Private Organizations

Monitor Legislation



OYCC Programs

The Community Stewardship Corps

The Summer Conservation Corps



How is OYCC funded??

Amusement Device Tax

Oregon State Marine Board

Bureau of Land Management



Strategic Planning

Goal 1: Maintain a fully seated, engaged, and involved Advisory Committee.

Goal 2: Increase the number of youth served.

Goal 3: Create a marketing strategy.

Goal 4: Promote collaboration among grantees.

Goal 5: Increase the number of tuition vouchers used.

Goal 6: Adhere to all operational procedures and targets.



Contact

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OYCC Director

503-947-2420

Douglas.c.denning@Oregon.gov

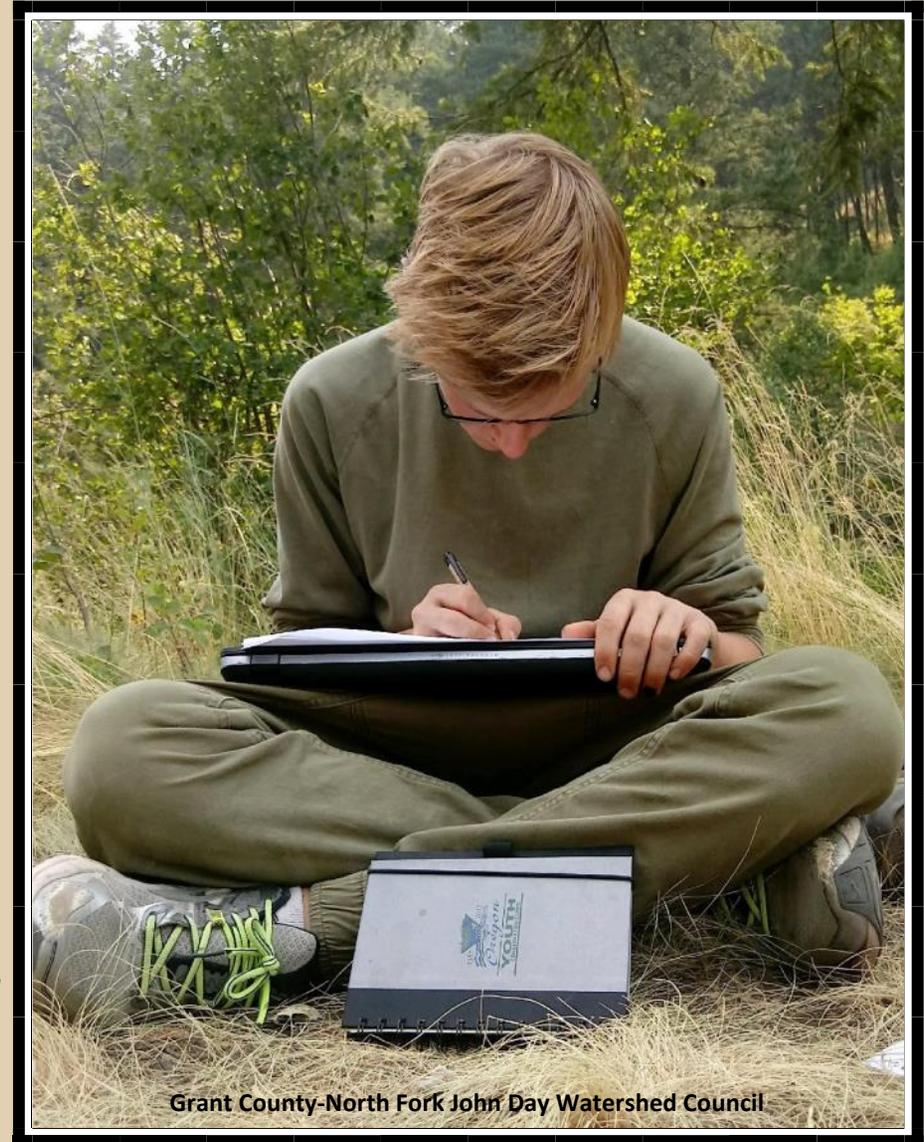
www.oystickweb.com



ANNUAL REPORT 2016-2017

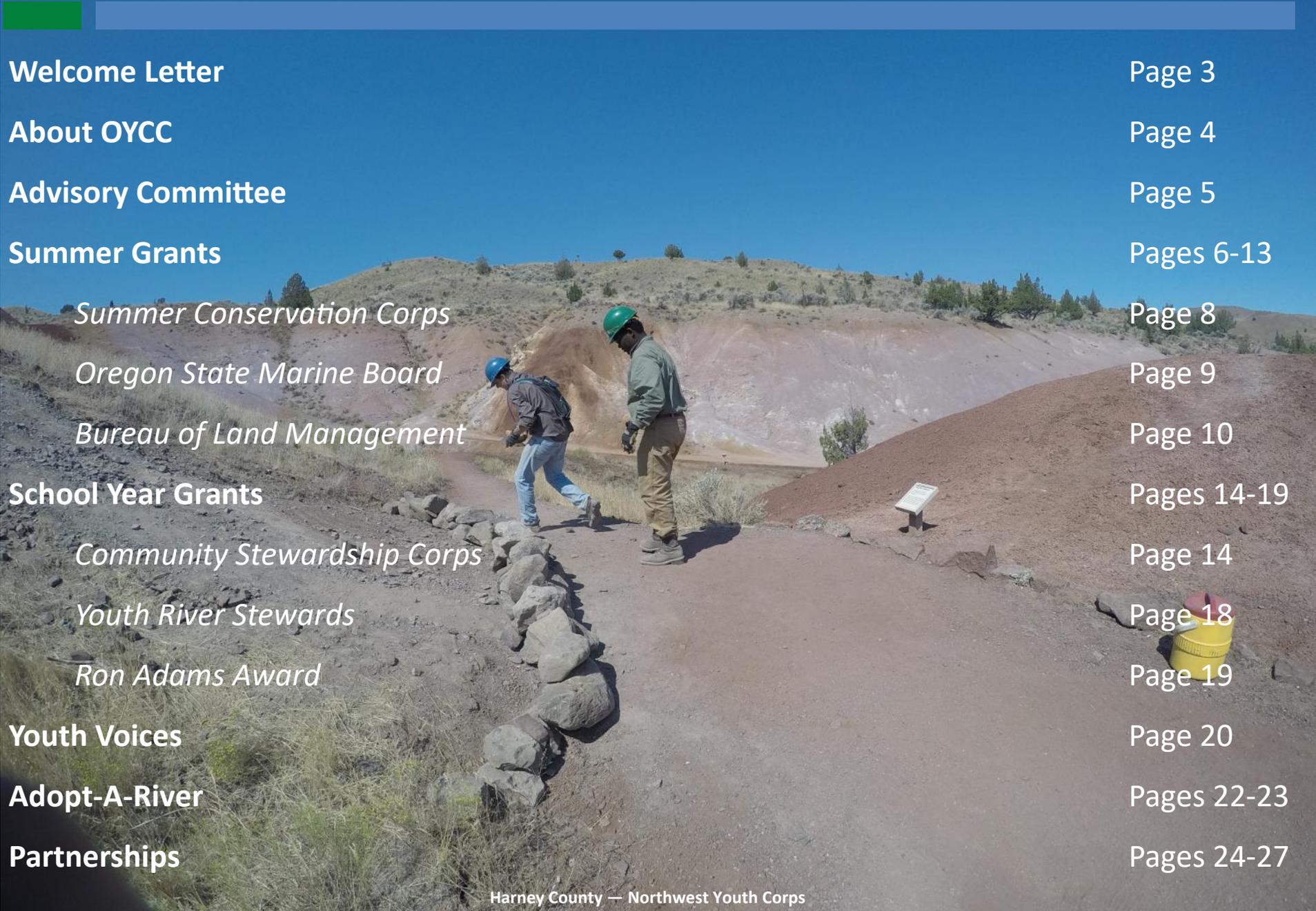


“Empowering youth by providing outdoor work and stewardship experiences throughout Oregon.”



Grant County-North Fork John Day Watershed Council

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MESSAGE FROM OYCC ADVISORY COMMITTEE

With support from legislators in 1987 and their continuous support through today, the Oregon Youth Conservation Corp (OYCC) in 2017 is celebrating 30 years of working with and for Oregon's youth. Since our beginning, our community, educational and environmentally based programs have challenged roughly 30,000 youth to improve themselves and our state. It is impossible to overstate the vital role and support that hundreds of Oregonians and Oregon communities have provided in making OYCC what we are today. To our public and private partners, our teachers and crew leaders, our staff, our Advisory Board, and most importantly, thousands of Oregon youth, we celebrate and thank you all as OYCC celebrates this 30th Year milestone.

Through the Amusement Device Tax of the Oregon Lottery and critical resources provided by our partners, OYCC has been able to bring 55% of all program applicants into the OYCC family. We do this by grant making to local schools and community based organizations. Our programs focus on building a youth's character, improving their education, gaining critical life and work skills, and team-building through shared experiences across our state. OYCC program participants come away with tools that increase their personal success and help them make significant contributions to their communities. With a new strategic plan in hand to lead us into the future, our goal and hope is to bring 100% of youth applicants into the OYCC family.

Throughout this 30th Anniversary Annual Report you will see OYCC youth working in programs across the state to make Oregon an even better place for everyone. We encourage everyone wanting to partner with, help, or support us, to please contact OYCC. Since the Legislature created the Corps in 1987, OYCC is and will continue to be about Oregonians helping Oregonians, understanding that Oregon's youth are our future.

Tom Cope and Robert Jones, OYCC Co-Chairs



ABOUT OYCC

The Oregon Youth Conservation Corps (OYCC) was created by the 1987 Oregon Legislature to emulate the Civilian Conservation Corps of the 1930's.

OYCC builds on the strong connections between positive work experiences, work skills, personal responsibility, commitment to education, and future employment for Oregon's youth.

The purpose of the Oregon Youth Conservation Corps (OYCC) as stated in ORS 418.650 to 418.663 is:

- *To establish a disadvantaged and at-risk youth work program in order to perform conservation work of public value in the most cost effective manner;*
- *To utilize such a program as a means of needed assistance to protect, conserve, rehabilitate and improve the natural, historical and cultural resources of the state; and*
- *To utilize such a program to increase education, training and employment opportunities for disadvantaged and at-risk youth for the purpose of improving work skills, instilling the work ethic and increasing employability.*

Participants must be Oregon residents and 75% of participants must meet the disadvantaged and at-risk requirement as stated: ***“Youth at-risk and disadvantaged are those who may be unable to achieve the educational, economic, or social expectations of their community.”***



ADVISORY COMMITTEE

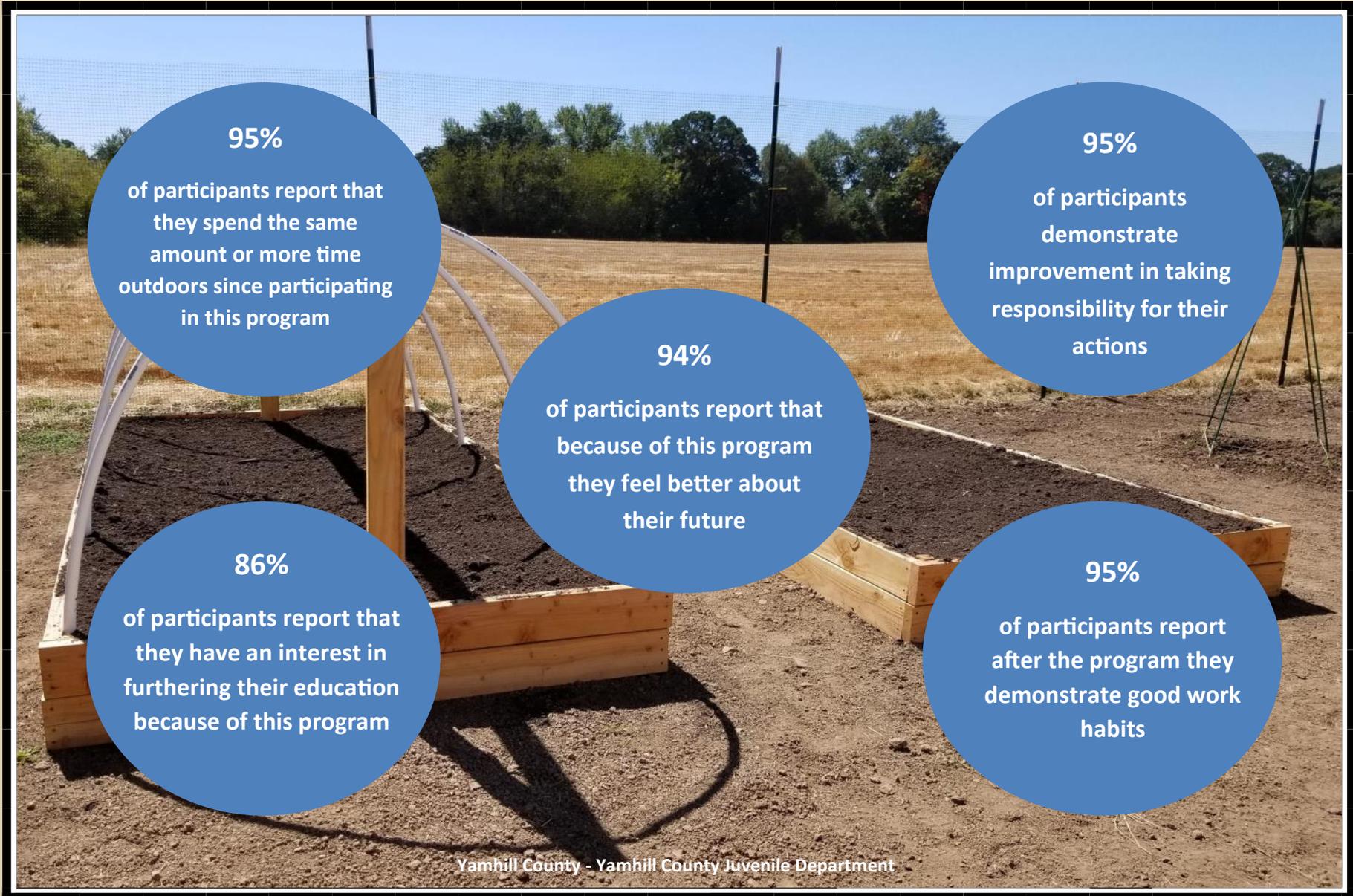
OYCC has an appointed nine-member Advisory Committee. Three members are appointed by the Governor, three are appointed by the Oregon Senate President and three are appointed by the Speaker of the Oregon House.

<u>Senate Appointments</u>	<u>House Appointments</u>	<u>Governor Appointments</u>
Tom Cope, Co-Chair -Albany	Mary Chamness -Salem	Robert Jones Co-Chair -Sherwood
Sen. Michael Dembrow -Portland	Rep. Paul Evans -Monmouth	Katy Nelson -John Day
Jeffry Gottfried - Portland		

SUMMER STATISTICS

	2017 Summer Conservation Corps	2017 Marine Board	2017 Bureau of Land Management	2017 Totals
Number of Grants	35	1	7	43
Total Amount Granted	\$402,647	\$9,999	\$159,876	\$572,522
Number of Youth Hired	447	6	102	555
Number of Youth Applicants	757	9	266	1032
Total Project Work Hours	78,220	690	11,485	90,395
Percentage of Youth in the Juvenile Justice System	13%	50%	18%	14%
Total Youth Wages Paid	\$904,414	\$9,402	\$132,578	\$1,046,394
Total Leverage	\$1,315,517	\$19,267	\$136,653	\$1,471,437

YOUTH OUTCOMES



95%
of participants report that they spend the same amount or more time outdoors since participating in this program

94%
of participants report that because of this program they feel better about their future

95%
of participants demonstrate improvement in taking responsibility for their actions

86%
of participants report that they have an interest in furthering their education because of this program

95%
of participants report after the program they demonstrate good work habits

Yamhill County - Yamhill County Juvenile Department

2016 SUMMER PROGRAMS

Summer Conservation Corps

The Summer Conservation Corps (SCC) is OYCC's largest state-funded program, with the goal of having a local program in each of Oregon's 36 counties. OYCC provides funding for youth work crews throughout Oregon to complete projects such as trail construction and maintenance, landscaping, planting, wetlands/bank/stream restoration, invasive species (weed) removal, construction, gardening and greenhouse projects. Crews typically consist of five youth and run for six to eight weeks. The primary goal of an SCC program is to provide paid summer employment opportunities for youth where they can obtain valuable job skills while completing natural resource projects.

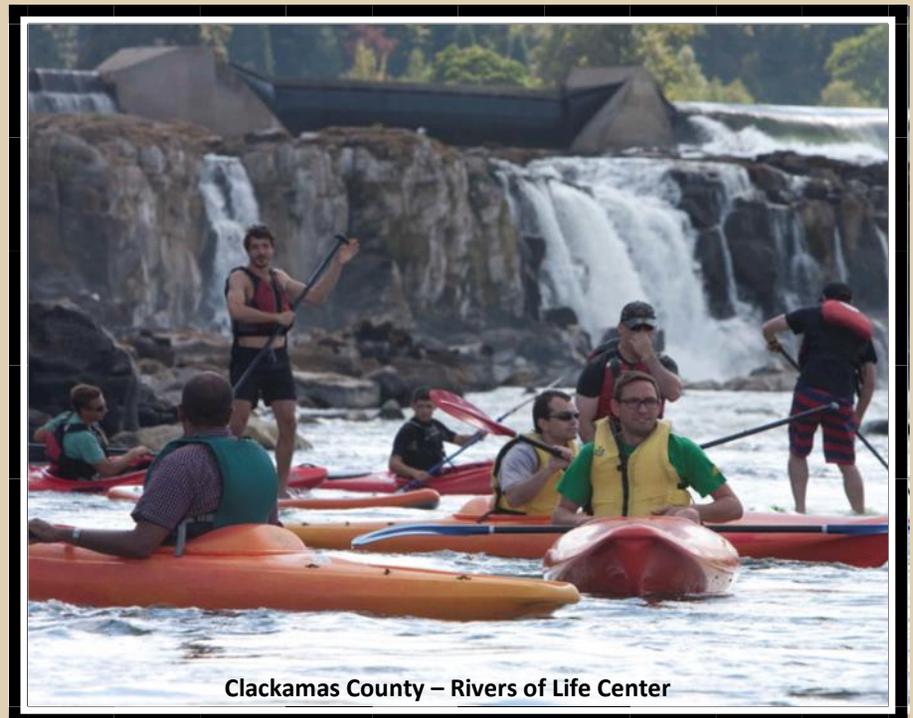


"I will be able to build my own home, fix things, know how to properly use tools and know the environmental impacts of what we do. All skills, I will use on my resume to obtain a job." Katie, Coos Watershed Association

OREGON STATE MARINE BOARD

Oregon State Marine Board

Through a Cooperative Agreement, the Oregon State Marine Board (OSMB) provides funding to OYCC for grants during the summer. This funding comes from boat registrations, titling fees and marine fuel taxes. Projects are specific to enhancing recreational motorized public boating-related areas and can include dock, launch ramp, parking lot, restroom and signage repair, painting and renovation projects.



“Work on a daily basis creates a good work ethic.”-Gabriel, Rivers of Life Center

EMPLOYMENT AND EDUCATION PARTNERSHIP

Bureau of Land Management (BLM)

Through a Cooperative Agreement, the Bureau of Land Management (BLM) provides funding to OYCC for grants during the summer. The majority of this funding comes directly from the Oregon/Washington State Office, however, individual BLM districts can add dollars to the agreement. This collaboration allows the BLM to utilize OYCC partnerships that are currently in place in order to employ, connect, and engage Oregon's youth in outdoor work on public lands.

Oregon has eight BLM districts and funding is dispersed equally amongst each district. District managers are responsible for developing projects and working with the local program to ensure quality work is completed. Projects include trail maintenance, campground maintenance, fence construction, water guzzler maintenance, and much more.



Northwest Youth Corps — Northwest Oregon BLM District

“Good trails help everywhere in life.” - Iran, Northwest Youth Corps



Douglas County — Phoenix School of Roseburg



Columbia County — Columbia River Youth Corps



Crook County — Heart of Oregon Corps



Multnomah County — Project YESS



Josephine County – College Dreams



Lane County – Kalapuya Conservation Corps



Polk County – Confederated Tribes of Grand Ronde



Lincoln County – Community Services Consortium



Gilliam County — Gilliam County Family Services



Hood River and WASCO Counties — Next Door Inc.



Tillamook County — Tillamook School District #9



Jefferson County — Heart of Oregon Corps

2015-2016 SCHOOL YEAR PROGRAMS

Community Stewardship Corps

The Community Stewardship Corps (CSC) is comprised of innovative, community-focused, alternative education programs that combine classroom and field-based learning. Youth gain valuable education, employment and leadership skills while learning work ethic and gaining environmental knowledge and working towards their high school diploma or GED. Crew activities include natural resource projects such as trail construction and maintenance, invasive species and noxious weed removal, riparian and wetlands restoration, construction and cultivation of native plant stock, etc. Community-based activities include volunteering for SOLVE (Stop Oregon Litter and Vandalism), at local food banks and community gardens and helping with recycling and renovation projects.



"I will use the skills that I have learned to help more in the community and making it look more beautiful and a better place to live." - Abby, Heart of Oregon Corps

SCHOOL YEAR STATISTICS

2016-2017 Community Stewardship Corps	
Number of Grants	17
Total Amount Granted	\$297,499
Number of Youth Served	339
Total Amount of Stipend/ Wages Paid	\$331,372
Total Credits Earned	807
Total Diplomas Earned	45
Total GEDs Earned	23
Total Education Hours	163,399
Tuition Vouchers Awarded	\$103,562
Percentage of Youth in the Juvenile Justice System	26%
Total Leverage	\$1,662,547

91%
of participants report that they have an interest in furthering their education because of this program

92%
of participants report that their grades have improved since they started this program

91%
of participants report that because of this program they have an interest in pursuing other job training opportunities

85%
of participants report that their attendance has increased since they started this program

94%
of participants report that because of this program they feel better about their future



Lincoln County – Community Services Consortium



Crook County – Heart of Oregon Corps



Coos County – Coos Watershed Association



Benton County – Community Services Consortium



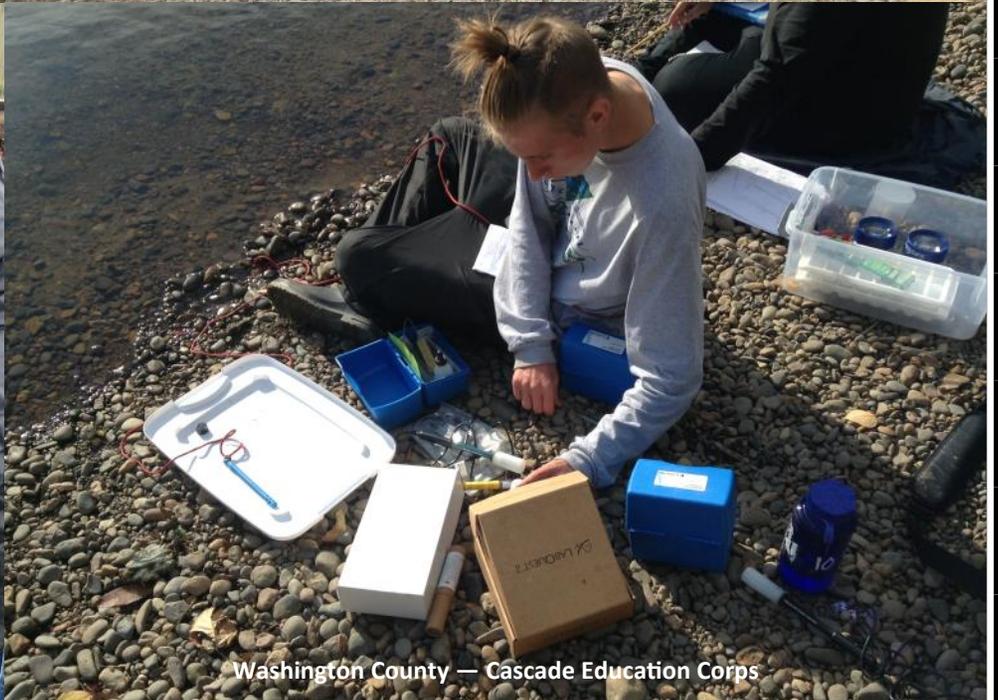
Lane County — Kalapuya Conservation Corps



Harney County — Training and Employment Consortium



Hood River County — Klahre House



Washington County — Cascade Education Corps

2016-2017 SCHOOL YEAR PROGRAMS

Youth River Stewards

The Youth River Stewards (YRS) Program is a collaborative effort between OYCC, Oregon Parks and Recreation Department (OPRD) and SOLVE (Stop Oregon Litter and Vandalism). The goal is to provide insight and education and instill a sense of ownership and a lifetime commitment to Oregon’s rivers. Youth participants gain exposure to natural resource career opportunities, learn about water quality and the importance of clean water, learn the lifestyles and diets of Native Americans, learn to properly identify plants and animals and participate in various team building activities.

Programs that are current OYCC grant recipients are invited to apply for the three-day/two-night canoe trips. Each trip covers over 30 miles on the Willamette River and are free to participants with all equipment and camping gear provided. OYCC staff members act as guides leading the groups down the river and take care of all logistics. In return, the programs complete projects for OPRD and maintain a 13 mile stretch of the Willamette River that OYCC has adopted for this purpose.



“Being in this program has allowed me to see more opportunity in my life. Doing OYCC has helped me become a well rounded, responsible young adult which I’ve come to realize will be a wonderful asset/skill to have.”
- Cheyenne, Wilson River School

2016-2017 YOUTH RIVER STEWARDS

Ron Adams Award

Presented to Community Services Consortium (Youth Build), Albany, Oregon and Wilson River School, Tillamook Oregon

Ron was an Oregon State Legislator who served on the OYCC Advisory Committee during OYCC's infancy. Ron later went on to become the Director of OYCC until his retirement in 2007. Ron has a love of rivers, paddling, camping and teaching youth about the great outdoors and is the one who started the Youth River Stewards program in 2004. While Ron is retired, he still is an advocate for OYCC and serves as a valuable advisor and mentor.

The award is given to participating OYCC Youth River Steward programs who meet specific levels of set criteria. The award signifies true excellence and recognition for going above and beyond the norm. Program screening and selection is performed by OYCC staff. Programs that are selected for the award will receive a certificate as well as a cash award. The cash award is for the program to use to purchase needed items for the program.



Linn County – Community Services Consortium (Youth Build)

“Thank you for giving me the skills for a good life”- Brandon, Community Services Consortium (Youth Build)

YOUTH VOICES

SUMMER CONSERVATION CORPS

"I wanted a new experience. I also really wanted some skills for the future, so I could work in forestry or be a park ranger. I also really like helping out in the community. Folks have helped us before, so it is good to help out. It was a great experience."

Cordell—AntFarm, Clackamas County

"My summer employment for IYS (Integral Youth Services) through OYCC taught me a lot about teamwork and responsibility. Because of IYS, I feel more confident that, with effort, I can succeed in the working world as an adult and more prepared for my future responsibilities."

Megan—Integral Youth Services, Klamath County

"I learned that teamwork is an important part of the project completion, such as cleaning up or creating new trails. It felt good to contribute to our community to offer a place for people to get out and enjoy the outdoors."

Mark— College Dreams, Jackson County

"This summer I enjoyed the hands-on experience, using the tools, reading the maps and the change of pace from school and doing the retail type of jobs."

*Ben—South Coast Business Employment Corporation,
Curry County*

"It's really good to learn how to work hard and make a paycheck."

*Eduardo—Central Oregon Intergovernmental Council,
Lake County*

COMMUNITY STEWARDSHIP CORPS

"This job has been and will always probably be my favorite job. I'm very grateful to have the opportunity to work here."
Ashlie—Training and Employment Consortium, Harney County

*"This job taught me patience when it comes to youth and problem solving skills that I can use here and at home."
Jemiahsen—MLK Education Center, Lane County*

"If anybody is interested in trying this program, I would 100% recommend it. I would hope they would stay in the program because after it is all over, they would feel proud of themselves with all that they have accomplished."

Kessley—Cascade Education Corps, Washington County

"I appreciated the ability to work on my GED while I was working on crew. It was a new experience to work with that many people on the team. It helped me understand what is expected in a part time job and I am thankful for the opportunity."

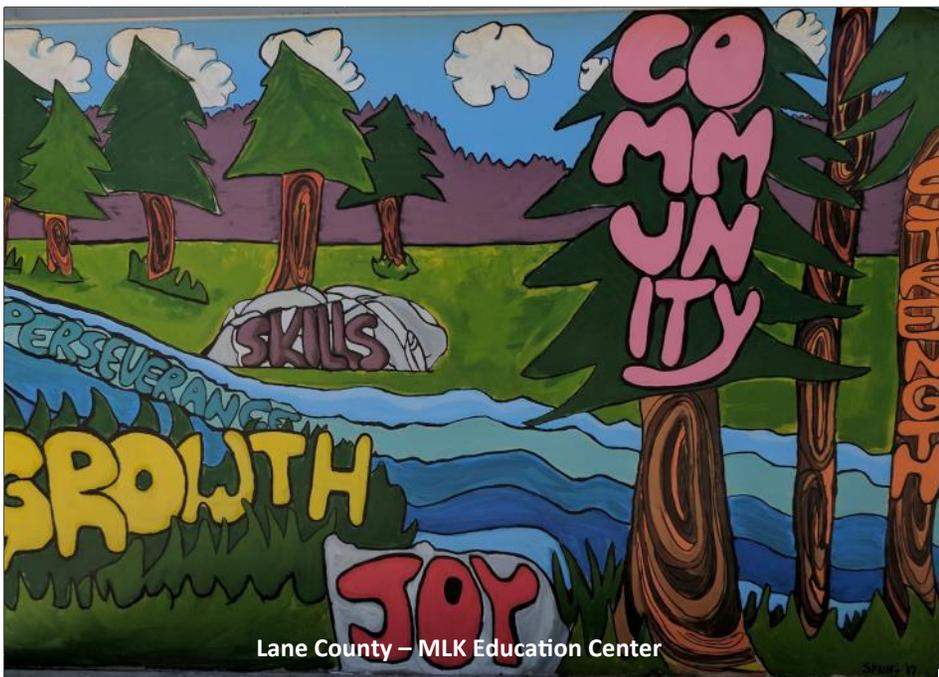
Jamison—Community Services Consortium, Benton County

"Gardening is fun too, because it reminds me of the times I got to plant flowers with my grandma. It takes my mind off stressful things. And I love to eat the food I grow. When we see what we grow, it gives us pride in what we have grown."

Wesley—The Next Door-Klahre House, Hood River County

"I felt I had learned more about the 'real' world than all my other previous ten years of attending school."

Bailey—Kalapuya High School, Lane County



Lane County – MLK Education Center



Washington County – Cascade Education Corps



Polk County – Confederated Tribes of Grand Ronde

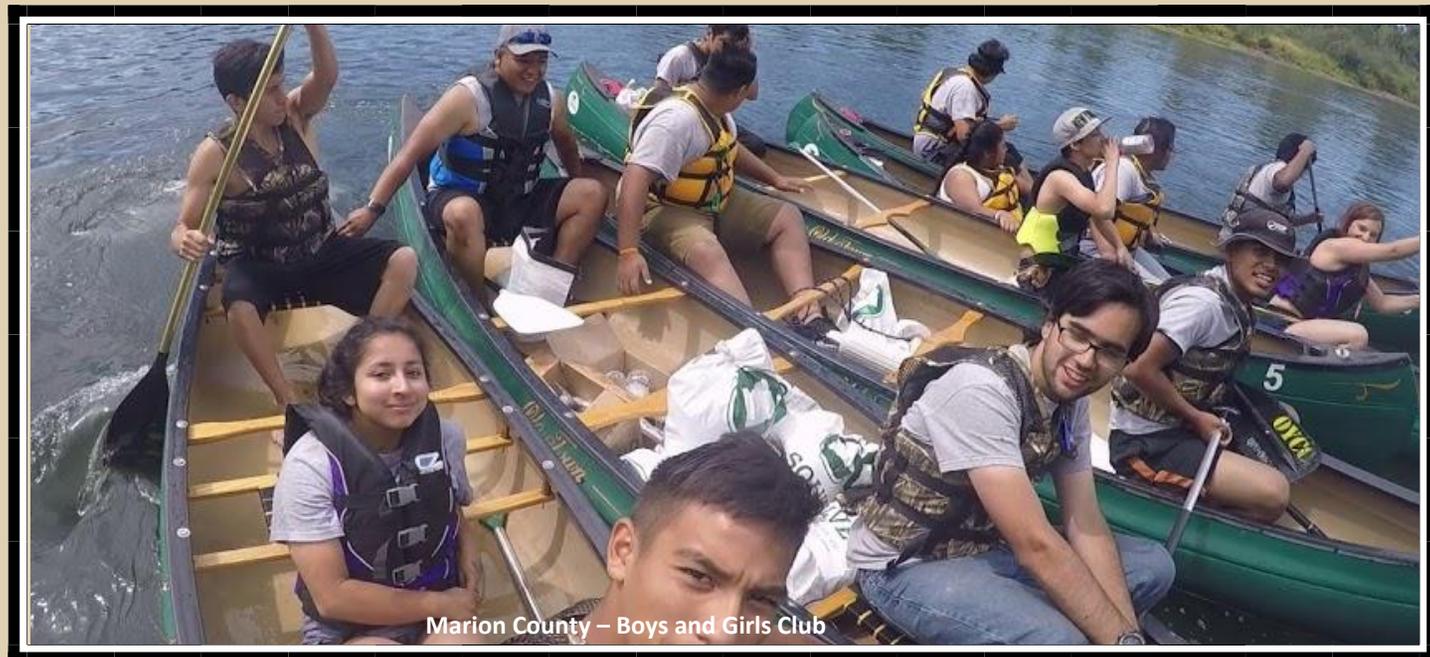


Multnomah County – Project YESS

ADOPT-A-RIVER

Adopt-A-River

OYCC has partnered with SOLVE (Stop Oregon Litter and Vandalism) to incorporate an Adopt-A-River project into each summer grant. Crews must complete one day cleaning and preserving a stretch of waterway (river, lake, stream) of their choice by doing litter removal, invasive species removal, plantings, watershed restoration, etc. Projects are focused on watershed health and natural resource stewardship. Programs can choose to register their project with SOLVE where they can receive resources such as bags and gloves as well as educational materials for their project. Programs can also officially adopt a stretch of river and perform regular maintenance.



“I learned a lot about the environment and community around me. From the effect that the community as a whole has on the wildlife and the parks around us to the effects of weeds and invasive species have on other native plants and wildlife. I will use the knowledge learned from this program to further educate friends and family on the effects of littering on our national and city parks.” - Jason, Boys and Girls Club

ADOPT-A-RIVER

OUTCOMES

331 Participants
3,894 Total Hours
10,011 Pounds of Trash Removed
20 Acres of Invasive Species Removed

WATERWAYS IMPROVED

Ana River
Beaver Creek
Columbia River
Ladd Creek
McKenzie River
Topsy Reservoir
Whychus Creek
Wood River

Applegate River
Big River
Cook Creek
Lake of the Woods
Odell Lake
Umatilla River
Willamette River
Yellow Jacket Reservoir

Ash Creek
Chetco River
East Fork Beech Creek
Luckiamute River
Salmon River
Umpqua River
Willow Reservoir

Bastendorff Beach
Clackamas River
John Day River
McKay Creek
State Line Reservoir
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Parents and Children Thriving Together: The Role of State Agencies in Crafting a Statewide Two-Generation Strategy

Introduction

In an effort to help governors and senior state leadership improve coordinated service delivery to low-income families, the National Governors Association Center for Best Practices (NGA Center) partnered with the Center for Law and Social Policy (CLASP) to design “Parents and Children Thriving Together: Two-Generation State Policy Network” (PACTT Network), a two-year technical assistance (TA) effort.¹ The NGA Center and CLASP provide intensive TA, peer and financial support to participating state teams and governors in **Colorado, Georgia, Minnesota, New Jersey** and **Oregon** to achieve statewide systems change through the development and implementation of two-generation state strategies—that is, strategies that promote and work toward the well-being of children and their parents simultaneously. The partnership selected the states through a competitive application process based on a review of their proposed strategies.²

States selected to become part of the PACTT Network work closely with the NGA Center and CLASP to develop and implement two-generation statewide strategies that build on gubernatorial interest, growing evidence and emerging policy opportunities in the workforce, human services, education, health, child care and early childhood education domains to better meet the needs of low-income families. This paper provides an overview of the system-coordination gaps that two-generation strategies seek to address for low-income families. Subsequent publications related to this TA effort will include lessons learned and best practices.

Children and Families in the United States

A large number of children and their parents live in or near poverty in the United States. In fact, one in five

children lives in a household with an income below the federal poverty level (FPL) and 44 percent live in families with incomes less than twice the FPL. Rates of poverty are particularly high for children of color: 31 percent of Black children, 31 percent of American Indian and Alaska Native (AIAN), 27 percent of Hispanic children, and 25 percent of Native Hawaiian and Pacific Islander (NHPI) children live in poverty, compared to 11 percent of non-Hispanic White children and 11 percent of Asian children.³ One in four parents under age 30 lives in poverty.⁴ Poverty disproportionately affects families of color: Approximately 20 percent of Black and 18 percent of Hispanic families lived in poverty in 2016, compared to 6 percent and 7 percent of White and Asian families, respectively.

These known disparities in poverty rates across ethnic and racial groups in the United States pose a risk for the future socio-economic success of families and our nation. Poverty has lasting effects, particularly for those who live in poverty as children. Low-income children fare worse on a range of health, education, employment, and economic outcomes in childhood and into adulthood, when compared to their higher income peers.⁵ Elevated rates of poverty among people of color convey structural barriers to opportunity and success, and also underscore the importance of incorporating an equity lens into anti-poverty policy interventions.

Parents of low-income children struggle to achieve economic security despite working hard to earn money for their families. Eighty-four percent of low-income children live in households with at least one wage earner.⁶ Low wages, inadequate or unpredictable hours, and low job security are common barriers to family economic stability. The challenges of low-wage employment not only threaten family economic stability, but also make

it difficult for adult workers to be successful caregivers. For example, unpredictable work schedules can increase the difficulty of planning for and securing high quality child care for children. Stress around balancing work and caregiving responsibilities can jeopardize parents' ability to maintain good health, and to be effective employees and wage earners. This stress can also jeopardize their ability to be effective parents, which hinders children's learning and development from infancy through adolescence and beyond.⁷ Finally, unstable work schedules also make it difficult to hold second jobs to meet family's financial needs and to take classes or training necessary to find better paying work, which would improve the economic stability of parents and children.⁸

Parent and child well-being are inextricably linked. Parents are crucial to children's healthy development and to families' ability to move out of poverty. State policies aimed at improving family economic security and child well-being do not always consider the needs of children and parents together.

A Note on Service Delivery Coordination for Low-Income Families

Public programs and services designed to assist low-income adults often operate separately from, and without consideration of, other state and local government-funded programs and services designed to assist low-income children. For example, workforce development programs typically focus on the skills adults need to get and keep a job, but do not always consider whether the participating adult is a parent. As a result, programs may miss the opportunity to simultaneously plan for the appropriate care of the participating adult's children, which could have long-term effects on the development of the child. Without high-quality, reliable child care, worker productivity and job retention can reduce the overall efficacy of workforce efforts. Similarly, programs that primarily focus on early learning or on parents' roles as caregivers, can miss opportunities to work with parents on employment or educational goals, which can also affect children's well-being.

Decades of research demonstrate that the well-being and success of children and parents is interdependent.⁹ Well-intentioned policy interventions operating in "adult-focused" or "child-focused" silos can fall short of meeting their goals. Simultaneously promoting the needs of children and parents together has a greater likelihood of successfully promoting improved outcomes for families. "Two-generation" strategies seek to promote children's learning and healthy development and parents' success as both caregivers and breadwinners—giving low-income families a double boost in their efforts to achieve economic success and stability. Two-generation strategies reflect strong research findings that the well-being of parents is a crucial ingredient in children's social-emotional, physical, and economic well-being. Parents' ability to succeed in school and the workplace is substantially affected by the well-being of their children.

Two-generation policy strategies are emerging at the state and local level in the interest of making a range of goals more achievable, including advancing children's educational success, adult credential attainment and workforce readiness, and family economic opportunity. State work in this area demonstrates opportunities for redesigning child- and adult-focused services to better serve low-income families as a whole. Such opportunities include reforming policies, cross-training staff, sharing and using data in new ways, and streamlining and aligning programs and practices. Furthermore, state efforts to develop and implement two-generation strategies also highlight the inherent challenges in developing and undertaking large-scale, systemic changes in state government.¹⁰

A State Policy Framework for Families

Two-generation strategies have been in existence for decades. Much of the recent work on two-generation strategies has focused on the development of "on-the-ground" programs that directly serve families on a regular basis. Such two-generation programs typically provide services to both adults and their children, either by a

single organization, or through a partnership between two or more organizations. For example, a program may combine exemplary early childhood programming with robust parent education and employment services.

Two-generation strategies can also be applied at the state policy level as a framework for increasing connections between state-administered programs, and for working across state systems to more effectively improve the lives of low-income families. States interested in more efficient ways to meet the interrelated, often complex needs of low-income families are considering two-generation strategies to provide appropriate, coordinated, and seamless services to both the adults and the children in those families. Two-generation policy and system reform strategies offer the opportunity to affect many families at once, operating at a large scale compared to two-generation programs in individual programs or agencies.

A successful two-generation approach should seek to:¹¹

- **Improve access to opportunities for improving family economic security.** This can include access to postsecondary education, career training and certification programs, workforce development programs, financial education and coaching, asset building, housing assistance, and access to state and federal income support programs (such as the Earned Income Tax Credit and Supplemental Nutrition Assistance Program) that help meet families' basic needs.
- **Improve access to quality care and education for children.** This can include access to quality child care, early childhood education, before- and after-school care, structured positive youth development activities for adolescents, and enriching elementary school experiences, including effective instruction and strong connections with parents.
- **Improve access to programs, services, and networks to support parents and help them**

advocate for their children and support their healthy development. This can include access to home visiting services and health and mental health screening and treatment; fostering parent engagement in their child's education; and building community connections and support networks with friends, family, peers, and co-workers.

Adopting a two-generation approach to serving low-income families does not necessarily require new laws, new money or new programs. States can focus on aligning current policies, streamlining current practices and strengthening linkages among existing programs in existing child- and adult-focused service delivery systems.

Two-generation approaches can be particularly beneficial to families that face systemic barriers to success, particularly members of communities of color, which face disproportionately high rates of poverty. Including the perspectives and experiences of diverse racial and ethnic families in the development and implementation of two-generation strategies offers an opportunity to address structural barriers to socioeconomic success that are inherent within many policy areas and state systems.

Policy Areas

Two-generation state policy and system reforms involve an intentional focus on the whole family by developing, assessing, and improving policies, programs, practices, rules, regulations, technical assistance and training, performance measurement, financing and reimbursement practices, data systems, research and evaluation, and other components of key adult- and child-serving systems. Two-generation systems reform may also involve bringing this same focus to work with state family courts, and with the state legislature on legislation and the state budget.

States can consider applying two-generation strategies to numerous policy areas. For example:

- **Strengthening and developing policies that**

pair adult education and training pathways with child care and early education. For parents to be successful in the workplace, they must have reliable, high quality child care to pursue education, training, or employment. The Child Care and Development Block Grant (CCDBG) and the Workforce Innovation and Opportunity Act (WIOA), offer opportunities for revised state child care and workforce policies to better support parents. States can consider ways to improve or align child care subsidy policies and workforce development policies to ensure that both programs better meet the needs of children and their parents at the same time. States could also consider plans that build connections between other early childhood programs and postsecondary or workforce programs.

- **Temporary Assistance for Needy Families (TANF), either on its own or linked to workforce, early childhood or physical and mental health programs and services.** The design of TANF allows it to function on its own as a two-generation program. Intended to serve low-income parents with children, TANF is a federal block grant that offers states enormous flexibility to increase their focus on child development, family economic stability and supporting parents as caregivers. A state interested in developing or advancing a two-generation approach in TANF should consider how the program could better support parents' economic success (such as including more robust access to postsecondary education) while increasing its focus on child development (such as ensuring that TANF child care policies support access to quality settings that meet the needs of parents pursuing education or work). A state could also rethink the program entirely to provide more comprehensive services and support to parents with infants.¹²
- **Child welfare, alone or linked to workforce,**

early childhood or physical or mental health programs. Child welfare has the potential to function as a two-generation program; yet, the child protective service aspect of child welfare often focuses solely on the provision of services such as parenting classes or counseling to the parents and may not look to parents' economic security or advancement. In addition, although child protective service efforts are made to secure a child's safety, efforts could be made during long-term case planning to redress the trauma of maltreatment and help ensure that family disruption does not derail the child's educational trajectory. For example, connecting families to mental health services and high-quality and consistent early childhood education can support positive child development. From a prevention perspective, helping low-income parents gain greater financial security could potentially reduce financial stress, thereby reducing the risk of child abuse or neglect. Finally, families in which the parent is a youth, or a young adult who is in foster care (or recently aged out of foster care), represent a particularly vulnerable group for both the young parent and the child, and such families could be an intentional focus of two-generation strategies.¹³

- **Physical and mental health services connected to early childhood and workforce opportunities.** Addressing the physical and mental health needs of low-income parents and their children can promote family economic security through increased adult participation in workforce-related activities while fostering children's education and development. State Medicaid rules offer opportunities to apply a two-generation lens to the provision of these services. For example, states can approve "dyadic treatment" (that is, treatment for a parent and child together) under a child's Medicaid eligibility; extend pregnancy-related Medicaid coverage for a longer period to ensure access to

postpartum screening and treatment; or explore the use of Medicaid funding to support two-generation approaches such as the expansion of home visiting services. These strategies can be coupled with employment or educational strategies to ensure that parents have help successfully moving into the workforce as larger health and mental health issues are addressed.

- **Working conditions for low-income parents.** Low-wage working conditions, including lack of paid leave and highly varied or unpredictable schedules, can present barriers to education, better employment, and financial stability for low-income working parents. These parents often have trouble finding affordable child care or finding training and education programs that fit their work schedules. The inability of parents to further their education or obtain better employment can lower the likelihood that their children will achieve education and career success. Moreover, unpredictable work schedules create enormous stress for parents, which interferes with effective parenting and can negatively affect children. States and localities are addressing the challenges of low-wage work through policy and program changes. Some states and localities are assessing ways to expand access to paid family and medical leave, require advance scheduling, and mandate higher minimum wages through legislation. These workplace improvements not only support family economic stability but would also support low income workers in their role as parents and caregivers by alleviating stressful work conditions.

Systems Reform

Within select policy areas, states can also consider pursuing any number of systems reform strategies. A single strategy may not be “two-generation” on its own, but when coupled with other strategies, may be used to achieve the policy and systems change necessary to

improve educational outcomes for both generations, increase parental employment with family-supporting wages, and promote greater family economic security. Examples include:

- Revising policies, especially in adult-serving systems, to be more supportive of parenting and children’s development (for example, adapting hours and requirements in community college courses and workforce development programs, or revising TANF provisions such that parents of infants are able to work while also accessing high-quality infant care).
- Revising policies, especially in child-serving systems, to be more supportive of parents’ economic progress (for example, adapting hours and work-based eligibility requirements in child care to support parents who are both working and attending school).
- Improving performance measurement and incentives to support two-generation strategies. For example, to redesign workforce development programs so they can be more supportive of parents who are simultaneously earning credentials, working, and raising a young child, the state could develop additional state measures under WIOA that support parents (e.g., tracking the number of parents who access quality child care) and provide performance bonuses for local areas that excel on those measures.
- Improving funding allocation and reimbursement policies to support two-generation strategies. For example, federal guidance offers ideas for Medicaid billing and related policies that would better support screening and treatment for maternal depression in both pediatric and adult primary care settings—and identifying and treating maternal depression is likely to have positive consequences for both young children’s development and parents’ economic progress.

- Aligning eligibility criteria and verification requirements (such as documentation of income) across benefit programs and streamlining eligibility determination, enrollment, and renewals to reduce burdens on families and increase access to benefits.
- Conduct comprehensive family needs assessments, and link families to available services based on those assessments. For example, a TANF program could build in assessments of the broader needs of family members, linking them to a range of physical health, mental health and nutrition supports.
- Strengthen training at all levels, including leaders, managers, frontline workers and supervisors. Strengths-based two-generation training of state workers would enhance the child development knowledge of adult-system workers, bolster the workforce development understanding of child-system workers and further improve the capacity for collaboration and teamwork among those service delivery systems.
- Integrate funding to maximize benefit. For example, states can incorporate Medicaid reimbursement into their home visiting strategies, potentially expanding capacity and quality by bringing this source of funding together with other federal and state funding.
- Assess the need for shared data and improved technology across the child- and adult-serving systems to better understand the multiple needs of both generations in low-income families—for example, the share of families receiving multiple services.¹⁴
- Foster cross-agency collaboration—perhaps establishing a cross-agency coordinating body, such as a Children’s Cabinet or interagency

commission—to develop two-generation strategies and metrics, with a system for tracking and reporting on progress.

Going Forward

State reform is not an easy feat. At the center of systems change is collaboration across agencies and sectors, which—although inherently challenging—can yield great rewards. States getting started on applying a two-generation lens to policy and systems reform can begin by clearly articulating their vision, goals and anticipated outcomes while identifying the steps required in the short and long terms.

States begin in different places. Assessing a state’s capacity to move a systems reform effort forward is a good place to start a two-generation systems-change effort. States should assess strengths and weaknesses with respect to:

- Senior-level buy-in and leadership;
- Cross-sector collaborations in development or already in place;
- Governance structures that can support cross-agency decision making;
- An equity lens on the development of policy and service delivery;
- Policy alignment across relevant programs;
- Community engagement and collaborations with relevant local, county or community providers;
- Mechanisms for gathering input on the lived experiences of affected families and communities; and
- Information technology and data systems in development or already in place to support whole-family enrollment and services delivery.

As the five “Parents and Children Thriving Together: Two-Generation State Policy Network” states move forward to address the needs of families with policy and system innovations grounded in two-generation strategies, the National Governors Association Center and the Center for Law and Social Policy will share successes and lessons learned.

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February 2018

Recommended citation format: Meinert, K. and Matthews, H. *Parents and Children Thriving Together: The Role of State Agencies in Crafting a Statewide Two-Generation Strategy*. Washington, D.C.: National Governors Association and Center for Law and Social Policy, 2018.

The National Governors Association Center for Best Practices (NGA Center) would like to acknowledge the following staff from the NGA Center and the Center for Law and Social Policy for their substantive contributions to this publication: Akeiisa Coleman, Rosalynd Erney, Duy Pham, Rachael Stephens and Nia West-Bey.

Endnotes

¹ This project was made possible with support from the Annie E. Casey Foundation, the W.K. Kellogg Foundation and the Doris Duke Charitable Foundation.

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CTE ON THE FRONTIER

CONNECTING RURAL LEARNERS WITH THE WORLD OF WORK

CTE on the Frontier

To help states unpack the challenges and potential approaches to expanding access to quality Career Technical Education (CTE) programs in rural communities, Advance CTE — in partnership with the Council of Chief State School Officers and Education Strategy Group through the New Skills for Youth (NSFY) initiative — is releasing a series of briefs titled *CTE on the Frontier*. The series will explore some of the most pressing challenges facing rural CTE, including program quality,¹ access to the world of work, leveraging partnerships to expand program offerings and the rural CTE teacher pipeline.

Through interviews with state CTE leaders at both the secondary and postsecondary levels, Advance CTE identified promising practices and strategies to strengthen access to and the quality of CTE pathways in rural communities. This brief, the second in the series, explores how states can and are supporting efforts to ensure that all learners in rural communities have the opportunity to engage directly with employers and the world of work.

The State Role in Connecting Rural Learners with the World of Work

One unique and critical element of CTE pathways is that they offer learners exposure and access to authentic experiences inside and outside the classroom. CTE provides opportunities for learners to gain real-world skills and real-world experiences through their coursework and direct interactions with industry partners through work-based learning, mentorships and Career Technical Student Organizations (CTSOs). Having access to industry partners and the world of work is critical to learners' career awareness, exposure and preparation and to the overall quality of the CTE pathway.

For these opportunities to be guaranteed, industry must play a key role in the design, development and delivery of CTE pathways, including in rural communities. However, ensuring that all learners in rural communities have opportunities to engage with industry partners can be difficult — more often than not because of physical distances between employers and schools and institutions as well as limited transportation options. And many rural communities do not have a wide variety of industries represented, limiting learners' opportunities to explore a diversity of career clusters and pathways.

This challenge is by no means new, and a number of states, districts and colleges have been pioneering innovative solutions, many of which focus on bringing the world of work to learners — rather than requiring learners to leave their classrooms. Technology plays a major role in these efforts as well as targeted funding and implementation support that recognizes and accounts for the rural context.

Bringing Industry Exposure and Experiential Learning Directly to Learners

A number of states and communities have realized that if they cannot bring all learners to the workplace, they can still bring the workplace to learners. This strategy addresses two major barriers: an insufficient number of workplace experience placements for learners — which is a challenge in nearly all areas, not just rural communities — and transportation barriers for learners who do not have access to public transit or a vehicle.

A number of states, such as West Virginia, Montana and South Dakota, have identified ways to bring the physical experience of work-based learning and employer engagement directly to learners through simulated workplace experiences, innovative satellite campuses and mobile labs.

West Virginia Simulated Workplace

West Virginia's Simulated Workplace program demonstrates how states, particularly those in rural geographies, can draw on industry expertise to provide authentic work-based learning to students within a classroom setting.

Simulated Workplace was launched in 2013 after industry leaders expressed a need for students to learn employability skills — such as punctuality, teamwork and safety — in addition to the technical skills typically taught in CTE classrooms. Part of the project's initial success was due to a joint commitment from the state's workforce development board, Workforce West Virginia, which committed \$224,000 in funding and helped promote and evaluate the program, and the West Virginia Chamber of Commerce, which agreed to help get the program off the ground and recruit industry partners. As a rural state, West Virginia wanted to create a program that opened up access to all communities, including those with limited economic development and activity.

Through Simulated Workplace, high school students transform their classrooms into businesses to create an authentic workplace environment. Participants in the program are treated like employees: They are required to pass an interview for entry into the course, fill assigned roles within the company, participate in random drug tests, write a company handbook and pass a safety training. Many of the programs operate as school-based enterprises, entrepreneurial operations in a school setting. For example, Tolsia High School in Wayne County, WV, has Simulated Workplace for each of its seven programs of study. Rebel Construction is the Simulated Workplace for the carpentry program

School-Based Enterprises

More than simple school stores, well-designed school-based enterprises (SBEs) can serve as learning laboratories and provide students opportunities to apply their entrepreneurial, business and marketing skills in addition to other skills related to their career pathways. From catering companies and salons to credit unions and auto shops, SBEs can take on many forms across the Career Clusters. SBEs are a core component of DECA, a Career Technical Student Organization (CTSO) that provides standards to support SBE design and implementation and certifications at the program and student levels.

The Connecticut Technical High School System coordinates a system-wide Student Workforce program, which connects the various SBEs. Through the system's website, individuals and companies can find out which schools offer direct services, ranging from automotive collision repair and carpentry to graphic design and sound production. For more, see <https://www.cttech.org/about/student-workforce>.

of study, which takes on construction and renovation projects in the community, earning a profit that is reinvested into the program.⁶

One of the more innovative components of the program is the onsite business review, which brings “inspectors” from the business and industry community into the classroom to observe and rate programs based on their adherence to industry standards. The evaluation is coordinated by the West Virginia Department of Education (WVDOE), which recruits employers to visit the classroom as inspectors, schedules site visits, and even provides an Industry Evaluation rubric⁷ that inspectors can use to assess Simulated Workplace programs.

For rural school districts without a local industry presence, the WVDOE will occasionally bring in business leaders from across the state or, more often, connect them to the classroom through web-based video conferencing software. The business review focuses on the authenticity of the program and is being used by the WVDOE to identify programs in need of improvement. Programs that pass the assessment are deemed “Industry Endorsed Programs.” Those scoring below the threshold are eligible to receive technical support and must develop a program improvement plan.⁸

After a four-year pilot and rollout at an increasing number of high schools throughout the state, the Simulated Workplace program was scaled statewide in 2015 to all high schools in every community. At the same time, the West Virginia Board of Education voted to adopt 12 Simulated Workplace protocols that govern the design of the programs and ensure consistency and quality.⁹

Rural CTE in Federal Policy

There are a number of explicit avenues to leverage federal policy to support rural CTE. Additionally, state leaders and policymakers often have the flexibility to leverage both federal policy and federal dollars for rural CTE. Some examples include:

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act): State Reserve Funds

While states must distribute 85 percent of Perkins funds to local recipients, they can choose to dedicate 10 percent to a Reserve Fund, which can be used to support CTE in rural areas or areas with high percentages or high numbers of CTE students. Many states choose to focus at least some of their Reserve Funds on supporting rural areas.

Perkins Act: Forming Consortia and Pooling Funds

At the local level, Perkins grant recipients may elect to form consortia (an option for local recipients that qualify for less than \$15,000 in grant funds) and apply for a Perkins grant collaboratively. Local recipients may also pool a portion of their funds with other eligible recipients for certain uses, including activities related to implementing CTE programs of study (e.g., professional development for CTE teachers, administrators and faculty). States can use Perkins state leadership funds to support these efforts through incentive grants.

Workforce Innovation and Opportunity Act (WIOA): Governor’s Set-Aside

Under Title I of WIOA, governors may elect to reserve up to 15 percent of their state’s allocation “for statewide workforce investment activities.”² This funding stream is fairly flexible in terms of allowable expenses and includes career pathway development and implementation, job-driven strategies and local-sector partnerships.³

Every Student Succeeds Act (ESSA): Rural Education Achievement Program (REAP)

Through REAP, ESSA supplies formula funds for eligible districts in rural areas with low numbers of students. These funds can be used for a number of authorized purposes, including bolstering CTE efforts.⁴ REAP also supplies additional funds that state education agencies can distribute to local education agencies via subgrants. Similarly, districts can leverage these dollars for a variety of initiatives to support rural CTE.⁵

During the 2015 school year, more than 13,000 students participated in more than 500 Simulated Workplace classrooms across West Virginia. Notably, the program also has a 97 percent student satisfaction rating, indicating the extent to which student ownership in the program has contributed to a positive learning environment.

Lessons Learned in West Virginia

- States should plan for scale at the outset. West Virginia always had statewide implementation in mind and developed aligned policies and supports, such as the 12 protocols and rubrics, to ensure consistency and quality as the program was scaled across the state.
- By scaffolding industry engagement — and offering an opportunity for employers to volunteer just two days a year to conduct site visits and evaluations — West Virginia is able to reach a wide array of partners and encourage existing industry partners to help with recruitment efforts.
- School-based enterprises can replicate authentic work-based learning experiences, if they are taught by a qualified instructor and evaluated and supported by industry partners.

Door-to-Door Exposure through Mobile Labs

A number of states and communities are using mobile labs and classrooms — outfitted with the latest equipment and facilitated by travelling instructors — to reach a wider audience and physically bring career and industry exposure to learners who face geography and transportation barriers.

Montana has leveraged a number of federal programs — including a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant — and private foundation funding to purchase trucks for mobile simulation and training. With 44 of its 56 counties categorized as “frontier” (based on a population density of fewer than six people per square mile), physical distance between schools, colleges and industry is a very real and significant challenge. By purchasing various mobile labs, Montana helps bring industry-standard equipment and professionals into local communities. While many of the simulation and training trucks aim to simply expose learners to possible career paths and introductory lessons, one of the welding labs is equipped to allow learners to earn industry-recognized credentials. Of note is that while three of Montana’s simulation trucks — managed by MobileSim Montana — were initially funded to provide emergency medical services and training to rural hospitals, they are now aiming to provide direct supports and training to schools and colleges.

In addition to Montana, other states are leveraging mobile labs to either expose students to career opportunities or backfill specific skills and competencies. For example, a consortium of colleges in western **Nebraska** has invested in mobile labs, which are led and staffed by postsecondary instructors, many of whom have industry expertise. These labs travel the region continuously, reaching participating schools every two to three weeks. They focus primarily on exposing students to various industries, such as health science, manufacturing and welding, and the career opportunities available within each of those industries.

Similarly, in **South Dakota**, a number of consortia throughout the state have pooled resources to share mobile classrooms and labs. In the northwest region, for example, nine schools have been part of such a consortium for almost 30 years. A recent state investment through the Workforce Education Grant fund has allowed the consortium to upgrade its program and sparked new consortia.¹⁰ In the central region of the state, with support from state funds, four schools are now leveraging a mobile

classroom to share a full-time medical lab technician from a local hospital to teach a Project Lead the Way biomedical course. While the efforts began with some of the larger districts, with the financial support from the state and outreach from participating schools, South Dakota expects to see more of the smaller districts join existing or form new consortia in the coming years.

There is no question that mobile labs can be incredibly expensive — using a grant from the Leona M. and Harry B. Helmsley Charitable Trust, MobileSim Montana spent about \$1.5 million for its three mobile simulation training trucks. However, these mobile labs can be leveraged in meaningful ways to fill gaps in career and industry exposure and instruction, in particular for those learners who are most disconnected, by distance and experience, from career opportunities. Mobile labs also can help ensure that equipment and instructors reach a wider audience of learners by physically transporting the equipment from school to school. What is most important is that states determine the purpose mobile labs should serve, be it exposure or full preparation, and design the program and funding appropriately. A mobile lab may not be able to serve every need, but it can serve specific needs very effectively.

Connecting the Classroom to Careers

In 2016, Advance CTE released, in partnership with the Council of Chief State School Officers and Education Strategy Group through the New Skills for Youth initiative, a series of briefs and a culminating guide to help states develop and implement a statewide vision for work-based learning.

This series focused on expanding access to meaningful work-based learning for all learners in high school and the key policies and practices state leaders could take to build work-based learning systems. Many relevant examples and lessons from the series apply within the rural context, including:

Set a Vision

To ensure that all learners — including those in rural settings — have opportunities to engage directly with industry, states must set a clear and ambitious statewide vision for the work and use that vision to drive and coordinate efforts throughout the process. Part of this vision is defining what high-quality, career pathway-aligned work-based learning truly means and having a shared understanding of that definition, and how it is implemented, among educators, work-based learning coordinators, learners and industry partners.

Engage and Support Intermediaries

A common element of any successful work-based learning program is that someone is committed to coordinating that program and, in particular, managing the relationship between educators and industry. As such, the state has a clear role in supporting the existence of work-based learning coordinators and/or intermediary organizations through funding, building formal partnerships, or even tasking state-level organizations to play the role. This element is critical in all communities but particularly in rural areas with less capacity and fewer resources.

Focus on Scale

While serving all communities and learners will require a diversity of programs and approaches, any efforts should align with and work toward the statewide vision and be part of an intentional strategy to reach scale. Only by starting with a goal of ensuring that all learners will have opportunities to be connected to the world of work — and using data and feedback loops to identify gaps along the way — will state leaders be able to target resources and technical assistance effectively and efficiently.

For more, see <https://careertech.org/resource/work-based-learning-comprehensive-guide>.

Scaling Employer Interactions through Technology

Some states, like **Louisiana**, are focusing on expanding access to industry experts through various technology-based solutions. Technology can help bridge the physical gap between learners and industry partners, which is why many rural communities have invested, often with support from state and federal funding, in technology including broadband, devices and live-streaming equipment.

Louisiana — as part of its Jump Start CTE initiative — has launched a multifaceted effort combining technology and hands-on teacher supports to provide rural students with employer engagement, a process the state calls micro-industry engagement. Micro-industry engagement enables all students to engage with workplace experts in every industry sector they want to explore, working toward the goal that a student's future not be limited by his or her parish boundary or personal circumstances.

In Louisiana, micro-industry engagement is more than just virtual speaker presentations. Rather, it is intended to be a series of cumulatively structured engagements and is designed around four key tenets:

- All students have virtual access to workplace experts in every industry sector they are interested in exploring;
- Teachers are empowered with the technologies and curated instructional resources to find virtual workplace experts relevant to every student's individual interests;
- Schools and teachers offer students a menu of virtual and in-school exercises that provide the best possible analog to onsite workplace-based learning; and
- Students must prepare for productive sessions with workplace experts, mastering increasingly sophisticated communication skills with unfamiliar workplace adults.

A major component of Louisiana's micro-industry engagement is a strategic partnership with Nepris, a company that provides students with virtual engagement technology. Nepris uses the Zoom technology for schools, teachers and students to virtually interact with workplace experts.

Nepris leverages this web-based platform to connect students with a network of more than 18,000 professional mentors from 5,000-plus companies located across the entire state. Teachers make requests for a range of employer engagement activities — such as conducting a one-on-one interview with a student, providing virtual feedback on a capstone or other project or judging a CTSO competition — and Nepris makes a connection with an eligible and appropriate industry partner. To build a more strategic pool of industry partners in high-demand fields, the state has engaged the Louisiana Council for Economic Education to create and manage networks of employers based on specific needs, such as supporting students with disabilities or women in STEM (science, technology, engineering and mathematics).

As an example, at Haynesville Junior/Senior High School, students engage in these micro-industry engagement sessions on a biweekly basis and have been exposed to a range of professionals, such as physical therapists, diesel mechanics, and a marriage and family counselor. The school, which primarily serves low-income students in a very rural community, has re-engaged a number of the mentors based on student demand.

At the heart of this program is not the technology but rather the mix of supports and resources that focus on quality, access and implementation. When Louisiana launched the program in 2015, educators were slow to take full advantage of the new technology, requiring the state to make rapid adjustments to its strategy. To start, Louisiana (using NSFY funds) partnered with Nepris to retain a full-time independent consultant to train teachers in person on how, when and why to use Nepris. This individual provides “concierge” services to local schools and communities, including direct training in 30 parishes in 2016. The state hopes that having an intermediary like this will provide on-the-ground support and enable local usage by connecting the opportunities of Nepris to the needs of a local community.

The state also has worked to streamline and simplify the process of making and fulfilling requests through Nepris to remove another possible barrier to participation. The state has created common templates that educators can use to make specific requests of industry experts. All industry mentors give feedback to students and teachers in a standardized way.

Importantly, the state found that simply offering free licenses to Nepris failed to incentivize schools to use the system. To increase usage, the Louisiana State Department of Education, again using NSFY funds, now offers earned rebates for schools that reach a targeted number of Nepris sessions. The state is also working to ensure that schools leverage Career Development Funds, a permanent Jump Start funding mechanism that provides districts and charter schools with \$238 for each high school credit students earn in high-demand fields. These funds can be used for a range of expenditures, such as teacher training, new equipment and facilities, Nepris licenses, and college and career planning activities.

Finally, Louisiana is further strengthening the opportunities provided through Nepris by partnering with Career Compass, another third-party intermediary, to create curricular materials for the Virtual Workplace Experiences (VWE) courses. VWE are credit-bearing courses that require virtual mentor interactions, career development activities and workplace simulations, which can fit into any Louisiana Jump Start graduation pathway.¹¹

While initially created for rural and alternative schools as a means of expanding their access to industry engagement and Jump Start pathways, the initial rollout did not lead to any schools adopting a VWE course. In response, the Louisiana Department of Education and Career Compass have recruited early adopter schools, providing financial backing, Nepris licenses and teacher support, so they can serve as models for and provide support to other schools.

Despite a slow start in 2015, Nepris completed more than 380 micro-industry engagement sessions in the 2016 school year, a number projected to increase significantly in the 2017-18 school year.

Louisiana’s Jump Start Micro-Enterprise Credentials

Nepris is also a critical element of the Micro-Enterprise Credentials. Created by the Louisiana Department of Education and the Baton Rouge Chamber of Commerce, the Micro-Enterprise Credentials require students to engage with “unfamiliar workplace adults” (i.e., those not in the school building) and master increasingly sophisticated communication skills.

The entry-level Micro-Enterprise Credential is designed to help all students master critical workplace behaviors and communication skills. The more advanced Micro-Enterprise Credential serves as a bridge to college-level accounting, entrepreneurship and business management courses.

Lessons Learned in Louisiana

- On-the-ground implementation support is critical to helping rural communities understand the value of and adopt statewide platforms and programs.
- Teachers need extensive support to get them to use new technologies. The promise of new technologies is not enough to put them into practice. At the same time, school administrators need to be advised and engaged to ensure that all key leaders are on board and support implementation.
- The more curated instructional resources the better — teachers like options.
- Grants given to schools and teachers based on the use of new technologies (“earned incentives”) were more successful than simple direct grants to incentivize new usage.
- Intermediaries — at both the individual and organization levels — have an important role in the implementation and sustainability of any program. In addition, having local champions at the school level who can serve as “early adopters” and share lessons with their colleagues is a critical strategy for scaling such an effort.
- Industry engagement can take on many forms, and the state has a key role to play in defining what forms it may take and to ensure quality and consistency.

Leveraging Existing Infrastructure to Support Industry-Led Career Pathways

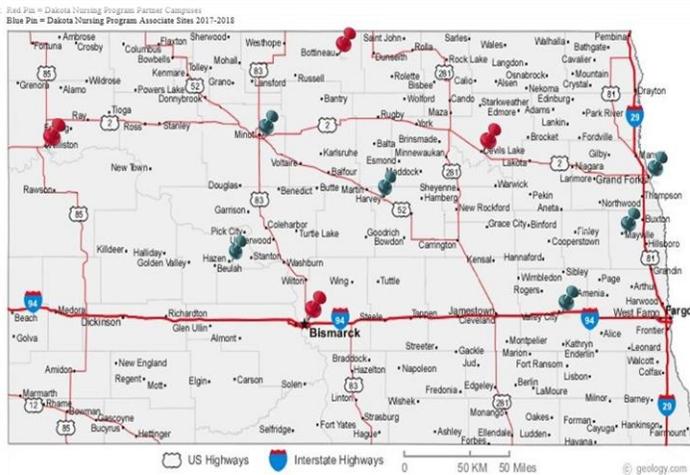
Every state leader interviewed identified health care as a critical industry, which is not surprising given that seven of the 10 fastest growing industries are related to that sector.¹² Many states also shared strategies related to expanding access to and providing opportunities for learners to be successful in health care career pathways and programs, which usually require extensive work-based learning.

Demand for health care professionals and providers knows no geographic barriers, and in some rural communities, a hospital or health care facility may be one of the only employers. A number of states, such as North Dakota and Montana, are focusing on leveraging existing networks of and partnerships with health care facilities to provide industry-led career pathways.

The Dakota Nursing Program

The Dakota Nursing Program (DNP) is a unique example of how career pathways with extensive work-based learning components can be offered in a variety of communities by leveraging partnerships, technology and direct industry engagement. Launched in 2004, the DNP is a collaboration among four community colleges (Bismarck State College, Dakota College at Bottineau, Lake Region State College and Williston State College) in **North Dakota** to strengthen the pipeline of health care professionals.

While there is a shortage of nurses statewide, the need is particularly acute in the state’s many rural communities. To help those rural communities train and retain their talent, DNP partners directly with local hospitals and health care providers to enable them to serve as nontraditional satellite campuses



2017-2018 DAKOTA NURSING PROGRAM
 Bismarck State College • Dakota College at Bottineau
 Lake Region State College • Williston State College

for their licensed practical nurse (LPN) and registered nurse (RN) programs. Over the past 12 years, the program has provided nursing education to 13 additional satellite sites in rural communities.

Participants attend classes, either in person at the home college campus or remotely in their own communities through the statewide Interactive Video Network (IVN), which connects students in real time to in-person classrooms in other parts of the state. DNP has a team of faculty to teach across the entire consortium through the IVN, which enables all learners to have access to a

fairly limited pool of industry experts with specializations like pediatrics or obstetrics.

The DNP is able to serve rural communities through local partnerships with hospitals and health care facilities, which not only serve as the remote classrooms but also provide the required clinical rotations and lab experiences. For example, for students to earn their RN associate degree, they must complete a certain number of hours of lab each semester, as well as clinical hours in a hospital, long-term care facility or other clinical facility.

Now that DNP is well known throughout the state, local hospitals or communities usually approach DNP to set up a local program. As part of the agreement between DNP and the local hospital or facility — formalized through a memorandum of understanding — the hospital commits to hiring a clinical faculty member, usually from its own staff, to oversee the learners’ labs and clinical work. This faculty member is then hired by DNP, with the local health care provider and the associated DNP college assuming the cost of their salary and benefits. The local site also agrees to dedicate the space and equipment for the lab experience as well as any equipment needed to establish the IVN component of the program. Finally, while the local site is usually responsible for any clinical rotations, DNP and the participating colleges assist with placements in specialized fields that are not possible in a certain facility or hospital.

DNP graduates are incredibly well positioned for success. Among DNP graduates in 2016-17, the first-time passing rate for the National Council Licensure Examination (NCLEX-RN) — the standardized exam that each state board of nursing uses to license nurses — was 92.7 percent. That percentage is higher than the statewide average of 90.4 percent and more than five percentage points higher than the national first-time passing rate of 86.2 percent.¹³ The licensure exam for practical nurses (NCLEX-PN) had a first-time pass rate of 100 percent for DNP students, compared to the national rate of 83.2 percent.¹⁴ Starting in the fall 2017 semester, the program has 167 LPN students and 121 RN students on campuses and satellite locations around the state. In the past 12 years, DNP has graduated a total of 1,195 LPNs and 915 RNs.

DNP also has articulation agreements with three universities, allowing students to earn their bachelor's in nursing within four semesters if they decide to continue their education. The program is funded through Perkins and state funds, just like any other postsecondary career pathway.

Cross-System and Cross-Sector Alignment in Montana

Health care is also a top priority in **Montana**, which has an aging population and a critical shortage of health care professionals. Montana benefits from having a strong statewide network of critical access hospitals that have partnered with state agencies to create more opportunities for learners to be exposed to and prepared for careers in the health care sector.

HealthCARE Montana, a partnership linking the Montana Department of Labor & Industry, 15 of Montana's two-year colleges, and hundreds of health care employers, plays a critical role in coordinating and convening the key players. Specifically, HealthCARE Montana helps train, recruit and retain health care professionals in rural and frontier communities across the state by:

- Helping prospective students identify and access health care career pathways;
- Developing an accelerated nursing curriculum;
- Increasing opportunities for on-the-job training by developing health care apprenticeships; and
- Building and sustaining a rural, "home-grown" health care workforce that serves the smallest communities in the farthest regions of Montana.¹⁵

One of HealthCARE Montana's main strategies is to provide support and technical assistance to the local hospitals to help register, launch and administer registered apprenticeships in health care fields. This direct support remains a barrier to participation for the hospitals and is key to ensuring more opportunities for learners, particularly in smaller, rural communities. In just a few short years, the state now has more than 100 health care-related registered apprenticeship programs in place, including a number on American Indian reservations.¹⁶ Since 2016, 28 apprentices have completed health care-related programs.¹⁷ Looking ahead, Montana plans to develop pre-apprenticeships in health care targeted at high school students to build the pipeline earlier.

With initial support from a TAACCCT grant, HealthCARE Montana has a strategy for sustainability, relying on a mix of federal, state and private funding sources. Central to Montana's strategy to support its statewide vision is successfully leveraging federal funds

Lessons Learned in North Dakota

- Build solutions *with* local industry rather than *for* local industry.
- Set high standards for program quality, but then be flexible in supporting implementation at the local level.



HealthCARE Montana Website, September 2017

— including one-time grants, like TAACCCT and the U.S. Department of Labor’s State Apprenticeship Expansion Grant, and the strategic use of Perkins funds. For example, the TAACCCT and expansion grants could not be used for high school-age students, so Montana leveraged Perkins funds to backmap the new statewide health care career pathway — which ensures dual credit at the state’s public colleges — into high school to expand access and engage more youth in quality career pathways.

The state is able to strategically leverage federal funds because of strong cross-system alignment and collaboration, particularly among the Department of Health & Human Services, Department of Labor & Industry, Montana University System and Office of Public Instruction. For example, the Department of Labor & Industry and Montana University System now share a full-time director of industry-driven workforce partnerships to bridge the two agencies. This collaboration is the result of intentional partnerships, ongoing engagement, and support and engagement from industry partners.

Warren County Area Technology Center

Students enrolled in Warren County Area Technology Center’s (WCATC) automotive program of study, located in Bowling Green, **KY**, have the opportunity to engage in a unique, employer-led competition — OnTrack — during which they build racecars. This competition helps anchor the program of study in industry expectations and provide learners access to a wide array of industry partners.

OnTrack was the result of industry partnering with Southcentral Kentucky Community and Technical College, the Bowling Green Area Chamber of Commerce and WCATC to develop a competition that would encompass multiple disciplines and ground a more engaging course of study that would benefit many students across the region. From the perspective of the business community, it is an exciting way to get students interested in their companies and the work they do. From an educational perspective, the initiative is an innovative way to get students invested in a course of study and directly engaged with employers.

Since the program’s launch, more than 50 corporate sponsors from a wide geographical area have stepped up to make the project a reality — providing financial support and working closely with students and faculty to aid in the development of the cars as well as the curriculum. For example, in the first year, the Chamber of Commerce purchased two cars and donated them to the school. From there, businesses contributed funds, products and time to help the students revamp the cars. In exchange, the companies received opportunities to directly engage with students who are now uniquely qualified to work in their industry.

While OnTrack is just a single competition, it has become a platform for more employer engagement. All 70-plus students participate in “Mentor Mondays,” during which they learn from industry experts who share real-world examples and help them develop the employability skills they will use in the workplace. Learners not only gain these critical insights, but they also build their professional network, giving them a leg up on their career. In the 2016 school year, 100 percent of students in this program of study graduated high school, 100 percent participated in work-based learning, and 91 percent earned an industry-recognized credential.¹⁸

While not specific to health care, **Oklahoma** leverages its career technology centers, which are shared-time centers located throughout the state, as hubs for education, training and employer engagement. Critically, the technology centers not only serve high school students but also provide training for adults and customized training (“business development”) for local industries and companies. In fact, the centers stay open after school hours, allowing other training programs to use the facilities and equipment. By positioning themselves as a source of training, incubation and entrepreneurship, the technology centers have built strong relationships with employers, which often lead to further partnerships with secondary CTE programs of study.

State Strategies to Connect Rural Learners with the World of Work

As states work to improve their CTE programs and ensure that all learners have access to authentic, industry-driven experiences, there is no question that rural communities require customized supports and strategies. Providing technology-based solutions and offering funding for efforts like mobile labs that bring the world of work to learners will not work on their own; they must be paired with technical assistance and leverage existing infrastructure to have a true impact on learner access and be sustainable.

State leaders should consider the following approaches to help ensure that all rural learners are connected to industry and the world of work:

- **Be creative when defining a “classroom” and a “workplace”:** As demonstrated by West Virginia, work-based learning can happen in classrooms, and as shown by DNP, classes can be taught in workplaces. Whether in a mobile lab or computer lab, learners have more ways to engage in career exploration, exposure and training than ever before; it just requires some creativity. Regardless of the approach, state leaders should take measures to ensure that such programs are held to standards of quality. West Virginia’s Simulated Workplace protocol is one example of how a state can begin to set guidelines without sacrificing flexibility.
- **Take a regional view:** Whenever possible, use funding to support and encourage consortia and partnerships to share resources, human capital and industry partners. South Dakota recently reorganized its state CTE staff based on the state’s regions, rather than Career Cluster areas, to change their approach to supporting their schools, rather than programs, and be more intentional about their own work of recruiting employers. South Dakota also provides competitive funding that supports efforts like consortia and mobile labs. Oklahoma’s technology center superintendents sit on their region’s economic development boards to facilitate industry partnerships.
- **Invest in intermediaries to build capacity and provide technical assistance:** Intermediaries are a critical ingredient in ensuring that learners have access to industry partners and vice versa.¹⁹ Whether they are the staff at DNP or HealthCare Montana, the full-time consultant working to provide on-the-ground support for Nepris implementation in Louisiana, or work-based learning coordinators embedded at the district or institution level, having individuals who are focused on making connections between the classroom and the workplace is necessary to ensure that all learners have access to industry and can engage in meaningful work-based learning.

- **Focus programs and funding on specific employer engagement activities rather than trying to do everything with one program:** No solution or strategy will likely be sufficient to address the entire challenge of ensuring that rural learners have opportunities to engage with industry. For example, the success of mobile labs depends on what they are trying to achieve. Different states and communities are leveraging them successfully to expose more students to the world of work and career pathways, fill instructional gaps that can be addressed only by industry experts and conduct certifications. States must be intentional — and realistic — about what any specific program can and should achieve and work to connect individual programs to a larger, cohesive rural strategy.

In short, millions of students across the United States attend high schools and colleges in rural areas, and all of them deserve to be exposed to a variety of industries and career opportunities rather than be limited by their geography. While there is no simple solution or silver bullet, states are making important progress and leveraging innovative ways to bring the world of work to learners and provide the necessary resources, technical assistance and supports to ensure that local communities can support and sustain those efforts.

Acknowledgments

Advance CTE would like to give special thanks to John Cech, deputy commissioner of higher education academic & student affairs, Montana University System; Marcie Mack, state CTE director, Oklahoma Department of Career and Technology; Paula Bowles, chief communications and marketing officer, Oklahoma Department of Career and Technology; Julie Traynor, director, Dakota Nursing Program; Wayne Kutzer, state CTE director, North Dakota Department of Career and Technical Education; Kathy D’Antoni, state CTE director, West Virginia Department of Education; David Lefkowitz, assistant superintendent, Louisiana Department of Education; Laura Smith, president/CEO, Louisiana Council for Economic Education; and Ashley Aleman, education liaison, Nepris for their input and thoughtful feedback throughout the development of this brief.

This brief was developed through the New Skills for Youth initiative, a partnership of the Council of Chief State School Officers, Advance CTE and Education Strategy Group, generously funded by JPMorgan Chase & Co.

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Youth Career Connect (YCC) Bend

David Haines: Youth Career Connect



Building Tomorrow's Workforce

With the goal of increasing internship opportunities and addressing current workforce shortfalls in the Bend community, we have rebranded our internship initiative with our Central Oregon regional partners as Youth Career Connect Bend. By forging a regional collaborative partnership with internship networks in Redmond & Jefferson County, we are now positioned to offer member businesses and local students more diverse experiential learning opportunities and solutions.

Before Youth Career Connect, our regional internship network was “program rich” and “system poor.” We are now working alongside partners, like Heart of Oregon Corps, Worksource Oregon, Central Oregon Intergovernmental Council, and others, to knock down barriers and create a smooth pipeline out of all the successful programs in Bend and across the region. Never before has there been one place for such diversity of businesses and academia to meet and connect to create hundreds of high value experiential learning opportunities. This internship pipeline will help meet the current needs of employers while also developing a talented local workforce for the future.

So, from a student’s perspective, are you trying to discover a career path, or do you have a career path mapped out but can’t seem to get your foot in the door? Are you looking for an opportunity to gain valuable career

related experience with a local business? We are forming partnerships with a diverse group of businesses that includes Deschutes Brewery, St. Charles Health System, The City of Bend, Five Talent, EarthCruiser, OnBoard Dynamics, Hooker

Creek and many more to provide exciting and meaningful learning opportunities.

For businesses, do you have a current project or business opportunity that your current staff can't find time for? Have you thought about hosting an intern but are not sure where to start? Consider Youth Career Connect Bend your internship "easy button." We can help you launch, revitalize, revamp or grow your current internship program, and, thanks to collaboration with our local schools, community college and university, we can help find great local student candidates to fill these internship positions.

Youth Career Connect is quickly becoming a driving force in the workforce pipeline development efforts here in Central Oregon. How can we help you?



Help us MATCH!

We've secured a \$10,000 grant from the MCM Foundation contingent on our raising matching

funds. We need community investments of up to \$1,000 to receive this grant. We need the community's help in meeting this goal.

Please take a moment to contribute to the YCC Bend program by donating today!

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By National Association of Realtors

Don't take my word for it. GoDaddy's [Global Entrepreneur Survey](#) of 2016 showed that 62 percent of millennials around the world intend to start a business before 2026. What's driving this change? All generations have always sought freedom -- the ability to work for whoever they want, the freedom to travel and integrate their work and personal lives in a way that makes it easier to spend time on whatever they want to do -- and to not be stuck in the office from 9-to-5.

Each generation has come closer. But Gen Y isn't just close; it grew up with mobile technology and social networking that keep us connected and more productive. Smartphones, collaboration tools and an ability to integrate personal and work lives are baked into the Gen Y mindset.

That technology changes mindsets. It changes the way you think. The promise of freedom is available, and Gen Y are running with it. According to a [survey conducted](#) by oDesk, nearly 60 percent of Gen Y class themselves as entrepreneurs, and 89 percent say they want to work when they choose. This shouldn't surprise us. When you grow up with the internet as a normal tool, when YouTube is your primary source of visual entertainment and developers around the world are treated like rockstars, you start seeing connections between the technology you use and ways to make your life, and others' lives, easier.

The fact that this technology helps Gen Y escape traditional 9-to-5 models of working? That's just incidental. They were already heading down this path anyway, and the 2008 financial crisis that caused such a huge drop in income for this generation was really just the spark that ignited the already well-fueled fire.

Related: [Why You Should Encourage Your Employees' Side Gigs](#)

We might think the world is constantly changing, especially in technology. But for Gen Y that change is constant, and so flexibility and adaptability become critical to survival.

If you can make a tool to automate your work so you can focus on other meaningful tasks, then why

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One in particular stands out. Shawna Corso graduated from the Berklee College of Music in Boston, and she immediately thrived. In fact, as a backup singer, she's performed with top artists from Sam Smith to Stevie Wonder.

But Corso wanted to branch out. She's been able to use her experience in other areas, like graphic design and fashion, to find other opportunities to explore her creative passion. But it didn't just happen all at once. It took side job after side job to build up a body of experience and to present herself as a professional.

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In an Office Space That Spurs Creativity, This Women's Fashion Brand Thrives

By National Association of Realtors

Businesses like Corso's are built on tech tools that allow young entrepreneurs to thrive -- anything from social media platforms to cloud-based business apps that you can run on your phone like [DocuSign](#), [Dropbox](#), or [Invoice2go](#). They're cheaper and more accessible than ever before.

There are hundreds of stories of Gen Y entrepreneurs taking matters into their own hands. In many ways, they're setting expectations for the generation that will come after them -- Gen Z, the oldest of whom are just now leaving college.

Related: [Bashing the Stereotypes: What You Need to Know About Gen Z](#)

When they head into the world, Gen Y will have done all the hard work, making freelancing and entrepreneurship at a young age the status quo. For that, we should thank them. They're showing generations to come that business can be done on your own terms.

We may have already had our "Greatest Generation." But I think Gen Y is set to be our most creative and innovative generation yet and will help set the expectations for the future of our country and what it can achieve.



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Collaboration by State Agencies On Issues Related to Career & Technical Education (ORS 344.125)

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Oregon Department of Education

Donna Lewelling, Education Division Director
Higher Education Coordinating Commission: Office of Community Colleges and Workforce
Development

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Executive Summary

In the 2011 Regular Session, the Oregon State Legislature, through House Bill (HB) 3340, directed the Oregon Department of Education (ODE), the Higher Education Coordinating Commission's Office of Community Colleges and Workforce Development (HECC/CCWD), and the Oregon Bureau of Labor and Industries (BOLI) to collaborate on issues related to Career and Technical Education (CTE). Originally, this multi-faceted statute addressed the need for Oregon to provide a comprehensive career and technical education (CTE) system accessible to Oregon public schools and youth development organizations with a number of strategies:

- Leveraging resources and partnerships, particularly with business, industry, and the workforce
- Promoting articulation and pathways between high school programs and post-secondary school programs
- Ensuring current industry workforce needs were considered with current curriculum that met state standards
- Increasing professional development opportunities for teachers
- Increasing opportunities for internships, apprenticeships, and other opportunities that led to employment in the region

The statute also directed the three agencies to address issues and barriers to achieving these objectives and provide recommendations to the Legislature on how these issues should be addressed.

Over the last two biennia (2013-2015 and 2015-2017), the statute's directives have remained the same while the Oregon landscape has shifted, with state initiatives focused on the following activities:

- Advancing equity in CTE programs at the secondary and post-secondary level
- Studying the CTE achievement gap and its impact on Oregon's graduation rates
- Expanding dual credit and accelerated learning
- Engaging employer group(s) in work-based learning models like pre-apprenticeship and internships as an approach to bridging the gap between CTE high school programs and high wage, high demand careers
- Developing and implementing structured work-based learning program models with industry (for example: externships, mentoring, and internships for both teachers and students)

Since the passage of HB 3072 (2011), the list of partnering agencies has grown to include the Science, Technology, Engineering, and Math (STEM) Hubs housed at the Chief Education Office (CEdO), and the Oregon Employment Department (OED).

2016 Goals were to:

- Establish at least one regional or statewide career pathway, with shared advisory committees and regional access, by 2016 in the following six CTE areas: Agriculture and Natural Resources, Business and Management, Health Systems, Industrial and Engineering, Human Resources, and Arts, Information, and Communications
- Participate in and monitor statewide conversations and recommendations identifying issues related to CTE
- Provide online resources around internships, apprenticeship opportunities, and work-based learning
- Engage internal and external stakeholders and partners in developing a connected framework for career pathways in grades 9-14

The goal of promoting collaboration among agencies on issues related to CTE and career-connected learning remains the same even during times of evolution in the educational environment. The partnering agencies have agreed that their future work should be redirected toward the following activities:

- Goal 1: Continue aligning the ORS 344.125 report to Measure 98 (High School College and Career Readiness Act of 2016) and incorporating into HB 3072 goals in accordance with work-based learning and apprenticeship initiatives
- Goal 2: Creating three pilot pre-apprenticeship programs in identified career areas from the [CTE and STEM Strategic Plan](#) developing and expanding Oregon Apprenticeship in Manufacturing (AIM) grant initiative objectives and goals to secondary CTE programs
- Goal 3: Exploring the support of the Oregon Apprenticeship infrastructure through the post-secondary level to administer a pre-apprenticeship or youth apprenticeship program at the high school level

Background

HB 3340 mandates that the Department of Education shall, in conjunction with the Apprenticeship and Training Division of the Bureau of Labor and Industries, prepare written material in print or electronic form regarding opportunities to work as an apprentice, as defined in ORS 660.010 (see Appendix B). The department shall update the material at least once per calendar year.

The material provided shall be available to all public high schools in the state, and public high schools will make materials available to parents or guardians of students enrolled in public high school as part of a higher education pathway.

As this bill was being introduced to the Oregon Legislature, efforts were already underway to address HB 3340. ODE, HECC/CCED, and BOLI, along with the Oregon Employment Department (OED), had been working on expanding and improving registered apprenticeship materials online through the AAI: Accelerator Funds. The Oregon Apprenticeship website (<http://oregonapprenticeship.org>) went live with new improvements and updates in October 2017. Additional efforts are being made through ODE and BOLI to provide resources that will address HB 3340 through one-pagers, online multimedia, and direct access to technical assistance. These items will be available by March 2018.

Additionally, HB 5006, which passed during the 2017 Legislative Session, included a budget note that included the following language:

“the Higher Education Coordinating Commission shall convene a workgroup to develop recommendations for enabling community colleges to offer an associate’s degree that is completed in coordination with credits earned in registered apprenticeship or training programs that are at least four years long. The commission shall report their findings and recommendations to the appropriate legislative interim committee.” (see Appendix C)

In an effort to develop the recommendations, HECC staff convened a work group that included representation from BOLI, ODE, and OED. The workgroup was charged with assisting in providing information regarding the background and current landscape, and with developing recommendations regarding apprenticeship pathways in Oregon.

As an integral piece to Oregon’s workforce and education system, Oregon apprenticeship and training consists of multiple stakeholders, including but not limited to the HECC, BOLI, ODE, OED, Oregon community colleges, union and non-union training centers, and business and industry.

The HECC approached the budget note on HB 5006 as an opportunity to review what the state currently does to enable community colleges to offer associate's degrees that coordinate with credits earned in registered apprenticeship programs.

Recommendations

Allowing Good Cause for Job Quit to Enter Pre-Apprenticeship Programs

OED, in partnership with the Department of Human Services' Self Sufficiency Office, has been working on a rule change for individuals participating in pre-apprenticeship programs who do not have access to Employment Related Day Care (ERDC), or who may lose ERDC while participating in a pre-apprenticeship program because they are not working or have quit their former job. (see Appendix D)

The proposed change is to define quitting a job to enter into a pre-apprenticeship program as "good cause." This interpretation change would allow individuals with low-paying jobs already receiving ERDC to enter into a pre-apprenticeship program without losing their child care. Participants would be able to complete their pre-apprenticeship program and enter into a high-wage career job within the three-month work search period already allowed by rule. A rule change would not be necessary to adopt this recommendation, as rule 461-160-0040 (5)(b) already allows an individual on ERDC a three-month period to look for a job when they are fired or quit for good cause. In pre-apprenticeship programs, participants conduct job search activities every week as part of their program, which would satisfy the job search component of the rule.

The reason for this change is to leverage pre-apprenticeship programs as a pathway out of poverty and into a lifelong career for many populations served by DHS. On average, pre-apprenticeship programs place 80 percent of participants in a job or a Registered Apprenticeship opportunity after completion of the program. Registered Apprentices make an average starting wage of \$16.72 per hour, receive regular pay increases, and have access to healthcare benefits. Child care is a large barrier for pre-apprenticeship participants, especially for those participants who also qualify for DHS services. The time commitment of a pre-apprenticeship program is the same as a part-time job, at 24 hours a week for five weeks. Few participants are able to hold a full- or part-time job while completing the program. Changing the "good cause" interpretation will allow ERDC recipients to participate in pre-apprenticeship programs, where this otherwise may not have been possible.

Pre-apprenticeship programs actively case-manage participants into Registered Apprenticeship programs or a job with an above-average salary. By making a two-month investment in child care, DHS could create opportunities for their participants to start earning a wage that would allow them to become financially independent and no longer require self-sufficiency services. If pre-apprenticeship participants are able to get off of self-sufficiency services faster than the average customer, the resulting cost savings could be

reinvested in the ERDC fund, to allow more qualifying pre-apprenticeship participants to have access to child care subsidies.

Additional Recommendations:

Youth apprenticeship and pre-apprenticeships are often seen as bridges between valuable work-based learning opportunities that can provide youth with academic and workplace skills which lead to post-secondary education opportunities and careers. Several states are providing successful youth apprenticeship or pre-apprenticeship programs for high school-aged youth that combine academic and CTE classroom instruction with work-based learning, allowing students to earn a high school diploma or GED and develop industry specific workplace competencies, skills, and knowledge. Programs are designed to prepare students for a career encompassing both post-secondary education and employment by providing opportunities for earning college credits and/or industry recognized certificates or credentials. (see Appendix E). Therefore:

- Oregon should consider developing apprenticeship preparation and pre-apprenticeship strategies to build career pathways that serve as pipelines into apprenticeship and trades careers for high school CTE students. Building these talent pipelines will help employers plan for their future employment needs, and could establish a sustainable pathway for workers into good careers. Although some pre-apprenticeship programs currently exist, (i.e. Job Corps, Youth Builders), these are workforce programs and are limited to eligible populations. Youth apprenticeship, which mirrors the adult Registered Apprenticeship model, is not a viable option for Oregon with its current workforce and education landscape. There are many barriers to youth apprenticeship, including but not limited to stakeholders' capacity to administer the program, legal and liability issues, and employer engagement.
- Oregon should align its CTE programs with outcomes directly linked to apprenticeship programs. By combining academic and CTE classroom instruction with work-based learning, students will be afforded the opportunity to earn a high school diploma and develop industry-specific workplace competencies, skills, and knowledge. By providing opportunities for earning college credits and/or industry recognized certificates or credentials, the combination of these two programs will strengthen joint efforts, from secondary and post-secondary education and Registered Apprenticeship, to prepare students for a career encompassing both post-secondary education and employment.
- Oregon should integrate and align with Oregon's CTE Program of Study framework, ORS 839-011-0335 for pre-apprenticeship programs, and the Pre-Apprenticeship Program Approval Request from the Apprenticeship Training Division at BOLI. This would require that educators and employers work together in new ways to turn classroom outcomes into practical workplace skills. For example, employer sponsors

could work in coordination with secondary CTE educators to identify where programs overlap and how CTE course credits and work-based learning experiences can be applied toward meeting apprenticeship requirements in the context of a pre-apprenticeship program. Schools in turn should evaluate how CTE and pre-apprenticeship programs can be integrated into their curricula while ensuring that students are able to meet high school graduation requirements. This collaborative model will lead to students being ready to enter the job market with in-demand skills upon graduation.

Expanded Goal Summaries

Goal #1: Aligning the ORS 344.125 report to Measure 98 (High School College and Career Readiness Act of 2016) and incorporating into HB 3072 goals in accordance with work-based learning and apprenticeship initiatives.

Federal Initiatives

In 2016, the United States Department of Labor (DOL) awarded nearly \$90 million in funding appropriated for the American Apprenticeship Initiative to further the goal of doubling and diversifying Registered Apprenticeships by 2019. This funding was to support strategic investments to accelerate and expand state apprenticeship strategies and grow the use of apprenticeship in new industries while ensuring that these profound educational and economic opportunities are within reach for more Americans.

Oregon applied for DOL funding and has received just over \$4 million to align Registered Apprenticeship with the education and workforce systems. The Oregon Apprenticeship Initiative was developed to expand Registered Apprenticeship outside of the construction industry and create a supportive ecosystem for Registered Apprenticeship within advanced manufacturing and information technology. In addition, there were accelerator monies made available to strengthen the Registered Apprenticeship infrastructure. Finally, the Advancing Oregon Apprenticeship funding is being invested in increasing diversity in Registered Apprenticeship through pre-apprenticeship. (Appendix A)

State Initiatives

Over the last year, the work of the ODE, HECC/CCWD, and BOLI Education staff has continued to bridge the gap between secondary and post-secondary CTE programs and pre-apprenticeship and Registered Apprenticeship programs in Oregon. The work of the ODE, HECC/CCWD and the Education Specialist continues to 1) research and understand the landscape of Oregon Apprenticeship, 2) develop a comprehension of CTE at both the secondary and post-secondary levels, and 3) work in concert with multiple systems focused on the benefits of Registered Apprenticeship and CTE.

As the work has progressed, the State of Oregon Legislature has focused efforts toward providing career-connected learning opportunities for all students. As a result, there have been several legislative concepts addressing the need to create awareness and expand accessibility to the benefits of Registered Apprenticeship.

Goal #2: Creating three pilot pre-apprenticeship programs in identified career areas from the [CTE and STEM Strategic Plan](#), developing and expanding Oregon Apprenticeship in Manufacturing grant initiative objectives and goals to secondary CTE programs.

Quality pre-apprenticeship programs can play a valuable role in preparing qualified entry-level workers for Registered Apprenticeship careers while contributing to the development of a diverse and skilled workforce. Through a variety of unique program designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of diverse populations being trained, the various employers and sponsors they serve, and specific opportunities within the local labor market. Programs should incorporate, when possible, stackable credentials of value for multiple pathways, including entrance into Registered Apprenticeship programs, community and technical colleges, universities, and sustainable employment.

St. Helens High School and Pacific Northwest Carpenters Institute (Construction)

One of the biggest issues in St. Helens, Oregon, is its rural status and its dependency on job commuters. There is not enough local industry for the town to support itself, so many of the jobs performed by the community are located in Portland, Hillsboro, and the surrounding metropolitan areas. As a result, the majority of jobs in St. Helens are minimum-wage positions that do not have much potential of turning into family-wage earning jobs. By having a direct pipeline into registered apprenticeship, students can immediately begin providing for themselves and a family in the local area. (see Appendix F)

The Building Construction Technology program at St. Helens High School is a four-year program that takes students from the basics of the construction industry and tools to renovating local houses for resale. With 30 percent of the student population on free or reduced lunches and many students coming from single-parent families, the demographics show a definite need for relevant options and opportunities for students.

The Pacific Northwest Carpenters Institute has chosen to sponsor this program in an attempt to help recruit trainable young students who can be molded to the employer's needs. This route has been tested by previous students who successfully completed the program.

North Marion High School and Chemeketa Community College (Construction)

The Mid-Willamette Education Consortium (MWEC) at Chemeketa Community College, the Apprenticeship Department at Chemeketa Community College, MA 1060 Mid-Valley Sheet Metal, and MA 2026 Mid-Valley HVAC/R have partnered to create a pre-apprenticeship program for high school students attending North Marion High School. Students completing the pre-apprenticeship program will be competitive (based on employer feedback) for a variety of apprenticeship programs and will have the option of four college credits from the Apprenticeship 101 Trade Skills Fundamentals course, safety certifications, and hands-on coursework in the high school to build trade-related skills. Participants will attend trade- and career-related tours of facilities and job fairs with apprenticeship programs represented. Guest speakers from the trades and BOLI will present to classes on topics such as successful interviewing, employee soft skills, and trade math. (see Appendix G)

Upon completion, students will complete with an industry-recognized credential (i.e. pre-apprenticeship certification, HS Diploma, OSHA 10), additional ranking points for their registered apprenticeship application, option to receive dual credit from Chemeketa CC, and a college/career portfolio to use for university or workforce applications.

Additional Pilot Pre-Apprenticeship Program Development

Impact Northwest and Oregon Tradeswomen (Manufacturing)

As part of the AAI: Oregon Advanced Manufacturing grant, Impact NW and OTI were awarded funding to expand their current offerings in manufacturing to become a registered pre-apprenticeship manufacturing program. Together, Impact NW and OTI will serve a combined 15 cohorts, providing manufacturing-intensive training and placement services for 240 students, as well as manufacturing industry awareness for an additional 270 students, who may choose a manufacturing career. (see Appendix H)

This partnership will combine Impact NW's well-established Pathways to Manufacturing programming with OTI's successful gender-specific approach to engaging underserved populations in the skilled trades sectors.

National Center for Construction Education and Research (NCCER) and Associated Builders and Contractors (ABC): Oregon Youth Authority

The Oregon Youth Authority (OYA) works with adjudicated youth (OYA youth) as well as youth who committed a crime before their 18th birthday and were convicted as adults (DOC youth). They serve youth between the ages of 12 and 25 years old, many of whom have strikes against them when they are released and are trying to find jobs. There is a great deal of research that shows the rate of recidivism drops dramatically for youth who learn a trade or go to college. OYA has found that many of their youth enjoy working with their hands and that a pre-apprenticeship program would assist them as they pursue a lifelong career in the trades. (see Appendix I)

ABC sponsors OYA using the NCCER curriculum, covering the basics of safety, tools, and construction math and totaling 72.5 hours of instruction. This course will be offered to all OYA youth who want to be in the wood shop program offered at OYA facilities. Courses will be taught at several of OYA's facilities, including Maclaren Facility in Woodburn, Rogue Valley Facility in Grants Pass, Oak Creek Facility in Albany, Tillamook Facility in Tillamook, and the Eastern Facility in Burns. Each facility has instructors who are licensed teachers with CTE endorsements to teach ODE-approved CTE Programs of Study at the high school and post-secondary levels.

National Center for Construction Education and Research (NCCER) and Associated Builders and Contractors (ABC): Secondary CTE Programs of Study

Currently, five schools – three in Eastern Oregon, one in East Multnomah County, and one in Salem-Keizer – are partnering with ABC to administer the Instructional Construction Core Credential, developed by the National Center for Construction Education and Research (NCCER). This has been the partnership's first year, and reports have been positive. The next step is to have at least two of the five schools register as pre-apprenticeship programs by the end of the 2017-19 biennium.

Career & Technical Education Revitalization Grants Program

The CTE Revitalization Grant is a competitive grant program established in 2011 through HB 3362, then reaffirmed in 2013 through HB 2913 and Senate Bill (SB) 498, and again in 2015 through HB 3072 and HB 5016. The grants are available through a Request for Proposal process to school districts, education service districts, public schools, public charter schools, or any combination thereof. The grants are used to enhance collaboration between education providers and business and industry, including labor and trades.

In total, 101 Oregon middle schools and high schools have secured career readiness grants totaling \$10.3 million. There were 32 grant proposals awarded funding, with additional funds and resources from 335 local business and community partners. Of those 32 grants, there are 10 CTE Revitalization projects for 2017-2019 focused on building industrial and trade-related career pathways. In addition, key partnerships for success include several post-secondary stakeholders, including community colleges.

- **Cascade School District (CSD) - Summer Camp for Trades and Exploration:** CSD will host a free, five-day camp for students entering 6th, 7th, and 8th grades. The Camp for Trades and Exploration – or CTE Junior – will introduce students to the classes, careers, and skills associated with the trades. The objective of CTE Junior is to expose middle school students to potential careers in the trades and familiarize them with CTE classes offered at the high school.
- **Center for Advanced Learning (CAL) - Updraft to Apprenticeship:** This program will scale up new, sustainable partnerships and systems at CAL. It will improve the pathways for female, economically disadvantaged, culturally diverse, and other underserved student groups in middle and high school to access high-wage and

high-demand career pathways through participation in skill development, real work problems, mentorships, and projects.

- **Forest Grove High School (FGHS) - *Mechatronics Pathway***: In an innovative partnership with Portland Community College's Microelectronics/ Mechatronics programs and industry and community partners in Washington County, FGHS aims to create a Mechatronics Career Pathway that provides students a springboard into the local semiconductor manufacturing, engineering, technology, and electronics workforce with clear and accessible paths to career and education progression. A middle school Mechatronics Camp will build interest for the high school pathway.
- **Helensview High School - *Blazing the Way (Phoenix Industries)***: For the past 20 years, Helensview School has blazed a path for hundreds of Portland area 6th-12th grade students who have been unsuccessful in traditional school settings. This can be challenging, as the typical Helensview student is not what prospective employers might consider an ideal employee. If given the skills and the opportunity, he or she can be that ideal employee. This proposal actively supports changing those misconceptions by enabling more Helensview students to pursue multiple pathways to high-wage and high-demand careers, providing dual-credit courses, connecting students with industry partners/potential employers, and developing entrepreneurial skills.
- **Lake County School District - *Revitalization of Welding and Small Engines***: The revitalization funds will improve the 1947 CTE building to serve a greater number of the diverse population that has interest in the areas of welding and small engines. Outcomes of this grant are to expand welding enrollments to 100; the current enrollment is 58 in a school of 242. Moreover, this grant will create connections between students with 60 mentors that will increase participation in high-wage and high-demand career pathways. The grant will target the underserved, students of poverty, and at-risk enrollments in the Lakeview High School alternative program, which is now on the Lakeview High School site.
- **La Pine High School - *Manufacturing and Construction Technology (MCT)***: Manufacturing and Construction Technology (MCT) is a new CTE Program of Study designed to introduce and provide 21st century skills to La Pine High School students in high-wage and high-demand fields in Central Oregon. In addition to a complete overhaul of the metals and wood shop, six new courses will be developed (including two Project Lead The Way (PLTW) Engineering offerings) that introduce – and help students to become proficient in – manufacturing, metalworking, framing, electrical, plumbing, computer-aided drafting (CAD), engineering, design, and robotics. A new semester-long capstone project will provide opportunities for apprenticeships and/or paid positions on local job sites. Partnerships have been formed with several of the largest homebuilders and construction companies in the region, including Central Oregon Builders Association (COBA).
- **McMinnville School District - *CTE Seminar Project***: The McMinnville School District CTE Seminar Project will engage 6th-9th grade students in experiential learning focused on the construction trades: electrical, plumbing/mechanical, design and engineering, heating, ventilation and air conditioning (HVAC), metalwork and

fabrication, construction, and carpentry. In addition to hands-on learning, students will explore societal issues related to affordable housing, sustainable building, green energy, and related topics. The construction trades provide high-wage careers that are in high demand in the mid-valley, due to an aging workforce in which 61 percent of tradespeople in Yamhill County are age 55 or older.

- **North Bend School District** - *North Bend Trades Center (NBTC)*: The North Bend School District recognizes the need to support students in achieving graduation with the academic and workforce skills needed to obtain positions in the high-wage and high-demand field of construction trades. NBTC is dedicated to equipping students with the various skills needed to succeed in the construction and building fields. Throughout the training program, opportunities will be provided to visit active jobsites, tour local businesses, and network with business leaders in the community.
- **North Marion High School** - *North Marion Habitat Partnership*: The North Marion Habitat Partnership program connects the community's need for affordable housing with student training for high-wage and high-demand construction jobs. This project engages a variety of partners in community development and teaches student leaders how for-profit businesses, non-profit organizations, and volunteers collaborate to improve the social and economic foundations of a community through home ownership.
- **Scappoose High School** - *Innovation Center*: Scappoose School District, in partnership with Portland Community College (PCC), local industry, and community leaders, proposes the *Scappoose High School (SHS) Innovation Center* project. A five-course Engineering Program of Study will create an innovative career and technical education pathway for students to prepare for and enter local high-wage and high-demand occupations. The *SHS Innovation Center* will educate 80 Scappoose High School students per year in these areas: 2-D and 3-D engineering (drafting, software, output, etc.); innovation and entrepreneurship; research and design focused on materials, methodology, and sustainability; and internships.

Efforts are underway from the ODE Education Specialist, Oregon Community College Apprenticeship Coordinators, and Apprenticeship Representatives from BOLI to connect with these programs to provide guidance and technical assistance around quality pre-apprenticeship program development. The hope is that at least two of the programs will be interested in achieving registered pre-apprenticeship status by the end of 2019.

Goal #3: Exploring the support of the Oregon Apprenticeship infrastructure through the postsecondary level to administer a pre-apprenticeship or youth apprenticeship programs at the high school level.

Goal #2 captures most of the Oregon post-secondary level partnerships and activities in supporting pre-apprenticeship and youth apprenticeship programming at the secondary level. However, when exploring the support of Registered Apprenticeship through the post-secondary level, there has been significant guidance and activity provided from the federal

and state levels in the past two years. This guidance and review of current systems has provided clarity about the role of post-secondary institutions in relation to Registered Apprenticeship programming.

Federal Guidance

The U.S. Department of Labor’s Employment and Training Administration, Office of Apprenticeship, released guidance in March of 2016 on organizations that can serve as Registered Apprenticeship sponsors. (see Appendix K)

The revised rule defines an apprenticeship Sponsor as “any person, association, committee or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.” Sponsorship requires that the program comply with the application provisions of Title 29 and 30, which may be achieved through partnerships between Sponsors and employers who are actively training apprentices.

Entities such as employers, industry associations, and joint labor-management organizations have traditionally served as apprenticeship Sponsors; however, there is additional flexibility under the regulations for a wider range of organizations to serve as Sponsors. With renewed interest in and focus on apprenticeship, new organizations and entities are in need of clarification regarding their ability to serve as Sponsors. Although not new, these entities include:

- Workforce Intermediaries such as Institutions of Higher Education (i.e. community colleges and universities)
- Community-Based Organizations
- Community Service Organizations

State Guidance

In Oregon, the HECC and community college district boards both play a role in the approval of associate’s degrees and oversight of curricular programming. Currently, relationships vary between registered apprenticeship programs and community colleges. Although most community colleges provide related instruction to Registered Apprenticeship programs, how they deliver these services varies. Related instruction can happen on a community college campus or at a training center, depending on the relationship between the partners. Other Registered Apprenticeship programs and community colleges offer similar, competitive programming. The transfer of credit from a Registered Apprenticeship or training program to a local community college is also currently variable in Oregon.

Oregon Community Colleges Apprenticeship Consortium

The Oregon Community College Apprenticeship Consortium's primary responsibility is ongoing monitoring of statewide community college Registered Apprenticeship programs. This involves: reviewing member colleges' consortium-related programs; updating and

reviewing individual courses to assure continued compliance with outcomes and standards, revisions, and updates; and improving existing programs with new and emerging industry needs and standards.

The Oregon community colleges that offer related instruction for Registered Apprenticeship do so in a way that is aligned with the federal Registered Apprenticeship College Consortium (RACC). The goal of this federal framework is to facilitate the articulation of the Registered Apprenticeship certificate for college credit on a national scale. The initiative encourages colleges to work to strengthen and develop the relationships between Registered Apprenticeship and post-secondary institutions, enhance the understanding of and response to the needs of apprentices as working students, and advocate for the flexibility needed to earn academic credit for their Registered Apprenticeship experience so that they can pursue additional education and degrees needed for their career path.

In Oregon, apprentices who are taking their related instruction through one of 13 community college Registered Apprenticeship programs also have the opportunity to simultaneously obtain post-secondary degrees and certificates. Presently, there are 13 community colleges offering three pathways in Construction Trades, Electrician, and Industrial Mechanics and Maintenance Technology (three Associate of Applied Science [AAS] degrees and six certificates).

Stakeholder Activities

HECC/CCWD continues to facilitate requested development of statewide degrees or certificates and advise sponsoring/lead colleges and consortia of the program approval requirements for the creation of these awards. HECC/CCWD provides examples of consortium by-laws and other related materials, encourages a minimum of one annual consortium meeting per year for each statewide degree and certificate, works with colleges to identify and resolve issues that interfere with the student benefits associated with statewide degrees and certificates, and provides college Points of Contact, the updated annual list of statewide degree and certificate lead college and participating college contacts.

Additionally, HECC/CCWD partners with the Oregon Community College Apprenticeship Consortium (OCCAC) to ensure apprenticeship curriculum alignment and program integrity for 13 of the 17 Oregon community colleges. OCCAC continues to oversee the implementation of three statewide degrees with certificates of completion for Construction Trades, Electrical, and Industrial Mechanics and Maintenance. These degrees remain a fixture in the career pathways system for apprenticeship and continued alignment with CTE.

As mentioned previously, HECC/CCWD recently approved statewide standards around accelerated learning and dual credit for Oregon students. This decision directly impacts the connection of CTE students with their local community college. The intention is to continue the students' academic careers through the post-secondary system.

HECC/CCWD continues as a member of the statewide CTE Revitalization Grant Advisory Committee. In addition, HECC/CCWD and ODE share commitments in the work of advancing equity in CTE and at the federal Perkins Project level. The ODE Education Specialist continues to make an impact through coordination of resources to various apprenticeship programs. Additionally, HECC/CCWD is working to improve data collections to provide a more complete picture of CTE in Oregon.

All 17 community colleges are actively engaging with partners in CTE in grades 9-12. Several promising strategies are emerging in this work:

- Hiring staff members at the community college whose job is to provide outreach and advising to high school students to encourage a college-going culture
- Developing short-term entry-level stackable credentials that incentivize dual enrollment in CTE coursework in high school
- Co-locating or closely locating CTE coursework so that students in partnering high schools have access to college-level CTE courses
- Working with counseling staff to share information about Career Pathway Roadmaps and Program of Study Templates

In addition, colleges have leveraged the various regional efforts of STEM Hubs, Regional Achievement Compacts, Eastern Promise, and similar models throughout the state to develop strong CTE connections with high school partners.

As part of connecting stakeholders to Career Pathways, a director of the Statewide Pathways Initiative was hired to support internal and external stakeholders in the following ways:

- Working with ODE staff to discuss potential revision of Program of Study Templates to make them more user-friendly and relevant to high school counseling staff, students, and parents
- Developing opportunities for ODE staff and college staff to share best practices for career pathways throughout grades 9-14 at Oregon Pathways Alliance meetings and other venues
- Developing a Sector Strategy Career Pathways Framework/Tool that will include the continuum of career pathways in CTE areas at both secondary and post-secondary levels (in partnership with OED)

With additional funding from SB 5701 (2016), all 17 community colleges will be working on developing stronger partnerships with local high schools. This work is being accomplished through the intentional design of entry-level career pathways (certificates are stackable within a two-year degree and have some portion of coursework available through dual enrollment with a local high school partner).

Oregon Employment Department

The OED apprenticeship liaison continues to participate in conversations involving registered apprenticeship as the preferred training model for the workforce system. There have been significant “wins” in regard to expanding awareness and understanding about registered apprenticeship in the last year, but not without some challenges. Here are some lessons learned from the past year:

- Upfront time to develop an apprenticeship program is a large deterrent to business participation
- The time investment it takes to administer an apprenticeship program is a barrier for business participation, especially for small companies
- Advanced manufacturing has unique challenges surrounding registered apprenticeship, including specialist machines, highly technical positions, and little industry collaboration
- Labor Market Information is not an indicator for registered apprenticeship need; businesses must be highly motivated
- Lack of industry cohesion in the form of an industry association or other gathering points makes the manufacturing sector difficult to penetrate

As the grant timelines continue to progress, partnering stakeholders like ODE, HECC/CCWD, and BOLI will continue their efforts in addressing these barriers.

Apprenticeship and Training Division, BOLI

The Apprenticeship Training Division at BOLI continues to promote the creation and expansion of Registered Apprenticeship and training programs in Oregon. As apprenticeship gains momentum nationally, there has been a groundswell of support in Oregon, specifically when it comes to aligning secondary and postsecondary systems with apprenticeship pathways.

BOLI is a primary stakeholder in the federal apprenticeship initiatives by implementing many of the grant deliverables outlined. Implementation support includes providing an apprenticeship representative as a liaison with the Oregon Community Colleges Apprenticeship Consortium and BOLI, space for partnership agencies to work with Apprenticeship Representatives, and access to resources for systems improvement efforts.

Conclusion

In conclusion, any additional actions to assist Registered Apprenticeship programs in articulating to community college credit would be a duplication of services. These existing systems consistently look for opportunities to improve outcomes and work together regularly to address new challenges. OED will continue their work on a rule change for

individuals participating in pre-apprenticeship programs who do not have access to ERDC, or who may lose ERDC while participating in a pre-apprenticeship program because they are not working or have quit their former job. ODE, HECC and BOLI will continue their partnership and find ways to to break down barriers to access apprenticeships programs and goals one through three will be our new guiding star to expand equitable practices.