



WORKSOURCE OREGON

Competing in the Global Market

Oregon's Vision

Oregon will have a world-class workforce - well educated, skilled, and working - to keep Oregon's economy competitive in the global marketplace.



Oregon's Workforce Development System
ANNUAL REPORT 2005-2006



Competing in the Global Market

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Dear Oregonian:

The Oregon Workforce Investment Board (OWIB) continues to champion the vision that residents and businesses of Oregon have the skills, resources, and opportunities to achieve economic prosperity. Our focus has been on a variety of strategies to achieve the vision of a competitive, prosperous Oregon. This work will never be done, but we have taken several significant steps forward on this journey of meeting the demands of an ever-changing global market. We still have challenges to work on – more statewide awareness of the available resources, better collaboration among those with a passion for this work, and an even greater partnership between the business community and program services. But we continue to make progress and move forward.

As Chair of the OWIB, I am pleased to present the 2005-2006 WorkSource Oregon Annual Report, *Competing in the Global Market*, and to review some of our recent accomplishments.

- Our Strategic Plan, *Winning in the Global Market*, was released and the exciting work of implementing the strategies has begun in earnest.
- A Manufacturing Workforce Committee was created to seek new and different ways to respond to the workforce challenges for the manufacturing sector. This Committee is developing a set of statewide workforce strategies to help support the manufacturing sector in the state so we have a highly skilled labor force and globally competitive companies.
- Our Communications Committee partnered with eight regions as they implemented local strategies to build stronger levels of awareness and recognition of the WorkSource Oregon brand.
- The OWIB Legislative Committee met to discuss potential legislation that might support the OWIB strategic plan. A summary of concepts will be available on the WorkSource Oregon website soon. More concepts are being developed by various task forces and working groups and will be brought to the committee for review.

Oregon businesses need a workforce that is skilled, accessible and responsive, and our businesses need to be innovative, customer-focused and outcome-based. To meet these needs and provide these competitive advantages, our workforce education system strives to be flexible, demand-driven and collaborative on local, regional and state levels.

I hope you will read the 2005-2006 WorkSource Oregon Annual Report with the understanding that the individual and regional successes presented are indicative of a workforce education system that is ready and willing to respond to the needs of businesses and compete on a global level.

Sincerely,

Elizabeth King
ESCO Corporation
Chair, Oregon Workforce Investment Board



Competing in the Global Market

Introduction

The WorkSource Oregon Annual Report for 2005-2006 report details key programs, innovative ideas and strategic initiatives supporting the success and competitiveness of job seekers and Oregon businesses.

WorkSource Oregon is a statewide workforce development system—a network of public and private partners that stimulate job growth by connecting businesses and workers with the resources they need to succeed.

WorkSource Oregon:

- Ensures businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry;
- Connects businesses with the resources they need to grow their workforce and their business; and,
- Provides resources to help Oregon's unemployed and underemployed connect with the employers that are right for them, find the jobs they're looking for and get trained for jobs they want.

In 2006, the Oregon Workforce Investment Board (OWIB) released *Winning in the Global Market*, a high-level strategic plan defining the preferred future of workforce development in the state.

The strategic plan features three goals:

GOAL 1:

Ensure ALL Oregon employers have a competitive workforce advantage in the global market.

GOAL 2:

Prepare an agile, innovative workforce with the skills needed to succeed in the knowledge-based economy.

GOAL 3:

Build a flexible, unified workforce education and training system that consistently exceeds customer expectations.

As a planning document, it asks questions and focuses on goals; the actions needed to achieve those goals will be undertaken by state agencies, business and labor partners, teachers and counselors, students and parents, local economic development and workforce professionals, and Local Workforce Investment Boards—over the next five years.

For a complete version of the OWIB's Strategic Plan, *Winning in the Global Market*, go to <http://www.WorkSourceOregon.org>.

A WorkSource Oregon Partner

Oregon Workforce Investment Board (OWIB)

The **OWIB** is the Governor's advisory board on workforce matters and is made up of leaders representing private sector businesses and labor, local governments and state agencies. A majority of the 27 members represent the private sector. The OWIB is the business voice, at the state level, defining a demand-driven public workforce system.

This year the OWIB produced *Winning in the Global Market*, a strategic plan for the workforce system and directed investments to worker training and capacity-building projects.



HOW THIS REPORT IS ORGANIZED

This WorkSource Oregon Annual Report for 2005-2006, *Competing in the Global Market*, uses the OWIB's strategic plan as a "framework" to describe current efforts and successes in Oregon's workforce development system.

Throughout the report you will find descriptions of the agencies and partners that comprise Oregon's workforce education system and their programs, initiatives, and strategies. These components support and complement each other in their efforts to make Oregon more globally competitive.

Following a summary of workforce trends since last year's report and a high-level view of the economy and where it may be headed, the remainder of the report is organized around OWIB's strategic plan, *Winning in the Global Market*. Using the plan's goals and objectives as

A WorkSource Oregon Partner

Oregon Department of Community Colleges and Workforce Development (CCWD)

CCWD provides leadership, accountability, and technical assistance to Oregon's 17 community colleges; 19 adult basic skills providers; seven local workforce investment areas; and 36 county-based programs. The department administers the Community College Support Fund, Title IB (WorkSource Oregon Centers, Adult, Youth and Dislocated Worker services) and Title II (Adult Basic Education and Family Literacy) of the Workforce Investment Act and the OYCC & GED programs. In the 2005-2007 biennium CCWD disbursed more than \$700 million to support the education and workforce delivery system.



a starting point, we have included examples that highlight the power of planning, partnerships and successful implementation in Oregon's workforce system.

Statewide and local WIA Performance tables begin on page 31.

A WorkSource Oregon Partner

The Oregon Workforce Partnership (OWP)

The OWP is a statewide association representing and advocating for the needs of local communities in the state through the Workforce Investment Boards (WIBs) and the Regional Workforce Investment Boards (RWIBs). The seven WIBs and nine RWIBs are locally driven, business-led boards representing over 300 involved citizens from business, community organizations, government, organized labor and education.

The OWP mission is to build and deliver an effective and responsive workforce system for our state that meets the needs of both businesses and job seekers.



Competing in the Global Market

What it Means to Workforce Development

Workforce development can be defined as “services, including education and training, which prepare individuals to enter and/or advance in the workplace, and to increase business productivity and competitiveness.”

Competition is about assessment, effort and progress: assessing our system’s strengths and opportunities for improvement, overcoming challenges and setbacks, and progressing beyond “good enough.” Competing successfully is accomplished by building upon achievements, adapting to changes and developing innovative practices.

The business environment is changing, perhaps more quickly than ever before. Business models, job requirements, manufacturing processes and even the tools for conducting business are changing. The types of businesses that call Oregon home are changing. Technological advances and e-commerce have, in many cases, turned local markets into global forums. As companies strive to shorten the amount of time between the customer’s demand and the delivery of the product, the pace of business is changing. And, while technology is doing its part to make the world “flatter,” immigration and emigration continue to impact the labor market—influencing the demand for basic skills, education and training in the labor force.

At the same time that the needs of employers are changing, Oregon, and the world, is experiencing demographic and social shifts in the individuals and groups that comprise the available, or soon to be available, workforce. Some individuals are retiring much earlier than in previous decades, while others are starting second (or third) careers well past what would traditionally be thought of as retirement age. Emerging and existing workers need to possess a broad range of cutting-edge skills, institutional knowledge and work styles to remain competitive.

Many employers say their current employees lack adequate skills to

perform today’s jobs, especially in the areas of problem solving, communication and interpersonal skills. Employers nationwide are searching for ways to help reduce the problems and costs related to such performance shortfalls and to give their organizations a competitive edge by enhancing employee motivation and productivity. Rarely, if ever, have we experienced such extensive shifts affecting both the employer and job-seeker sides of the workforce equation at the same time. This report identifies some of the strategies and methods the workforce system is using to respond to a continually changing and increasingly competitive global economic environment.

A WorkSource Oregon Partner

The Oregon Economic and Community Development Department (OECDD)

OECDD continues to help Oregon businesses organize their workforce needs into affordable initiatives that improve worker skills and enhance businesses’ ability to compete by using Workforce Development Training funds to:

- Identify and validate skills for high demand quality jobs.
- Make strategic investments that improve the skills of workers tied to key industry clusters.
- Promote and market initiatives that result in workforce skill attainment and utilization of skills on the job.
- Connect regional industry partnerships and consortia to the workforce and education programs to meet their needs.

A current list of the Oregon Business and Economic Development Committee’s strategies and projects can be found at: http://egov.oregon.gov/WORKSOURCE/sos/strategies_projects.shtml



Major workplace and workforce changes include:

- new communication and data processing methods;
- continual demand for upgraded and/or expanded skills (lifelong learning);
- new jobs requiring higher skills, education, and/or more training;
- increasingly complex work;

- utilization of alternative work arrangements (telecommuting, job sharing, etc.);
- increasing requirement for work in teams;
- a shift from a resource-based economy to a service and information-based economy; and
- a prevalence of business strategies to “do more with less,” downsize,

increase productivity, decrease specialization, reduce employee benefits.

In this report you will read about the challenges we are working to overcome and the people, programs and processes that help make Oregon’s workforce development system successful—in short, the story behind the numbers.

The WorkSource Oregon Partners

State Partners

Governor’s Office of Education and Workforce Policy

Oregon Commission for the Blind

Oregon Department of Community Colleges and Workforce Development

Oregon Department of Education – Professional Technical Education

Oregon Department of Human Services –
including the Office of Vocational Rehabilitation Services and Children, Adults and Families which administers Temporary Assistance for Needy Families (TANF)

Oregon Disabilities Commission

Oregon Economic and Community Development Department

Oregon University System

Oregon Workforce Investment Board

State Board of Education

WorkSource Oregon Employment Department

Recognition and gratitude goes to all the partners (agencies, organizations and individuals) that continue to develop innovative and responsive methods for meeting the demands of our ever-changing economic climate.

Local Workforce Boards

The Oregon Consortium & Oregon Workforce Alliance

(Baker, Clatsop, Columbia, Coos, Crook, Curry, Deschutes, Douglas, Grant, Gilliam, Harney, Hood River, Jefferson, Klamath, Lake, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, Wheeler counties)

Region 2 Workforce Investment Board

(Multnomah, Washington counties and the City of Portland)

Enterprise for Employment and Education

(Marion, Polk, Yamhill counties)

Region 4 Workforce Investment Board

(Linn, Benton, Lincoln counties)

Lane Workforce Partnership

(Lane County)

Rogue Valley Workforce Development Council

(Jackson, Josephine counties)

Workforce Investment Council of Clackamas County

(Clackamas County)



JOBS AND THE ECONOMY

Between June 2005 and June 2006:

- Oregon experienced the sixth fastest job growth rate in the nation.
- Oregon gained about 52,000 residents and the labor force grew by more than 25,000.
- About 55,900 nonfarm payroll jobs were added in 2005–2006.
- The number of unemployed declined by almost 15,000 and the unemployment rate fell to 5.4 %.
- Despite the reduction in the state's unemployment rate, it remained one of the 10 highest in the nation.

Predictions:

- Forecasts for 2004 to 2014 show the state gaining 239,600 jobs. The two major services sectors—pro-

fessional and business services and educational and health services—will grow the fastest, adding nearly 50,000 jobs each.

- Many of the occupations expected to grow fastest in Oregon between 2004 and 2014 are healthcare related, including medical assistants (+46%) and physician assistants (+35%). Other fast-growing occupations include leased workers (+40%) and customer service representatives (+31%).
- Among occupations that will add the most jobs from 2004 to 2014 are retail salespersons, waiters and waitresses and office workers.
- High-wage occupations that will add the most jobs during the decade include registered nurses, general and operations managers and teachers.

Rapid Job Growth Slows in 2006

Following a moderately severe and lengthy downturn from early 2001 to mid-2003, the state's employment regained and surpassed its prior peak level. After two years of rapid growth, the pace of job growth slowed in the first half of 2006. After adjusting for normal seasonal trends, average monthly gains in private-sector non-farm payroll employment were 3,400 in the first half of 2006, down from 5,800 in the second half of 2005.

Following a moderately severe and lengthy downturn ... the state's employment regained and surpassed its prior peak level.

Many of the jobs that were lost in the 2001-2003 recession were from industries with moderate or high average wages, such as manufacturing and information. Many jobs gained in the recent recovery were in industries with lower average wages. This shift makes it likely that a larger-than-normal share

of people who lost high-paying jobs had to take lower-paying jobs in order to obtain employment, in some cases requiring retraining.

Spurred by two years of strong, post-recession employment growth, Oregon's average wage for private-sector workers reached a new peak in 2005. Average wages have increased since 2001, but growth rates have slowed from the high tech-driven pace of the mid-1990s.

Measuring Outcomes and Performance

Measuring the performance of the workforce system helps us understand what's working and what needs attention. The outcomes are measured through the Performance Reporting Information System (PRISM). Member agencies who submitted data to PRISM during the time period

A WorkSource Oregon Partner

WorkSource Oregon Employment Department (WSOED)

The WSOED mission is to support business and promote employment. WSOED does this by connecting businesses with numerous workforce partners to increase their competitiveness, and by connecting jobseekers with multiple workforce service options.

WSOED helps people find jobs that help Oregon companies grow by:

- Matching the best qualified candidate to the best job opening through iMatchSkills®, WSO's Labor Exchange System.
- Helping Oregonians and Oregon businesses during times of economic slowing through a program of unemployment insurance.
- Providing information on the economy and workforce issues to assist in good decision making.
- Supporting and empowering working families and promoting safe and healthy child development. The Child Care Division regulates child care, inspects child care facilities, investigates complaints and gives technical assistance to child care providers.



Governor’s Office of Education and Workforce Policy

The Governor’s Office of Education and Workforce Policy advises the Governor on Oregon’s Pre-Kindergarten-20 education and workforce system policies and strategies. The office supports effective and innovative education and training practices, accountability for meeting performance measures, and efficient use of resources. The staff acts in a leadership role on behalf of the Governor and in a liaison role between the Governor and state agencies, education systems, and business, labor and workforce boards and partners.



covered by this report are: the Department of Community Colleges and Workforce Development, the WorkSource Oregon Employment Department, the Department of Human Services and the Oregon Department of Education (for post-secondary Carl Perkins performance).

The most recent PRISM job placement data covers the period beginning July 1, 2005 and ending March 31, 2006.

More People are Finding Work

WorkSource Oregon offers job seekers a variety of opportunities to find jobs that utilize their skills and provides ways for employers to find skilled workers. Data show that more than 77% of those seeking jobs through WorkSource Oregon find them, more people remain employed and the average hourly wage is increasing—all signs that Oregon’s workforce strategies are enhancing our competitiveness. The job placement rate increased in 13 out of the 15 regions and overall job placement rates have increased two percentage points over last year’s figures.

The regions shown in Table 1 experienced the greatest increase in their job placement rate.

The placement results for all regions appear on map on pages 26-27.

People are Staying on the Job Longer

The data for job retention indicates the percentage of people who worked a full year (four continuous quarters) after receiving services from WorkSource Oregon. The most recent data indicates that more people are working a full year—64.2% of the people employed as of July 1, 2004 were still working as of June 30, 2005, compared to the previous year’s job retention rate of 61.7%.

Fourteen of the state’s 15 workforce regions either exceeded or almost matched the job retention rates from one year ago.

Region 3 (Marion, Polk, Yamhill) showed the biggest gain in job retention (60.4% to 65.18%). Region 15 (Clackamas County) also showed

TABLE 1

REGIONS WITH THE GREATEST INCREASE IN THEIR JOB PLACEMENT RATE:

Region 1 (Clatsop, Columbia, Tillamook), _____	from 72% to 75%
Region 3 (Marion, Polk, Yamhill), _____	from 76% to 79%
Region 5 (Lane), _____	from 76% to 79%
Region 8 (Jackson, Josephine), _____	from 77% to 80%
Region 13 (Baker, Union, Wallowa), _____	from 71% to 74%

TABLE 2

REGIONS WITH JOB RETENTION RATES HIGHER THAN THE STATEWIDE RATE

REGIONAL JOB RETENTION RATE

Region 2 (Multnomah, Washington) _____	66.1%
Region 3 (Marion, Polk, Yamhill) _____	62.2%
Region 4 (Benton, Lincoln, Linn counties) _____	65.2%
Region 5 (Lane) _____	64.3%
Region 9 (Gilliam, Hood River, Sherman, Wasco, Wheeler) _____	64.6%
Region 10 (Crook, Deschutes, Jefferson) _____	64.7%
Region 15 (Clackamas) _____	71.7%

a big gain in job retention (67.14% to 71.77%). Overall, seven regions had job retention rates above the statewide rate of 64.2% (Table 2).

Wage Gains Are Up

Statewide the average hourly wages increased by \$1.24 from \$12.39 to \$13.63. This increase is higher than the wage gain of \$1.09 reported last year and the average starting wage is also higher: \$12.39 in 2005-2006, as compared to \$12.08 in 2004-2005.

A look at wages at the end of the period shows all fifteen regions had higher ending wages than they did a year earlier. In over three-fourths of the regions the average hourly wage gain was higher than the previous year.

The five regions that had wage gains higher than the statewide average are shown in Table 3.

PROMOTING EMPLOYMENT AND SUPPORTING BUSINESSES AND JOB SEEKERS

Promoting employment and supporting businesses and job seekers is the primary focus of the workforce education system in Oregon. While the programs, initiatives and strategies in the following sections complement each other, they are listed according to the specific goal or objective with which they most closely align. *Statewide or cross-system efforts include:*



Gunderson LLC of Portland used local Labor Market information to help their business succeed. Gunderson is an international supplier of transportation equipment and services to the railroad industry.

Labor Market Information (LMI)

Annually, WorkSource Oregon Employment Department (WSOED), Communications and Public Information Workforce and Economic Research staff responds to almost 10,000 labor market information requests, distribute more than 300,000 publications and reports, and make more than 400 presentations. In 2005

Promoting employment and supporting businesses and job seekers is the primary focus of the workforce education system in Oregon.

their workforce information web site (QualityInfo.org) welcomed almost 400,000 visitors. Primary customer groups include businesses, workforce boards and partners, job seekers, educators, and economic development entities.

Oregon Transportation Investment Act III

The Oregon Department of Transportation (ODOT) has partnered with state and local partners to implement a Workforce Development Plan (WDP) that will get workers into true apprenticeships focusing on long-term, sustainable careers. The primary emphasis is on bridge con-

TABLE 3

REGIONS THAT HAD WAGE GAINS HIGHER THAN THE STATEWIDE AVERAGE

Region 2 (Multnomah and Washington counties)	\$1.34
Region 4 (Benton, Lincoln and Linn counties)	\$1.40
Region 5 (Lane)	\$1.27
Region 10 (Crook, Deschutes, Jefferson counties)	\$1.42
Region 15 (Clackamas)	\$1.35

struction occupations including steel workers, operators, cement masons, carpenters, and laborers. The broader goal is to elevate the diversity in the construction trades by increasing the number of women and minorities apprenticing in the heavy highway construction trades.

Workers going into these apprenticeships will have opportunities beyond just bridge and highway work. They'll become journey-level workers capable of working on any project in their

particular trade. ODOT is a partner that is truly interested in expanding opportunities for Oregon's workforce, and they're working with WorkSource Oregon partners to make it happen.

“ The health and prosperity of Oregon's businesses are riding on the existence of these types of programs ... ”

*- Sam Collins
V.P. of Manufacturing
Marquis Spas*

Temporary Assistance for Needy Families (TANF)

The TANF program provides cash assistance to low-income families with children while they strive to become self-sufficient. The goal of the program is to reduce the number of families living in poverty, through employment and community re-

sources. Many families in the TANF program must participate in the JOBS employment and training program, which helps them prepare for and find work. They may also receive help with problems around housing, child care, alcohol or drug abuse,

domestic-violence and other factors that affect family stability. The TANF program is administered by the Children, Adults and Families (CAF) group of the Department of Human Services (DHS).

Unemployment Insurance (UI)

The WSOED administers the state's UI Program. UI supports local economies by providing income support to unemployed Oregonians. It facilitates the creation and implementation of workforce and economic development initiatives by stabilizing the workforce. When workers can count on UI benefit payments to support their families they can then focus on the search for their next job.

WorkSource Oregon (WSO) Services to Businesses

WSO Account Representatives (mainly from WSOED) specialize in forming partnerships with businesses and learning about their specific workforce needs. The Account Representative then assists the business with their overall recruitment strategy, job skills identification, and recruitment process.

WSO Business Representatives focus on the broader needs of the business using a consultative process to understand the overall business need. The Business Representative can coordinate a broad range of services available from WSO partners. Business Representatives from multiple partners work together to coordinate services across their region, target specific industries based on information from Economic Development partners and Workforce Analysts, and work together with economic development professionals to enhance and improve business recruitment, retention, and expansion.

A Sign of Improved Economic Times in Oregon

	2006	2005
Initial claims filed	345,220	385,363
UI benefit payments totaled	\$507,447,255	\$562,253,001

Regular unemployment claims averaged just 14.5 weeks in 2006 compared with 15.3 weeks for 2005 and 16.3 weeks in 2004. This decrease in claim duration combined with a reduction in new unemployment claim filings is a sign of improved economic times in Oregon.

Competing in the Global Market

Goals, Objectives, and Performance

GOAL 1:

Ensure ALL Oregon employers have a competitive workforce advantage in the global market.

Objective 1A:

Increase the number of employers using high-performance practices and actively training their employees.

Objective 1B:

Employees have the necessary skills to be competitive.

Oregon's workforce education and training system prepares workers for today's jobs and prepares young people for the jobs of the future. Efforts are underway to transform the system by strengthening Oregon's investment in education and high-skills training and reorganizing the community college and higher education system around the skills of the workforce and the real-world needs of employers.

Established by Governor Kulongoski to support the retention and growth of living wage jobs, a skilled workforce, and competitive businesses in Oregon, the Employer Workforce Training Fund (EUTF) is a flexible, responsive, and time-sensitive resource for training Oregon's private sector workforce. Over the past four years, the program has assisted businesses in over 420 projects, training more than 20,000 Oregonians from every



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Companies with the Mid-Willamette Valley Food Processors Consortium match funding with the Employer Workforce Training Fund to help local members meet their training needs.

corner of the state. The purpose of the funds is to improve and enhance the skills of Oregon's workers. Upgrading the skills of our workforce creates new opportunities for workers, increases productivity and keeps Oregon businesses viable and competitive.

The EUTF supports the training of current workers for growing businesses, training initiatives for industry associations and strategic economic clusters, and initiatives designed by business-labor consortia. Particular emphasis is placed on investments

Incumbent Worker Training Projects	2004	2005 Planned*
Training Projects	119	176
Total state investment	\$3,136,235	\$3,645,299
Private sector match	\$6,425,263	\$10,170,695
Individuals trained	7,750	10,037
Jobs created	1,118	789
Jobs retained	5,625	8,949

* Planned data is being used for 2005 since a number of training projects funded from July, 2005, through June, 2006, are still operational. Grants are for up to two years.

Source: Oregon Workforce Investment Board Three-Year Report on the Oregon Employer Workforce Training Fund (EUTF)

that assist labor, businesses, and industries with cost effective training projects that retain and expand jobs in traded-sector clusters that are economically important to the state's regional economies and the state as a whole.

Successful strategies are in progress to target high-demand occupations, upgrade workers' skills, and meet the needs of employers and workers, including building on prior years' EWTF successes.

Consortia, Clusters, Capacity-Building

A major EWTF focus, aligned with Oregon's cluster approach to economic development, supports the strategy of working with related or similar businesses to enable the workforce system to understand and better articulate the needs of a cluster, sector, or industry. Investments in consortia and capacity-building efforts are more than education-work partnerships. They increase the ability of education and workforce systems to respond to the needs of customers, changing demographics, changing demands and alternative learning models.

Funds at regional and state levels

On the regional level, WRTs set funding priorities and award grants. They provide a single point of contact and a quick turnaround for grants to existing businesses for their workforce development projects.

State level fund priorities and grant awards are made by the OWIB for projects having statewide and/ or strategic economic impact. The OWIB grants are distributed and monitored by CCWD.

Statewide projects funded for 2005-2006 include:

Statewide Opportunity Funds—Consortia-Building

- **Semiconductor Workforce Consortium** – \$23,620 – Worksystems, Inc. (Region 2)
- **Oregon Bioscience Association Collaborative Training Project** – \$35,378 – Worksystems, Inc. (Region 2)
- **Food Processing & Metal Industrial Clusters** – \$47,074 – Enterprise for Employment and Education (Region 3)
- **RV Consortium** – \$525,000 – Lane Workforce Partnership (Region 5)
- **Wind Turbine Maintenance Technician Training** – \$33,500 – The Oregon Consortium and Oregon Workforce Alliance (Region 9)
- **Wood Products Consortia** – \$53,000 – The Oregon Consortium and Oregon Workforce Alliance

Statewide Opportunity Funds Continued Funding On Earlier Projects

- **Oregon Pathways Alliance** – \$424,600 – Linn-Benton Comm. College
- **New Nurses for Oregon** – \$139,400 – Oregon Health Career Center
- **The Oregon Simulation Alliance** – \$218,000 – Northwest Health Foundation

Statewide Opportunity Funds Projects

- **Oregon Manufacturing Workforce Strategy Project** – \$499,962 – The Northwest High Performance Enterprise Consortium
- **Oregon Healthcare Workforce Institute** – \$100,000 EWTF funds plus \$200,000 funds from CCWD and DHS
- **Statewide Cluster Training** – \$149,000 – Regional Technology Strategies

Governor's Strategic Training Fund

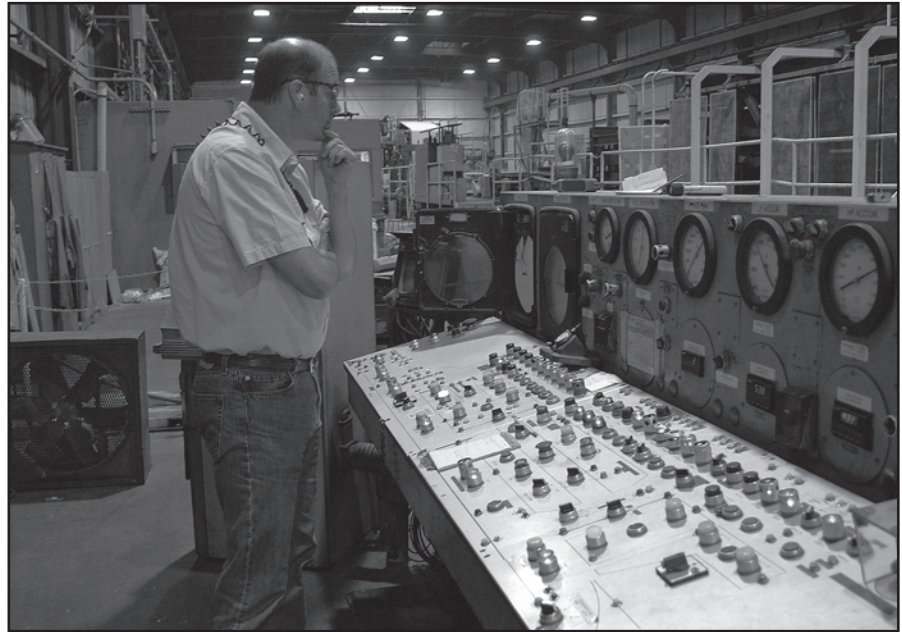
- To CCWD, \$50,000 for **Salmon Recovery**—to organize workforce resources and services for workers and families affected by the salmon closure.
- To Oregon AFL-CIO, \$48,281—to create a **Joint Apprenticeship Training Committee** for developing a pilot industrial apprenticeship program with union-employer partners and creating.
- To Community Services Consortium / Region 5 Workforce Response Team for ATS in Corvallis, \$27,250—for training towards a two-year apprenticeship program for current workers to be **Electronic Automation Technologists**.
- To The Oregon Consortium and Oregon Workforce Alliance / Region 7 Workforce Response Team for Granite Plus in Coquille, \$10,300—to train current workers for **American National Standards Institute certification**.
- To Workforce Investment Council of Clackamas County / Region 15 Workforce Response Team for Marks Metals Technology in Clackamas, \$61,776—to implement **Lean Manufacturing, Six Sigma Green Belt Certification, and prepare for ISO certification** in three stages.
- To Northwest Health Foundation for The Oregon Simulation Alliance, \$93,872—for **training simulation trainers, providing the course in a number of regions, providing advanced training, and an extended evaluation of the project**.

The strategies and Examples in action . . .

Carefully targeting and strategically investing public resources where they will provide a competitive advantage for Oregon businesses and developing entrepreneurial and workforce talent required for companies competing in highly innovative and global markets are key strategies for increasing the number of employers using high-performance practices and training their employees.

Behlen Country in Baker City, Oregon, is a division of Behlen Manufacturing Company that produces livestock equipment including gates, panels, horse stalls, dog kennels, feeders, bunks, steel water tanks, etc., to customers in locations throughout Western North America and Hawaii. Behlen has worked with the Oregon Manufacturers Extension Partnership (OMEP) since 2002, and has received several Employer Workforce Training Fund (EWTF) grants. This funding enabled Behlen to train their employees in the principles of Lean Manufacturing and Value Stream Mapping, Work Simplification, Root Cause Analysis, Office Lean, and 5S (Sort, Set, Shine, Standardize, Sustain). They also provided facilitation and coaching services to implement changes in the manufacturing plant.

Behlen's focus on their customers' needs influences the design of their manufacturing flow. They have seen improvements in delivery, pricing, quicker order to invoice time, reduced scrap, increased production and efficiencies, and reduced down time. Behlen has expanded its product



Wood products manufacturing is keeping pace with high-tech practices: Paul Yackley at a Stimson Lumber Company control panel.

line and has added nearly 20% more employees during the grant periods, while at least one competitor (in South Dakota) announced it would close its manufacturing facility as of September 1, 2006—an example of how these trainings help Behlen Country remain competitive in a tough market.

Behlen also used EWTF grant funds for Lead Auditor Training (for compliance with ISO 9001) through Stat-A-Matrix. With this training and additional implementations in the quality system, Behlen Country in Baker City was able to become registered to the ISO 9001 quality standard. This is an international standard no other livestock equipment manufacturer has achieved.

Knowing the skills an employer is looking for helps the workforce education system identify good prospective employees, and knowing what the workforce has to offer helps employers make their hiring decisions—that's why Stimson Lumber is a good fit for veterans:

Stimson Lumber Company's facility in Gaston, Oregon, is really two manufacturing plants in one. They produce dimension lumber at the sawmill, then use the sawmill's wood chips and sawdust for products at their hard-board plant next door, allowing them to operate 24/7.

Like any manufacturing operation, Stimson Lumber needs qualified people who can work safely and efficiently to produce a high quality product—so Production and Powerhouse Superintendent Paul Yackley often looks for veterans to fill job openings.

“... I’ve used veterans’ representatives,” Paul explains. “They’ve come on site and looked at the kind of skill sets we’re looking for here. ...then when I have a job opening I contact one of the vet reps and they select a few people to come in to interview. What’s nice about it is that they know what we are looking for.”

Paul has an insightful perspective on the special skills that veterans bring to the job, since he too is a veteran. “They’ve already gone through that structured training program and it really makes it easier for them to come into our workforce with those skills and discipline. They’ve got some good education; usually a very good work ethic and they’re usually a very good fit here,” Paul says.

Working with WSOED veterans’ representatives has really paid dividends for Stimson Lumber. Stimson’s understands that there is more to the relationship than the bottom line, but it always helps to have a healthy bottom line. Paul adds, “...anytime you expedite the hiring process you’re saving money and you’re not paying overtime to fill those slots.”

Veterans’ representatives have saved the company valuable screening and interviewing time and were responsive to their hiring needs so that open positions could be filled quickly. Paul says he has built a great relationship with Portland Metro area veterans’ representatives. “They are a very professional group of people and I think they take pride in their work. It’s a good cause.”

They’ve already gone through that structured training program and it really makes it easier for them to come into our workforce with those skills and discipline.

Adam had not completed high school, did not have transportation, had never had a job and admitted that he had very little self-motivation; but he committed to this new path. Adam successfully

In late June of 2005, 17-year-old Adam came to Rogue Valley YouthBuild (RVYB), a partnership of The Job Council, Rogue Community College, and Rogue Valley Community Development Corporation in Medford, Oregon. His mentor had given him a RVYB flyer while they were visiting Adam’s probation officer.

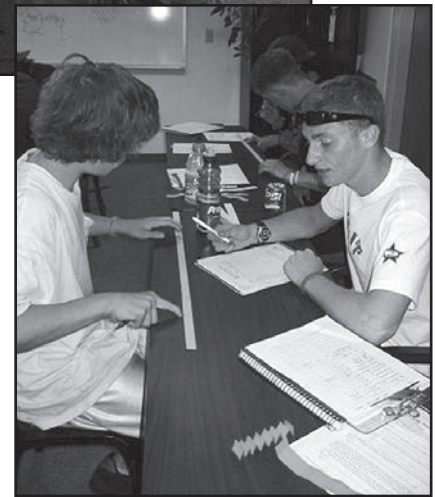
completed his GED and an online Solar Home Design Course in 10 months, even though it meant biking 45 minutes to and from RVYB four days a week in rain, snow, or sun. He was even involved in the policy committee helping to guide the program in running efficiently and effectively—he made public speeches about RVYB and his own growth to local service clubs and also spoke at his own graduation.

Adam was selected for one of two RVYB post-grad positions because of his commitment to the program, to himself, and to construction. He completed several construction projects and acted as guide and mentor to new recruits for the 2006-2007 RVYB



Adam completed his GED and an online Solar Home Design Course.

Employees need necessary work skills to be competitive, whether they’ve come from military service, other occupations, or are just entering the job market. Most employers agree that it is never too early to start fostering academic and workplace skills—especially if you are developing youth to compete in a global job market. Rogue Valley YouthBuild (RVYB) focuses on education, life skills, and construction training for young adults ages 16-24:



Youth programs, like Rogue Valley YouthBuild, help youths with educational attainment, career exploration and workplace skills.

program. He now has his Oregon Driver's License, a term of college under his belt, and is working in construction with a local contractor. Adam's powerful transformation serves as an inspiration to others.

Other examples of WorkSource Oregon programs and initiatives contributing to a competitively skilled workforce include:

Disability Navigator Initiative

To make the job search easier for those with disabilities, Oregon workforce partners created the Disability Program Navigator Initiative (DPN). Each of Oregon's 15 regions has at least one DPN to connect individuals with disabilities with the resources and services they need to find and retain work. Approximately 4000 disabled people were helped with job searches through the DPN. This project is jointly managed by CCWD and OVRs with funding expected through June 30, 2007.

Dislocated Worker Services

The Dislocated Worker Program assists dislocated workers in obtaining re-employment through local services, in some cases including training. Eligible people include those unemployed or about to be unemployed due to a business closing down or laying-off employees and displaced homemakers who are no longer supported by another family member. Participants must be 18 or older.

Oregon Youth Conservation Corps Programs (OYCC)

OYCC's program participants conserve, rehabilitate, and improve the natural, historical, and cultural resources of the state. OYCC supports

two types of programs that combine to provide alternative education opportunities for disadvantaged and at risk youth—these programs increase educational, training and employment opportunities by improving work skills, instilling work ethic, and increasing employability.

■ *The Summer Conservation Corps*—this summer program includes an educational component that provides youth with hands-on learning directly related to their projects. In 2006 the Summer Conservation Corps employed more than 500 youth in Oregon by funding at least one crew in each of Oregon's 36 counties.

■ *Community Stewardship Corps*—a school year program that combines integrated classroom learning with field projects. For the 2006-07 school year OYCC is funding twenty-four programs.

Veteran's Programs

WorkSource Oregon partners are involved in a number of innovative activities to serve veterans. Major activities include working with the Oregon National Guard to provide information and employment services to returning Oregon Guard veterans through detailed briefings, transition

assistance classes, focused job fairs and coordinated efforts with state agencies and private employer partners to raise awareness of veterans as a workforce solution. (See Stimson Lumber success story on pages 13-14.)

The Oregon State Legislature provided special funds to help veterans meet transportation needs associated with employment, training or education. The funds distributed by the Disabled Veteran's Outreach Program (DVOP) and Local Veteran Employment Representatives (LVER) are helping veterans overcome transportation barriers to jobs.

Another creative program is the REALifelines program which joins the U.S. Department of Veteran's Affairs (VA) and the WorkSource Oregon Employment Department. The VA refers recovering, wounded veterans to the nearest LVER or DVOP to coordinate career planning and job search.

Additionally, state and local agencies and organizations are partnering and combining their efforts with national initiatives like HireVetsFirst, Key to Success, and others in coordinated ventures to leverage resources and provide top-notch services for veterans.

SERVICES TO VETERANS

During the 2005-2006 program year, the WSO system (through WSOED) served over **47,000** veterans.

During that time over **23,000** were placed in jobs.

Competing in the Global Market

Goals, Objectives, and Performance

GOAL 2:

Prepare an agile, innovative workforce with the skills to succeed in the knowledge-based economy.

Objective 2A:

Every Oregonian has the core academic and workplace skills employers need and value.

Objective 2B:

Every worker has the cross-cutting skills and innovative thinking needed to be productive in the workplace.

Objective 2C:

Close the skills gap by linking occupational skills training to demand in the global market.

Businesses and jobseekers benefit from a system that provides the workforce with the basic skills and education necessary to compete for jobs and the high-demand advanced skill training to remain competitive. Some Oregonians need basic math and literacy skills or a GED, others may earn high school and college credit simultaneously, and still others may seek a Pathway for Advancement.

Oregon supports individuals wherever they may be on the educational skills continuum:

General Educational Development (GED) Program

The GED program provides Oregonians without a high school diploma a second chance to achieve a high school equivalent credential, pursue higher education and enhance career opportunities. Nationally 97% of colleges accept the GED credential for undergraduate admission and 95% of employers view the credential positively in hiring.

The GED Tests measure important knowledge and skills that are usually acquired during a regular program of study in high school. However, there is an emphasis on testing knowledge and skills needed for the workplace and for higher education. In addition to subject knowledge, the tests measure cognitive skills: comprehension, application, analysis, synthesis, and evaluation.

There are 44 Oregon Testing Centers located primarily at community colleges, education service districts, corrections facilities, and several WorkSource Oregon Centers. They administer tests to about 12,000 examinees per year. Approximately 8,000 GED certificates are issued annually by CCWD.

The Adult Basic Skills Program

The Adult Basic Skills Program assists adults obtaining the knowledge and skills necessary for work, citizenship

and community involvement, post secondary education or professional training, entry into the military, and family self sufficiency. Basic skills education includes preparation for the GED or Adult High School Diploma, reading, writing, math, speaking and listening in English, and basic computer literacy.

Who needs adult basic skills services in Oregon?

According to the 2000 Census, nearly 17% of Oregonians (393,000) who are over 16 years of age and not in school do not have a high school diploma.

In this group of 393,000:

- 16% are in the 16 to 24 age range; 35% are in the 25 to 44 age range
- 38% are currently employed
- 30% live at or below 125% of the poverty level

These numbers do not include adults with high school diplomas whose skills are not sufficient for retaining employment or increasing job requirements. Among these are 56,243 adults with high school diplomas who report that they speak English "less than very well."

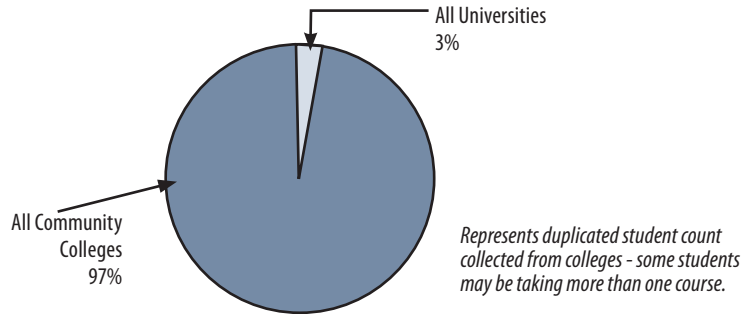
Adult basic skills education improves opportunities for advancement and increased wages for currently employed workers and opens doors to job opportunities for the unemployed. Adult basic education is especially critical in challenging economic

periods when those with lower skills, limited English, or without a high school credential are first to be laid-off or the least likely to be hired.

Adult Basic Skills Programs work closely with local workforce partners to deliver services to workers affected by layoffs and closures, such as during the closure of the Amalgamated Sugar and the Simplot Plants in Oregon. In addition, Adult Basic Skills Programs provide services to local business to increase the skills of current employees and prospective employees through such programs as the Recreational Vehicle Consortium Training at Lane Community College and the Outreach Literacy Tutor Training at Chemeketa Community College.

Balancing between pursuing an education and earning a living wage can lead to tough choices for students and jobseekers. Time and money are often in short supply, so the Oregon workforce education system supports accelerated high school to college options, workforce programs and other academic and career track options including:

Where are High School Students Taking Expanded Options Courses



Expanded Options – SENATE BILL 300

SB 300 provides an option for community colleges and universities to work with local high schools to offer qualifying students opportunities to earn both high school and college credit for certain courses. These courses can save students thousands of dollars in college costs and up to two years of college coursework while in high school.

Dual Credit and Tech Prep

Dual Credit and Tech Prep programs help high school students earn college credits. Many high school juniors and seniors are simultaneously enrolled in an Oregon community col-

lege or university while completing their high school graduation requirements. Dual Credit and Tech Prep programs are being actively expanded in Oregon to make sure opportunities are available to high school students across the state.

2005-2006 Enrollments (Unduplicated)

Dual Credit	9469
(Lower Division Transfer Credit)	
Tech Prep	7717
(Professional Technical Education Credit)	
Students Enrolled in Both	1390
Dual Credit and Tech Prep*	

*These students are included in the Dual Credit and Tech Prep figures above.

Source: Department of Community Colleges and Workforce Development/OCCURS

Educational Gain (State Summary)

	AVERAGE PERFORMANCE TARGET	ACTUAL PERFORMANCE	ADULTS COMPLETING AT LEAST ONE LEVEL
Adult Basic Skills Development	43%	44%	9244
Secondary Education	54%	59%	1920
English Language Literacy	29%	34%	10552
Totals	42%	46%	21716

Dual Enrollment Options in Oregon

College to University Dual Enrollment agreements are student-focused arrangements that enable college students to be formally enrolled at both a community college and an OUS institution at the same time. Linn-Benton Community College and Oregon State University started the initial dual enrollment agreement in Fall of 1998.

Since then 23 other agreements have been established, serving nearly 4,000 students in the fall term of 2000.

Professional Technical Education

Postsecondary Professional Technical Education (PTE) is a program of study at the post-high school level that integrates technical career skill proficiencies with academic content and prepares students for the workplace, further education, training, and family and community roles. At the community college level, students may earn an Associate of Applied Science degree and/or certificate of comple-

SENATE BILL 342

To enhance student transitions among Oregon's education sectors, the Joint Boards of Education (State Board of Education and State Board of Higher Education) asked Oregon's community colleges and Oregon University System (OUS) institutions to address and respond to the components of Senate Bill (SB) 342, which was signed into law by Governor Kulongoski on July 22, 2005. The bill directs Oregon's community colleges and OUS institutions to work together in coordinating more effective articulation and transfer statewide to ensure that postsecondary education needs of students are met without unnecessary duplication of courses. The bill did not include funding.

Over the past 15 months, the Joint Boards has actively led initiatives to improve the education enterprise for the benefit of Oregon's students. The

following highlights reflect the current work of Oregon's community colleges and public universities, led by the Unified Education Enterprise (UEE) subcommittee of the Joint Boards.

■ AAOT Revision

Re-examine the purpose and structure of the Associate of Arts/Oregon Transfer (AA/OT) degree, with the goal of maximizing effectiveness.

Progress to date:

The Joint Boards Articulation Committee (JBAC) is holding campus conversations at all community college and OUS campuses to review the intent of the AA/OT degree, to determine how it is currently used, and to solicit faculty recommendations for change.

■ Articulated Transfer Linked Audit System (ATLAS)

Approved by the State Board of Higher Education in 2005, and scheduled for launch in January 2007, ATLAS is an innovative web-based system

designed for more effective transfer of credits between community college and Oregon University System (OUS) institutions. The service will give students and academic advisors real-time information on how and where completed college courses transfer between postsecondary institutions, and will help students find appropriate courses to more quickly complete a degree or program.

Response:

There was strong support in all sectors for creating a statewide linkage of campus-based Degree Audit systems that would make articulation information both accessible and understandable to students contemplating transfer. It was clear, however, that full implementation of such an Articulated

Transfer Linked Audit System (ATLAS) would require more funding than was available.

Progress to date:

The first phase of ATLAS implementation (at OUS institutions) is expected to be complete in 2007. New funding will be required for statewide implementation.

■ Pathways to Advancement

Pathways to Advancement focuses on facilitating transitions from postsecondary education to the workforce (and back) for students across the education continuum. Pathways provide Oregonians a fast track to higher learning and higher earning through professional and technical certificates, degrees, and skills in high-demand occupations.

Response:

Clarify appropriate career pathways in areas where Oregon's need is high. Teacher Preparation, Engineering, Healthcare, and Apprenticeships have been identified as high-need areas.

Progress to date:

Groups in all 4 of these key areas have established statewide collaborations to remove roadblocks and increase the quality of students' career preparation. Implementation of the improvements is underway and will continue through fall 2008.

■ Outcome-based General Education

Develop a common understanding of the desired outcomes of General Education and of the criteria for effective courses within this curriculum.

Progress to date:

Outcomes and criteria, in each of the 6 areas that make up General Education within the AA/OT degree, have been drafted by cross-sector/ disciplinary faculty. At present (Fall Term 2006), the drafts are being discussed

Pathways provide Oregonians a fast track to higher learning and higher earning through professional and technical certificates, degrees, and skills in high-demand occupations.

by the full faculty on each OUS and community college campus, and JBAC will consider revisions.

■ **Transfer of 100/200 level Courses**

The Oregon Transfer Module (OTM) and the dual enrollment agreements address this item.

Progress to date:

The OTM is now offered by all 24 public colleges and universities, and coursework that counts toward it on each campus is posted on each campus website. The OTM is designed to improve access to a college degree by enhancing opportunities for student transfer of credits, earned at one

community college or OUS campus, to another public college or university. In addition, the development of ATLAS, the expansion of dual-enrollment agreements, and the improved framework for transfer of General Education courses also contribute to progress on this item.

The Strategies and Examples in action . . .

Expanding the size and quality of the labor pool and increasing placement, retention and advancement means ensuring access for all members of Oregon's workforce education system, as the following story illustrates:

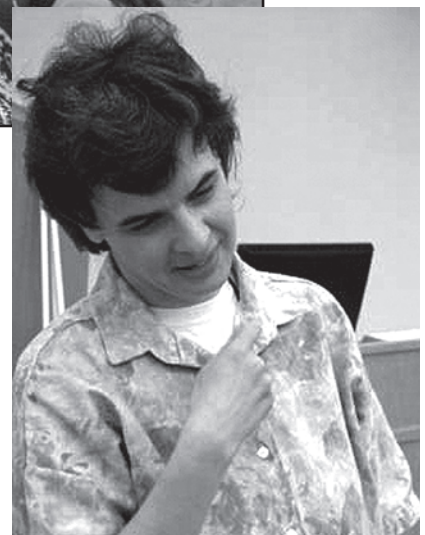
Until 1997 Cecci was hearing impaired; American Sign Language was her primary language, but she was familiar with British English, Spanish, Romanian and several other languages. In 1997, her hearing was miraculously restored and Cecci became, willingly or not, an English as a Second Language (ESL) student.

She came to the Portland Community College (PCC) Southeast Center's Volunteer Literacy Tutoring (VLT) program in the fall of 2004, wanting to fill in gaps in her knowledge of English and work on idioms and grammar. She worked one-on-one with a tutor and attended several Adult Basic Education classes. There were times in those classes when she was so frustrated by the background noise of the classroom that it took all her strength to stay in the room...but she persevered.



From student to tutor: Cecci at Portland Community College's ESL center.

Although she struggles with multiple health issues, Cecci is incredibly motivated and has made astounding progress. She is currently participating in the Moving Onward Toward Tomorrow (MOTT) grant program and is planning her first credit classes as a hearing person—Reading 80, Writing 80, and an introduction to Criminal Justice. She is tutoring ESL at the Southeast Tutoring Center, taking French, Speech, Health and General Science courses this term, and planning on attending Marylhurst University next year.



Cecci worked one-on-one and with a tutor, and attended several Adult Basic Education classes.

Increasing the number of Oregonians who develop skills through workforce training and education (example: earning a post-secondary degree) sometimes means providing affordable options for returning learners:

Cheryle began doing assembly and production work in 1998. She worked on a quota basis and had strict time frames for stuffing fluorescent lamp tubes into boxes. Trying to fight boredom and “better herself,” she asked to be cross-trained in sand blasting, wire cutting and glass cutting—but that didn’t prevent her from losing her job in 2001.

Who are basic skills students?

Oregon adult education programs serve a diverse population of 29,000 adults. Thirty-nine percent of these students are employed, but many of them are underemployed or in seasonal positions. Others are under-prepared for postsecondary education, disabled, single-parents, displaced homemakers, social service clients, or they may be incarcerated. Adult Basic Skills students’ ages range from 16 to over 85 and represent a wide variety of social, economic, and cultural backgrounds including native born citizens and immigrants with limited English literacy.

Cheryle was attending Chemeketa Community College for a degree in Accounting when she enrolled for Trade Act benefits. Her WSOED Trade

WorkSource Oregon partnerships did more than just provide Cheryle with new skills and a job; the financial assistance and one-to-one guidance she received made a major difference in her life and the way she sees herself.

Act representative referred her to Training and Employment Specialist (T&E) Janice Flick when she needed help with job search activities.

Cheryle’s T&E helped her develop a resume, complete PD-100 applications (for State jobs) and practice for interviews. Janice also worked closely with Deb Childress, a Business and Employment Specialist at the Yamhill Center. Deb called an employer who was looking for a new bookkeeper and arranged an interview for Cheryle. The day after her interview she was hired! It was a great match—now Cheryle works for a locally owned small business close to her home.

Throughout her enrollment in the program, Cheryle faced the challenges of balancing school and job search with her obligations to her family. She graduated from Chemeketa with a cumulative GPA of 3.24 and talks about how her classes at Chemeketa changed her view of the world and how she now feels about herself. She is optimistic, enthusiastic and a big fan of WorkSource Oregon. WorkSource Oregon partnerships did more than just provide Cheryle with new skills and a job; the financial assistance and one-to-one guidance she received made a major difference in her life and the way she sees herself.

The following story illustrates how a seamless integration of partners can be strategically used to increase workforce training in high-demand occupations, while furthering economic development:

Oregon is excited to welcome Genentech, a leader in the bioscience industry, and to work with the company to meet its workforce needs for a “fill/ finish” facility to be built in Hillsboro. A team of workforce and economic development partners was actively engaged in recruiting Genentech to Oregon. Now, the same team is designing the recruitment and training programs that will develop Genentech’s labor force.

Genentech’s commitment to its highly skilled and dedicated workforce is evidenced by the fact that, in 2006, Genentech claimed the top spot on **Fortune’s list of 100 Best Companies to Work For**, after eight consecutive years on the list. To train, recruit and hire employees who will succeed at work and provide competitive advantage for the company Genentech routinely partners with Workforce Investment Boards, Community Colleges, One Stops and Youth Programs.

Genentech’s excellent relationships with education and workforce partners in California resulted in a customized and intensive bio-manufacturing certificate program that created a pipeline of qualified candidates for the bioscience industry. Completion rates have averaged 95%, with 86% of those completing the program being employed by Genentech or other bioscience companies.

In Oregon, local workforce partners are working with the company to

develop a similar program tailored to meeting Genentech's needs for the Hillsboro aseptic "fill/ finish" facility. Genentech is partnering with representatives from: WorkSource Portland Metro, including CAPITAL Career Center; WorkSource Oregon Employment Department; Oregon Economic and Community Development Department; Worksystems, Inc.; Mt. Hood Community College; and Portland Community College.

A snapshot of current and planned steps in the process:

- The community colleges analyzed their coursework to determine the classes that might fit Genentech's needs.
- Worksystems, Inc. staff met with Oregon Bioscience Association, Business Education Compact and representatives of local youth programs to discuss their involvement in the project.
- Portland Community College will profile Genentech's three most



Workforce partners helped Genentech find a new home in Oregon. In 2006, Genentech claimed the top spot on *Fortune's list of 100 Best Companies to Work For*.

common entry level jobs using ACT WorkKeys®, an educational and skill assessment tool.

- Portland Community College and Mt. Hood Community College will develop curriculum based upon the WorkKeys® Job Profile.

- The curriculum will be developed in collaboration with Genentech's education specialists.
- Workforce and Economic Development partners will work with Oregon companies, especially the bioscience and advanced manufacturing industries, to identify ways that the curriculum could benefit a wide range of companies and workers.
- Genentech staff will meet with WorkSource Oregon Capital Career Center staff to discuss recruiting people into the training programs.

Oregon Employer Council (OEC)

The OEC is a partnership between Oregon businesses and WSOED. Employers volunteer to give feedback to WSOED on its services and programs. OEC members advise the agency on service delivery, labor market information, workforce needs, dependent care issues, and other topics relevant to business. This alliance results in improved services and allows business to provide direction on the services that are funded with their tax dollars.

The willingness of Oregon's workforce system to pull together to meet the needs of this company is leading to substantial career opportunities for Oregonians while increasing Oregonians' ability to compete in today's labor market.

Competing in the Global Market

Goals, Objectives, and Performance

GOAL 3:

Build a flexible, unified workforce education and training system that consistently meets or exceeds the needs of Oregon's workers and businesses.

Objective 2A:

Acquire stable and adequate funding for all aspects of the system.

Objective 2B:

Enhance strategic planning and coordination across public agencies and boards, and with local partners.

A skilled workforce is an essential component of a thriving Oregon economy. More than 65 % of the workers projected to be working in Oregon businesses in the next ten years are already employed in Oregon. In order to keep Oregon's businesses competitive, the training of these current workers is a high priority. Good Samaritan's successful results, from targeted, demand-driven training for current workers, illustrate the importance of acquiring stable and adequate funding for all parts of the system.

Good Samaritan Regional Medical



Jeanette Hahn demonstrates how advanced training for Environmental Services staff improves patient satisfaction at Good Samaritan Regional Medical Center.

Center in Corvallis recently completed an extensive training program funded, in part, by a grant from the EWTF. The \$39,500 training grant, combined with \$52,000 from Samaritan Health Services, provided the Environmental Services staff with twelve training modules designed to improve performance and retain skilled employees.

The critical work of the Environmental Services staff requires that hospital and medical facilities staff adhere to tough cleanliness standards to prevent infections and maintain a sanitized environment. However, since a patient's satisfaction with their experience at the facility is also a primary concern, the training course design had to go beyond the basics of housekeeping and cover health care philosophy, communication skills,

customer service, problem solving, conflict resolution and team concepts in the workplace.

Health Care Employment Growth

US 10% Oregon 19%

Nancy Bell, Director for Professional Development at Good Samaritan and Environmental Services Manager, Judy McCool learned about the EWTF when they contacted Linn Benton Community College's (LBCC) Health Occupations/ Services Center (HOSEC) to investigate instruction resources.

They applied for a EWTF grant. When it was approved, Judy and Elaine Dinsel, Samaritan's staff educator, worked closely with Training Specialist Ann Custer at HOSEC to develop

and deliver the short-term training, in response to Samaritan Health Services' continuing education needs.

"We broke it up into bite-sized chunks because obviously you can't close the hospital down to do the training," said Nancy. "Work doesn't stop, it all still needs to be done." Over forty employees, about eighty percent of the environmental services staff, completed the curriculum.

Management and employees agree that the training investment is paying dividends. Customer satisfaction is steadily improving, according to a post-care survey conducted by the

hospital that asks about room cleanliness and the patient's overall experience with the stay.

"The skills learned allowed several staff members to advance... staff and customer satisfaction scores increased as a direct result of the training provided..."

- Nancy Bell, Director, Professional Development, Samaritan Health Systems

Future plans for the successful training pilot project call for instructors to deliver the modules at other Samaritan Health Services campus locations around the state.

In an efficient, effective system, seamless

overlap plays an important role. The goals and objectives of the OWIB share common characteristics, as do the results exemplified by the

above success stories. Many of the stories demonstrate how partners are collaborating and adding value to the workforce education system. Although various programs, initiatives, strategies and services are listed within specific goals, it is the system that is ultimately responsible for our successes.

Working in concert, Oregon's education and workforce system partners are listening and responding to employers and "skilling-up" Oregon's workforce. Our statewide, local, and regional efforts to implement integrated, responsive strategies are making Oregon a world-class competitor in the global market.



The Good Samaritan Regional Medical Center team.

Competing in the Global Market

WorkSource Oregon – Building a “Brand”

The WorkSource Oregon brand is becoming more visible around the state as regions implement branding strategies that make it easier for businesses and job seekers to identify and access services.

A recent public awareness survey shows that brand awareness is trending upwards with significant gains in recognition of the WorkSource Oregon name (20% increase). Plans call for another public awareness survey to be conducted in 2007 to guide future brand building activities.

Developing a Pool of Competitive Job Candidates... and Expanding its Functionality

One of WorkSource Oregon’s objectives is to create a process by which high school, college, and university graduates compile and track their skills and occupational interests in iMatchSkills®, WSO’s labor exchange system (developed and maintained by WSOED). The goal is to create a stronger workforce pool for employers and give WSO the opportunity to address any skill gaps identified through the labor exchange system. Using iMatchSkills® as a dynamic interface between the workforce pool and the business community will ensure Oregon businesses and citizens retain a competitive advantage in the global market place. To better serve the business community, WSO partners are also working to streamline



The new WorkSource Portland Metro – North, located at 4610 North Trenton.

sharing of business and job seeker information across the workforce system. Partners will have the ability to record and track business services and collaborate on job listings. To better coordinate service to job seekers, iMatchSkills® gives WSO partners the ability review a customer’s profile and skills, services provided, comments, and access to enough Unemployment Insurance information to determine suitability for various programs.

Also, WSO has created an Apprenticeship Module for iMatchSkills®. Co-developed by WSOED with the Oregon Bureau of Labor and Industries, the new Apprenticeship Module is designed to connect job seekers interested in apprenticeships with apprenticeship offerings from union and non-union trades. This new partnership has resulted in greater exposure of apprenticeship training opportunities; training where workers earn a good wage on a progressive

scale over the course of their apprenticeship. It’s a win-win for business, apprenticeship programs, and job seekers.

Local Leadership

Local Workforce Boards and Areas (LWIBs and LWIAs)

Oregon’s Local Workforce Investment Boards (WIBs) are strategic leaders in addressing workforce development issues in their areas and have taken on responsibility for convening their communities to identify and address the critical workforce challenges of today and tomorrow, including skill gaps and demands for a skilled workforce. The WIBs advise the State Workforce Investment Board, as well as other bodies, on policy related to workforce issues. The State WIB, local WIBs (and in the case of multi-regional areas, Regional Workforce Investment Boards through the appropriate WIA area WIB) are a part of a state-

wide workforce development system and carry out strategies and policies that build on state investments.

Local Workforce Investment Boards are business-led, strategic private/public partnerships and currently include over 160 businesses, 36 locally elected officials, 33 local and state economic development organizations, 31 community based organizations, 23 labor union representatives, 21 school districts and Educational Service Districts, all 17 of Oregon's Community Colleges, 6 tribal organizations and four state universities. WIB members represent all the critical industry clusters identified by the Oregon Economic and Community Development Department. Annually, WIB investments help train over 4,000 young adults, over 16,000 adults, and over 17,000 current workers in 400 companies.

Global Recognition for Oregon

Oregon Chosen for NGA Policy

Academy: Oregon has been chosen as one of five states in the nation to become part of the National Governor's Association (NGA) Policy Academy on Innovative Workforce Policies to Address Worker and Employer Needs. The Policy Academy will provide the opportunity for Oregon policy makers to learn about important research, promising practices, and state policy options for establishing sector strategies. Oregon's team, composed of state leaders who are in a position to develop and implement substantial changes in policies and practices, will work closely with NGA staff and other experts to develop sector strategies for the state and an action plan to implement them in a twelve-month period.

The National Council for Continuing Education and Training's "National Leadership Award—Inside the Field" was presented to Cam Preus-Braly, Commissioner, Oregon Department of Community Colleges and Workforce Development. It is an award for leaders who have had a positive national impact through leadership in the area of community services, continuing education, workforce development and/or learning technologies and have advanced the status and visibility of community colleges.

Other NCCET National Leadership Award Winners for 2006:

Emily Stover DeRocco, *Assistant Secretary*, U.S. Department of Labor
Congressman David Wu, *First Congressional District*, Oregon
Dr. Michael B. McCall, *President*, Kentucky Community & Technical College System

Oregon Community College Leaders Co-Author National Paper on Career Pathways:

Leaders from the National Council for Workforce Education, the League for Innovation, and the American Association for Community Colleges gathered in St. Louis, Missouri in May to co-author a national paper for community colleges on *Career Pathways as a Systemic Framework: A Call to Action*. Nan Poppe, PCC Campus President, and Mimi Maduro, CCWD Pathways Statewide Director, participated as co-authors of the paper which was presented at the National Council for Workforce Education conference in Albuquerque.

Oregon Wins Bid for TCI's 2007

Conference: Oregon has been selected to host The Competitiveness Institute's (TCI) international

conference on global competitiveness and cluster development in Portland in October of 2007. A spin-off of the World Bank, TCI is a not-for-profit alliance of cluster practitioners. TCI's mission is to improve living standards and the local competitiveness of regions throughout the world, by fostering cluster-based development initiatives (www.competitiveness.org).

Oregon's proposal focused on the themes of collaboration, innovation, and sustainability.

According to Governor Kulongoski, "Oregon's deeply-rooted commitment to these core values is the foundation of our competitiveness strategy. We are capitalizing on our collective wisdom: the insight of the region's public, private, and academic sectors to chart our path."

The conference has not been held in the United States since Tucson hosted it in 2001. The 2005 site was Hong Kong and in October 2006 the conference was in Lyon, France. While TCI holds several regional conferences per year, the international Annual Conference is the largest and most important event for The Competitiveness Institute. The Institute depends on the annual conference to attract a majority of the key cluster practitioners and to advance the science and art of advancing competitiveness through cluster-based development initiatives.

The five-day conference will include an academic summit, cluster tours, keynote speakers, breakout sessions, and much more.



WHERE DO WE STAND:

REGION 1

Clatsop, Columbia, and Tillamook Counties

Placement Rate	75%
Employment Retention Rate	61%
Average Wage Gain	\$1.17

REGION 2

Multnomah and Washington Counties

Placement Rate	78%
Employment Retention Rate	66%
Average Wage Gain	\$1.34

REGION 3

Marion, Polk, and Yamhill Counties

Placement Rate	79%
Employment Retention Rate	65%
Average Wage Gain	\$1.20

REGION 4

Benton, Lincoln, and Linn Counties

Placement Rate	76%
Employment Retention Rate	65%
Average Wage Gain	\$1.40

REGION 5

Lane County

Placement Rate	79%
Employment Retention Rate	64%
Average Wage Gain	\$1.27

REGION 6

Douglas County

Placement Rate	76%
Employment Retention Rate	62%
Average Wage Gain	\$1.19

REGION 7

Coos and Curry Counties

Placement Rate	77%
Employment Retention Rate	61%
Average Wage Gain	\$1.19

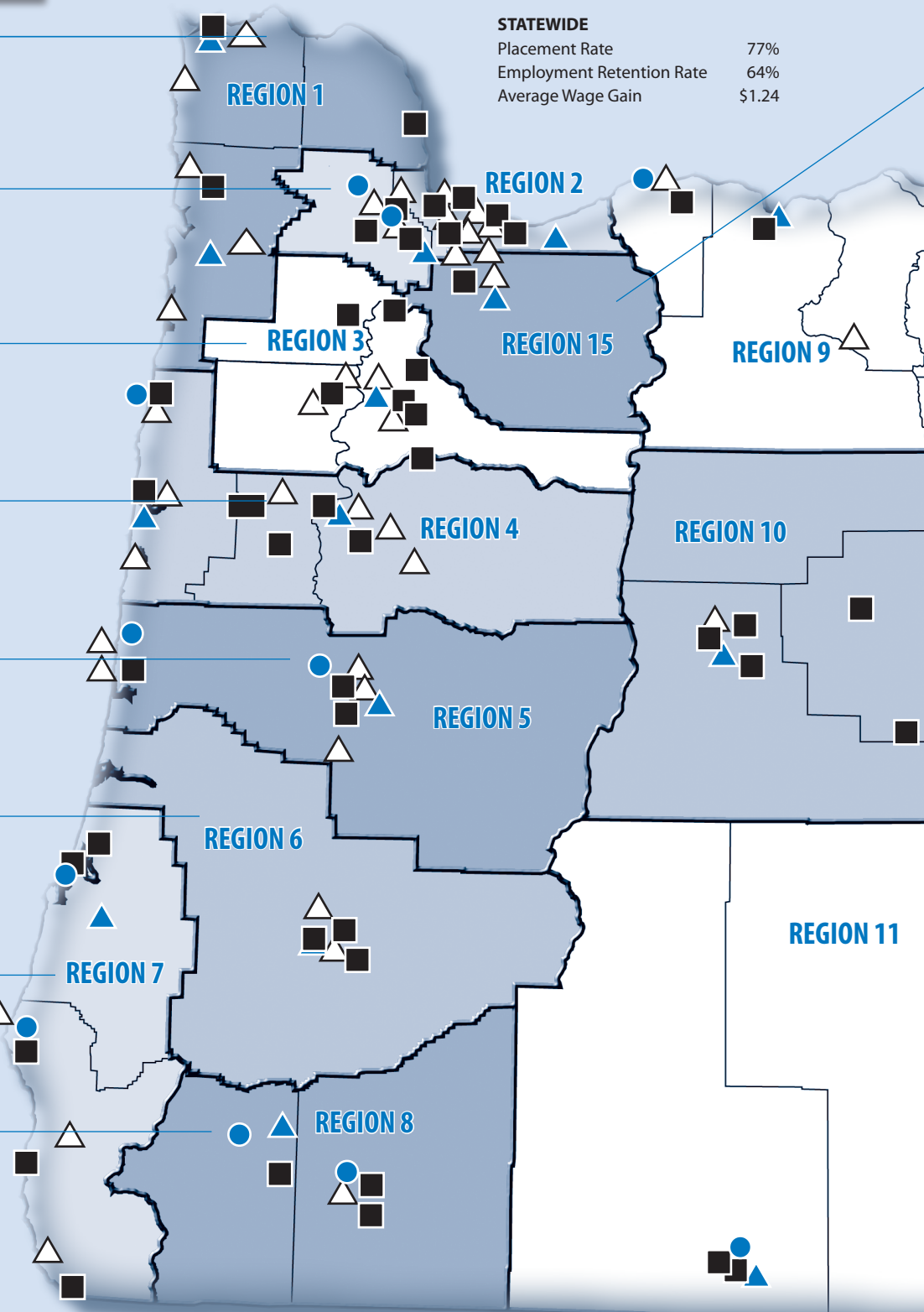
REGION 8

Jackson and Josephine Counties

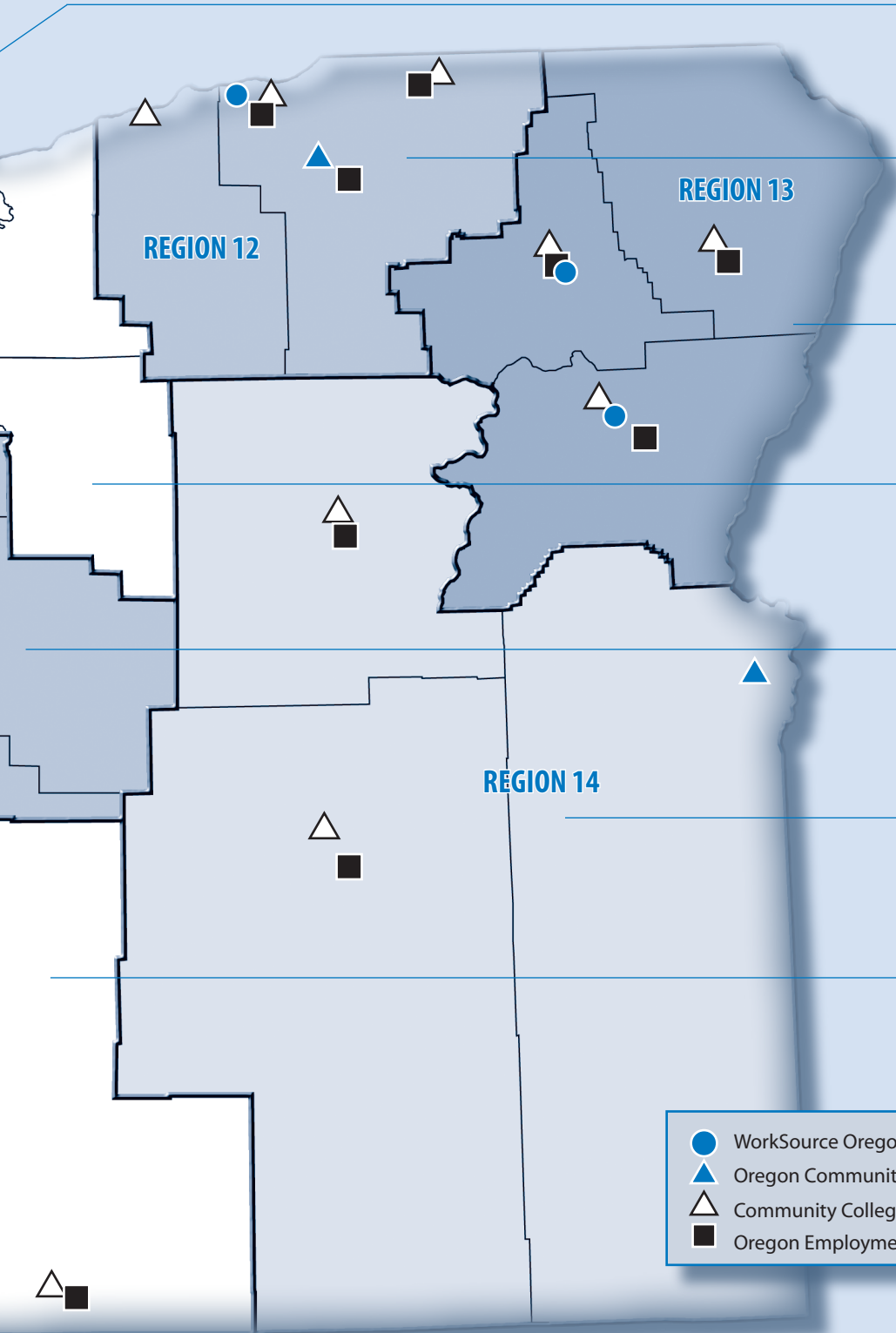
Placement Rate	80%
Employment Retention Rate	62%
Average Wage Gain	\$0.99

STATEWIDE

Placement Rate	77%
Employment Retention Rate	64%
Average Wage Gain	\$1.24



RESULTS BY REGION



REGION 15

Clackamas County

Placement Rate	80%
Employment Retention Rate	72%
Average Wage Gain	\$1.35

REGION 12

Morrow and Umatilla Counties

Placement Rate	77%
Employment Retention Rate	57%
Average Wage Gain	\$0.81

REGION 13

Baker, Union, and Wallowa Counties

Placement Rate	74%
Employment Retention Rate	63%
Average Wage Gain	\$1.00

REGION 9

Gilliam, Hood River, Sherman, Wasco, and Wheeler Counties

Placement Rate	78%
Employment Retention Rate	65%
Average Wage Gain	\$0.73

REGION 10

Crook, Deschutes, and Jefferson Counties

Placement Rate	82%
Employment Retention Rate	65%
Average Wage Gain	\$1.42

REGION 14





Grant, Harney, and Malheur Counties

Placement Rate	69%
Employment Retention Rate	53%
Average Wage Gain	\$0.90

REGION 11

Klamath and Lake Counties

Placement Rate	74%
Employment Retention Rate	60%
Average Wage Gain	\$0.96

-  WorkSource Oregon Centers
-  Oregon Community Colleges
-  Community College Satellite Campuses
-  Oregon Employment Department Affiliate Sites

WAGE GAIN – Increase in hourly wage in a year's time.
Source: PRISM, July 1, 2004 – March 31, 2005

Local Workforce Investment Area (LWIA) Offices

The Oregon Consortium & Oregon Workforce Alliance

260 SW Ferry Street, Suite 202
Albany, OR 97321

(541) 928-0241

Counties Served: Clatsop, Columbia, Crook, Coos, Curry, Douglas, Hood River, Wasco, Sherman, Gilliam, Morrow, Umatilla, Union, Wallowa, Jefferson, Wheeler, Grant, Baker, Deschutes, Klamath, Lake, Harney, Tillamook, and Malheur County

www.tocowa.org

Worksystems, Inc.

111 SW Fifth Avenue,
Suite 1150

Portland OR 97204

(503) 478-7300

Counties Served: Multnomah and Washington

www.worksystems.org/

Enterprise for Employment & Education

4071 Winema Place NE,
Suite 109

PO Box 14007

Salem, Oregon 97309-7070

(503) 399-2389

Fax 503-399-6979

www.e3board.info/

Community Services Consortium

545 SW Second Street
Corvallis, OR 97333

(541) 757-4261

Counties Served: Lincoln, Benton and Linn County

www.working4you.org

Lane Workforce Partnership

300 Country Club Road, Suite
120 Eugene, OR 97401

(541) 682-3800

County Served: Lane County

www.laneworkforce.org/

The Job Council

673 Market Street
Medford, OR 97504

(541) 776-5100

Counties Served: Josephine and Jackson County

www.jobcouncil.org/

Workforce Investment Council of Clackamas County, Inc.

19600 S. Molalla Ave.

Oregon City, OR 97045

(503) 657-6958

County Served: Clackamas County

www.wicco.org

WorkSource Oregon Centers 2006 – By Region

REGION 1:

Clatsop/Columbia/
Tillamook

WorkSource Oregon Clatsop County Center

450 Marine Drive, Suite 140

Astoria, OR 97103

(503) 325-9511

WorkSource Oregon Columbia County Center

500 N. Columbia River Hwy
St. Helens, OR 97051

(503) 397-6495

****WorkSource Oregon Tillamook County Center**

3600 East Third Street,
Suite B

Tillamook, OR 97141

(503) 842-3244

REGION 2:

Multnomah/Washington

Capital Career Center

18624 NW Walker Road,
Building C

Beaverton, OR 97006

(503) 533-2713

****Portland Metropolitan Workforce Training Center**

5600 NE 42nd Avenue

Portland, OR 97218

(503) 943-2283

****SE Works, Inc.**

6927 SE Foster Rd.

Portland, OR 97206

(503) 772-2300

**** WorkSource Portland Metro/East**

19421 SE Stark Street

Portland, OR 97233

(503) 669-7112

**** WorkSource Oregon Partner Employment Department**

Forest Grove

2801 Pacific Avenue

Forest Grove, OR 97116

(503) 992-7384

****WorkSource Portland Metro/North**

4610 North Trenton

Portland, OR 97203

(503) 943-5600

****WorkSource Portland Metro/Old Town**

2 NW 2nd Avenue

Portland, OR 97209

(503) 226-7387

****WorkSource Oregon Partner Employment Department Beaverton**

12901 SW Jenkins #C

Beaverton, OR 97005

(503) 644-1229

****WorkSource Oregon Partner Employment Department Hillsboro**

265 SE Oak Street, Suite A

Hillsboro, OR 97123

(503) 681-0219

****WorkSource Oregon Partner Employment Department Portland**

30 N Webster, Suite E

Portland, OR 97217

(503) 280-6046

REGION 3:

Marion/Polk/Yamhill

WorkSource Oregon Yamhill Center

370 NE Norton Lane

McMinnville, OR 97128

(503) 472-5118

WorkSource Oregon Salem Center

605 Cottage Street NE

Salem, OR 97301

(503) 378-4846

WorkSource Oregon Polk Center

580 Main Street SE, Suite B

Dallas, OR 97338

(503) 831-1950

WorkSource Oregon Woodburn Center

120 East Lincoln Street, Suite 115

Woodburn, OR 97071

(503) 982-2817

REGION 4:

Benton/Lincoln/Linn

Lincoln Workforce Development Center120 NE Avery Street
Newport, OR 97365
(541) 265-8505**Benton Workforce Development Center**545 SW 2nd Street
Corvallis, OR 97333
(541) 757-4261**East Linn Workforce Development Center**44 Industrial Way
Lebanon, OR 97355
(541) 259-5787**Linn Workforce Development Center**139 4th Avenue SE
Albany, OR 97321
(541) 967-2171****WorkSource Lincoln City**801 SW Highway 101
Lincoln City, OR 97367
(541) 994-6992**REGION 5:**

Lane

The Workforce Network2510 Oakmont Way
Eugene, OR 97401
(541) 686-7601****WorkSource Florence**3180 Hwy 101 N
Florence, OR 97439
(541) 997-1913****WorkSource Springfield**101 30th Street
Springfield, OR 97478
(541) 726-3525**REGION 6:**

Douglas

WorkSource Oregon Employment Department846 SE Pine Street
Roseburg, OR 97470
(541) 440-3344**Umpqua Training & Employment Center**760 NW Hill Avenue
Roseburg, OR 97470
(541) 672-7761**Umpqua Community College Workforce Training**2555 Diamond Lake Highway
Roseburg, OR 97470
(541) 440-4668**DHS CAF (Children, Adults And Family) Services**1937 W. Harvard
Roseburg, OR 97470
(541) 440-3301**REGION 7:**

Coos/Curry

Hanscam Center16399 Lower Harbor Road
Harbor, OR 97415
(800) 892-6347****Newmark Center**2110 Newmark Ave
Coos Bay, OR 97420
(541) 888-7152****WorkSource Coos Bay Area**2075 Sheridan Avenue
North Bend, 97459
(541) 756-8459 ES**REGION 8:**

Jackson/Josephine

****WorkSource Grants Pass**201 NE 8th Street,
Grants Pass, OR 97526
(541) 474-3161****WorkSource Rogue Valley - Medford**119 N Oakdale Ave
Medford, OR 97501
(541) 776-6060**REGION 9:**Gilliam/Wasco/Hood River/
Sherman/Wheeler**State Office Building**700 Union Street
The Dalles, OR 97058
(541) 296-5435 x 231**Mid-Columbia Council Of Governments**1113 Kelly Avenue
The Dalles, OR 97058
(541) 298-4101****WorkSource Hood River**1106 12th Street
Hood River, OR 97031
(541) 386-6020**REGION 10:**

Crook/Deschutes/Jefferson

WorkSource Redmond2158 SE College Loop, Bldgs 2
& 3
Redmond, OR 97756
(541) 504-2955**WorkSource Bend**1645 NE Forbes Rd. Ste 100
Bend, OR 97701
(541) 388-6070****WorkSource Madras**243 SW 3rd, Suite B
Madras, OR 97741
(541) 475-2382****WorkSource Prineville**2321 NE Third St
Prineville, OR 97754
(541) 447-8076**REGION 11:**

Klamath/Lake

****WorkSource Klamath Falls**801 Oak Avenue
Klamath Falls, OR 97601
(541) 883-5630**REGION 12:**

Morrow/Umatilla

WorkSource Pendleton408 SE 7th
Pendleton, OR 97801
(541) 276-9050****WorkSource Hermiston**950 SE Columbia Dr., Suite B
Hermiston, OR
(541) 567-3381**REGION 13:**

Baker/Union/Wallowa

Prairie Creek Center104 Litch Street
Enterprise, OR 97828
(541) 426-3149****WorkSource Baker City**1575 Dewey Avenue
Baker City, OR 97814
(541) 523-6331****WorkSource La Grande**1901 Adams Ave.
La Grande, OR 97850
(541) 963-7111**REGION 14:**

Grant/Harney/Malheur

Malheur County One-Stop Center375 SW 2nd Avenue
Ontario, OR 97914
(541) 889-5394****WorkSource Burns**90 W. Washington
Burns, OR 97720
(541) 573-5251****WorkSource John Day**120 S Washington St
Canyon City, OR 97820
(541) 575-0744**REGION 15:**

Clackamas

Clackamas County One-Stop Resource Center506 High Street
Oregon City, OR 97045
(503) 657-2122*** Denotes WSO affiliate site*

Oregon Community Colleges

**Blue Mountain
Community College**
2411 NW Carden Ave
Pendleton, OR 97801-1000

**Central Oregon
Community College**
2600 NW College Way
Bend, OR 97701-5998

**Chemeketa
Community College**
4000 Lancaster Drive
Salem, OR 97309-7070

**Clackamas
Community College**
19600 S Molalla Avenue
Oregon City, OR 97045-7998

**Clatsop
Community College**
1653 Jerome Avenue
Astoria, OR 97103-3698

**Columbia Gorge
Community College**
400 E Scenic Drive
The Dalles, OR 97058-3434

**Klamath
Community College**
7390 S. 6th Street
Klamath Falls, OR 97603-7120

**Lane
Community College**
4000 E 30th Avenue
Eugene, OR 97405-0641

**Linn-Benton
Community College**
6500 SW Pacific Blvd.
Albany, OR 97321-3774

**Mt. Hood
Community College**
26000 SE Start Street
Gresham, OR 97030-3300

**Oregon Coast
Community College**
332 SE Coast Highway
Newport, OR 97365-4971

**Portland
Community College**
12000 SW 49th Ave.
Portland, OR 97280-0990

**Rogue
Community College**
3345 Redwood Highway
Grants Pass, OR 97527-9298

**Southwestern Oregon
Community College**
1988 Newmark
Coos Bay, OR 97420-2912

**Tillamook Bay
Community College**
2510 First Street
Tillamook, OR 97141-2599

**Treasure Valley
Community College**
650 College Boulevard
Ontario, OR 97914-3498

**Umpqua
Community College**
1140 College Road
Roseburg, OR 97470-02

The State Partners

Oregon Workforce Investment Board (OWIB)

Oregon Department of Community Colleges and Workforce Development (CCWD)

WorkSource Oregon Employment Department (WSOED)

Governor's Office of Education and Workforce Policy

Oregon Economic and Community Development Department (OECD)

Oregon University System (OUS)

Department of Human Services (DHS)

Children, Adults and Families (CAF)

Office of Vocational Rehabilitation Services (OVR)

Oregon's Deaf and Hard of Hearing Services (ODHHS)

Oregon Commission for the Blind (OCB)

WORKSOURCE OREGON
**Competing in the
Global Market**

TABLES

Workforce Investment Act

Title I-B, Title II and Title III

ANNUAL REPORT 2005-2006



*Core
Performance
Measures that
apply to the
Adult,
Dislocated
Worker and
Youth funding
streams*

TITLE I-B TABLES

Introduction

The Title I-B portion of this document contains the following sections:

- A discussion of Oregon's economy and its impact on the workforce development system
- A discussion of the cost of activities vs. the effect on performance
- A discussion of the receipt of training vs. core and intensive services
- A discussion of the evaluation

In some of the tables that follow, you will see three levels of performance – the negotiated performance level, the mandatory performance level (80% of the negotiated level) and the actual performance level. The mandatory level is the minimum qualifying level for the Department of Labor (DOL) performance.

Oregon's Economy: Rapid Job Growth Coexists With Moderate Unemployment

Oregon's nonfarm payroll employment grew rapidly between July and December 2005, slowed a bit between January and June 2006, and ended the 12-month period 51,200 jobs or 3.1 % higher than at the start. The rapid job growth allowed the unemployment rate to fall from 6.2 % in July and August 2005 to between 5.4 and 5.6 % in the February-June 2006 period. Despite the decline in the state's unemployment rate, it remained one of the 10 highest in the nation. The State Demographer estimates

Oregon's population grew by 1.4 % or by about 52,000 people between 2005 and 2006, a 6 % larger increase than one year earlier. Population growth is one of several factors likely to keep Oregon's unemployment rate higher than many other states' rates. Relatively high unemployment rates have decreased the Oregon workforce development system's ability to fully achieve the desired performance measures.

Cost of Activities vs. Effect on Performance

This section addresses the cost of workforce investment activities relative to the effect of those activities on the performance of participants. The performance data comes from the four quarters of the Workforce Investment Act (exits of participants from October 1, 2004 through September 30, 2005).

WorkSource Oregon One-Stop Centers were the main vehicle for the delivery of services within the workforce development system. While the WIA requires a center in each of Oregon's seven local workforce investment areas, it is noteworthy that Oregon's seven areas have more than 40 centers in operation. It is through the WorkSource Oregon One-Stop Centers that core, intensive and training service strategies are delivered.

A performance comparison of participants in those services appears in the next section. Oregon exceeded its negotiated levels of customer

satisfaction with both participants and employers during this time period. (Table A).

Older youth program results (Table H) indicate that Oregon exceeded all four measures which include the Entered Employment Rate, the Employment Retention Rate, the Earnings Change in Six Months, and the Credential Rate.

The adult program results (Table B) show that Oregon exceeded the Entered Employment Rate, the Earnings Change in Six Months and the Employment and Credential Rate but fell slightly short (82.3%) of the Employment Retention Rate (83.0%). The dislocated worker program results (Table E) indicate that the state exceeded both the Entered Employment Rate and the Employment and Credential Rate but fell short (88.7%) of the Employment Retention Rate (89.0%).

Receipt of Training vs. Only Core and Intensive Services

This section addresses the issues of receipt of training services compared to receipt of only core and intensive services.

EARNINGS – Adults and Dislocated Workers

A comparison between adults who received training services and individuals who received only core and intensive services (Tables D and G) shows that adults who received training services experienced significantly higher Average Earnings Rate than those who received only core and intensive services. The same held true for dislocated workers.

ENTERED EMPLOYMENT AND EMPLOYMENT RETENTION RATES – Adults and Dislocated Workers

Table D shows that adults who received

training services had a slightly lower Entered Employment Rate (87.8%) than those who received only core and intensive services (88.8%). Adults who received training services had a higher Employment Retention Rate (83.6%) than those who received only core and intensive services (82.0%). Table G indicates that dislocated workers who received training services had a slightly higher Entered Employment Rate (92.9%) than those who received only core and intensive services (91.9%) and a higher Employment Retention Rate (90.7%) than those who received only core and intensive services (87.9%).

State Evaluation

Oregon continues to evaluate the impacts of the workforce system. Initiatives include a renewed interest in further developing Oregon's long-standing systemwide performance measurement system and data warehousing, continued emphasis on WIA performance analysis and improvement, increased efforts to implement the WIA common measures, and An initiative by the Oregon Workforce Investment Board to track the implementation of its new strategic plan.

The state has undertaken or plans to undertake the following efforts in the area of program evaluation:

- Data from our systemwide performance measures continues to be available for the employment related indicators, basic skills attainment, and TANF caseload management. Our experience in using this information for the narrative portion of the Annual Report has been positive and continues for the current report. This systemwide performance data is available at www.prism.state.or.us. The site includes analysis of the data. Current

discussions include changing some of the definitions of the indicators to more closely reflect Federal measures.

- Oregon is increasing the emphasis on developing the "next generation" data system. Efforts include connecting with a planned data warehouse for Oregon's K-20 education system, a desire for more flexible reporting on systemwide data, and warehousing data for the reporting of common measures for federal compliance.
- The Oregon Workforce Investment Board completed a formal evaluation of the capacity-building impacts of the state level portion of the Employer Workforce Training Fund, Oregon's incumbent worker training program. The suggestions from the evaluation's final report are now being incorporated into the program, including a focus on consortia-building projects and follow-on funding to sustain the capacity-building projects. Plans now include setting aside a portion of the funding for continued evaluation of program impacts.
- The Oregon Workforce Investment Board completed a strategic planning process to set direction for the entire workforce system. The inclusive process resulted in Winning In the Global Market, a plan to transform Oregon's workforce education and training system. The plan for the process includes a continued emphasis on metrics, accountability and program impacts and results. To track system performance against the plan, the Board has formed a Performance and System Improvement Committee that will report metrics to the full board and will suggest system improvements.

- State staff review local area and statewide performance quarterly. Local areas are contacted about various aspects of their operations and their effect on performance. In-depth analysis of local performance includes the continued use of Performance Matters, a performance management on-line service, which has greatly improved efforts to analyze WIA IB performance.
- Annual quality assurance reviews address multiple aspects of program compliance and program improvement.
- Oregon's Labor Market Information system continues to be responsive to State and Local Workforce Investment Board needs, and supplies information and analysis to assist with evaluation initiatives. Recent studies have included job and industry growth analysis, industry cluster analysis, studies of the occupational needs and growth of various industries and industry groupings, and local/regional profiles, all of which assist in the evaluation of the effectiveness of workforce programs in the state.

TITLE I-B

DEFINITIONS

Adult Measures

Measure 1: Adult Entered Employment Rate

Of those who are not employed at registration: Number of adults who have entered employment by the end of the first quarter after exit divided by the number of adults who exit during the quarter.

Measure 2: Adult Employment Retention Rate at Six Months

Of those who are employed in the first quarter after exit: Number of adults who are employed in the third quarter after exit divided by the number of adults who exit during the quarter.

Measure 3: Adult Average Earnings Change in Six Months

Of those who are employed in the first quarter after exit: Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of adults who exit during the quarter.

Measure 4: Adult Employment and Credential Rate

Of adults who received training services: Number of adults who were employed in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of adults who exited services during the quarter.

Dislocated Worker Measures

Measure 5: Dislocated Worker Entered Employment Rate

Of those who are employed in the first quarter after exit: Number of dislocated workers who have entered employment by the end of the first quarter after exit divided by the number of dislocated workers who exit during the quarter.

Measure 6: Dislocated Worker Employment Retention Rate at Six Months

Of those who are employed in the first quarter after exit: Number of dislocated workers who are employed in the third quarter after exit divided by the number of dislocated workers who exit during the quarter.

Measure 7: Dislocated Worker Earnings Replacement Rate in Six Months

Of those who are employed in the first quarter after exit: Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of dislocated workers who exit during the quarter.

Measure 8: Dislocated Worker Employment and Credential Rate

Of dislocated workers who received training services: Number of dislocated workers who were employed in the first quarter after exit and received a credential by the end of the

third quarter after exit divided by the number of dislocated workers who exited services during the quarter.

Older Youth (Age 19 to 21) Measures

Measure 9: Older Youth Entered Employment Rate

Of those who are not employed at registration and who are not enrolled in postsecondary education or advanced training in the first quarter after exit: Number of older youth who have entered employment by the end of the first quarter after exit divided by the number of older youth who exit during the quarter.

Measure 10: Older Youth Employment Retention Rate at Six Months

Of those who are employed in the first quarter after exit and who are not enrolled in postsecondary education or advanced training in the third quarter after exit: Number of older youth who are employed in third quarter after exit divided by the number of older youth who exit during the quarter.

Measure 11: Older Youth Average Earnings Change in Six Months

Of those who are employed in the first quarter after exit and who are not enrolled in postsecondary education or advanced training in the third quarter after exit: Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of older youth who exit during the quarter.

Measure 12: Older Youth Credential Rate

Number of older youth who are in employment, postsecondary edu-

cation, or advanced training in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of older youth who exit during the quarter.

Younger Youth (Age 14 to 18) Measures

Measure 13: Younger Youth Skill Attainment Rate

Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills: Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.

Measure 14: Younger Youth Diploma or Equivalent Attainment

Of those who register without a diploma or equivalent: Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Measure 15: Younger Youth Retention Rate

Number of younger youth found in one of the following categories in the third quarter following exit:

- postsecondary education
- advanced training
- employment
- military service

- qualified apprenticeships divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Customer Satisfaction Measures

Measure 16: Participant Satisfaction

The weighted average of participant ratings on each of the three questions regarding overall satisfaction are reported on a 0 to 100 point scale. The score is a weighted average, not a percentage. The three questions are:

1. Utilizing a scale of 1 to 10 where "1" means "Very Dissatisfied" and "10" means "Very Satisfied" what is your overall satisfaction with the services provided from ____?
2. Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."
3. Think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services? "1" now means "Not Very Close to the Ideal" and "10" means "Very Close to the Ideal."

Measure 17: Employer Satisfaction

The weighted average of employer ratings on each of the three questions regarding overall satisfaction are reported on a 0 to 100 point scale. The score is a weighted average, not a percentage. See above for the three questions.

GUIDE TO THE TABLES

TABLE A: Workforce Investment Act Customer Satisfaction Results

Negotiated Performance Level
Level of performance negotiated between the State and the U.S. Department of Labor (DOL).

Actual Performance Level
Actual performance levels on the American Customer Satisfaction Index.

No. of Surveys Completed
Actual number of surveys returned.

No. of Customers Eligible for the Survey
The number of participants/employers in the group (sample frame) from which the customer sample was drawn. This information is needed to aggregate customer satisfaction across all states.

No. of Customers Included in the Sample
The number of customers selected in the sample.

Response Rate
Percentage completing the survey.

TABLE A

Workforce Investment Act Customer Satisfaction Results

	Negotiated Performance Level	Actual Performance Level - American Customer Satisfaction Index	No. of Surveys Completed	No. of Customers Eligible for the Survey	No. of Customers Included in the Sample	Response Rate
Participants	75	82.5	1,286	8,195	1,808	71.1%
Employers	75	72.2	1,167	23,054	1,601	72.9%

TABLE B
Outcomes for Adults

Reported Information	Negotiated Performance Level	Actual Performance Level
Entered Employment Rate	81.5	88.6% <u>2,174</u> 2,454
Employment Retention Rate	83.0	82.3% <u>2,602</u> 3,162
Average Earnings	\$2,600	\$4,097 <u>11,718,454</u> 2,860
Employment and Credential Rate	61.0	73.0% <u>471</u> 645

TABLE C
Outcomes for Adult Special Populations

Reported Information	Recipients Receiving Intensive or Training Services		Veterans	Public Assistance Individuals with Disabilities		Older Individuals		
Entered Employment Rate	86.5%	<u>134</u> 155	86.2%	<u>150</u> 174	86.1%	<u>192</u> 223	83.1%	<u>177</u> 213
Employment Retention Rate	76.9%	<u>83</u> 108	78.3%	<u>173</u> 221	75.5%	<u>206</u> 273	76.8%	<u>199</u> 259
Average Earning Rate	\$5,710	<u>\$559,535</u> 98	\$4,260	<u>\$847,830</u> 199	\$3,759	<u>\$902,078</u> 240	\$4,424	<u>\$1,035,187</u> 234
Employment and Credential Rate	66.7%	<u>38</u> 57	67.3%	<u>37</u> 55	68.9%	<u>51</u> 74	64.3%	<u>18</u> 28

TABLE D
Other Outcome Information for the Adult Program

Reported Information	Individuals Who Received Training Services		Individuals Who Only Received Core and Intensive Services	
Entered Employment Rate	87.8%	<u>418</u> 476	88.8%	<u>1,756</u> 1,978
Employment Retention Rate	83.6%	<u>453</u> 542	82.0%	<u>2,149</u> 2,620
Average Earnings Rate	\$5,411	<u>\$2,575,854</u> 476	\$383	<u>\$914,260</u> 2,384

TABLE E
Dislocated Worker Program Results At-A-Glance

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	86.0	92.2%	<u>2,316</u> 2,512
Employment Retention Rate	89.0	88.7%	<u>2,892</u> 3,261
Average Earnings	-2,271.0	-2673.1	<u>-\$8,006,014</u> \$2,995
Employment and Credential Rate	60.0	80.2%	<u>666</u> 830

TABLE F
Outcomes for Dislocated Worker Special Populations

Reported Information	Veterans		Individuals With Disabilities		Other Individuals		Displaced Homemakers	
Entered Employment Rate	92.0%	<u>252</u> 274	88.7%	<u>157</u> 177	89.1%	<u>367</u> 412	93.1%	<u>54</u> 58
Employment Retention Rate	88.8%	<u>309</u> 348	85.2%	<u>195</u> 229	85.3%	<u>419</u> 491	83.3%	<u>45</u> 54
Average Earning Rate	\$4,263.1	<u>\$1,342,877</u> 315	-\$1,097.9	<u>-\$222,878</u> 203	-\$4,720.7	<u>-\$2,062,957</u> 437	\$4,284.2	<u>\$214,210</u> 50
Employment And Credential Rate	76.7%	<u>66</u> 86	74.6%	<u>50</u> 67	79.5%	<u>66</u> 83	73.7%	<u>14</u> 19

TABLES B through K

Negotiated Performance Level

The level of performance negotiated between the State and DOL.

Actual Performance Level

The actual performance levels on the core indicators of performance for the groups of individuals specified on the table. The numerator and denominator for the actual performance levels achieved are included.

Adults

Individuals who received services (other than self-service and informational activities) funded with adult program funds.

Dislocated Workers

Individuals who meet the definition of a dislocated worker who received services (other than self-service and informational activities) funded with dislocated worker program funds.

Displaced Homemakers

Individuals who have been providing unpaid services to family members in the home and

1. have been dependent on the income of another family member but are no longer supported by that income; and
2. are unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment; or for the purposes of carrying out innovative statewide activities, the following individuals may also be counted as displaced homemakers: individuals who are receiving public assistance and are within two years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.).

Individuals Who Received Training Services

Individuals who received services for adults and dislocated workers.

Older Individuals

Individuals age 55 years or older at the time of registration.

Older Youth

Individuals age 19 to 21 at registration who received youth activities funding by youth program funds.

Out-of-School Youth

An eligible youth, at the time of registration, who is a school dropout or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed or underemployed.

Public Assistance Recipients

Individuals who receive Federal, State, or local government cash payments for which eligibility is determined by a needs or income test. The receipt of public assistance status may occur at any time the individual is receiving services including at time of registration or during participation. Receipt of foster child payments should not be counted as public assistance. In Table C, Public Assistance Recipients are only those individuals who received Intensive or Training Services.

Veterans

Individuals who served in the active U.S. military, naval, or air service and who were discharged or released from such service under conditions other than dishonorable.

Younger Youth

Individuals age 14 to 18 at registration who received youth activities funded by youth program funds.

TABLE G
Other Outcome Information for the Dislocated Worker Program

Reported Information	Individuals Who Received Training Services		Individuals Who Received Only Core and Intensive Services	
Entered Employment Rate	92.9%	<u>716</u> 771	91.9%	<u>1,600</u> 1,741
Employment Retention Rate	90.7%	<u>818</u> 902	87.9%	<u>2,074</u> 2,359
Average Earnings Rate	-1609.9	<u>-\$1,297,540</u> 806	-3078.7	<u>-\$6,708,474</u> 2,179

TABLE H.1
Youth (14-21) Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Placement in Employment or Education	0.0	58.1%	<u>1,029</u> 1,770
Attainment of Degree or Certificate	0.0	42.9%	<u>3</u> 7
Literacy and Numeracy Gains	0.0	0.0	<u>0</u> 0

TABLE H.2
Older Youth (19-21) Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	71.0	74.1%	<u>261</u> 352
Employment Retention Rate	83.0	84.0%	<u>221</u> 263
Earnings Change in Six Months	\$3,400	\$3,448	<u>\$810,387</u> 235
Credential Rate	51.0	48.1%	<u>202</u> 420

TABLE I
Outcomes for Older Youth Special Populations

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Entered Employment Rate	72.0%	<u>36</u> 50	0.0%	<u>1</u> 1	59.7%	<u>37</u> 62	75.9%	<u>230</u> 303
Employment Retention Rate	88.2%	<u>15</u> 17	100.0%	<u>1</u> 1	77.1%	<u>27</u> 35	83.5%	<u>192</u> 230
Earnings Change in Six Months	\$3,479	<u>\$48,706</u> 14	\$12,608	<u>\$12,608</u> 1	\$3,245	<u>\$103,832</u> 32	\$3,125	<u>\$643,721</u> 206
Credential Rate	40.0%	<u>20</u> 50	0.0%	<u>0</u> 1	43.5%	<u>30</u> 69	46.4%	<u>167</u> 360

TABLE J
Younger Youth (14-18) Results

Reported Information	Negotiated Performance Level	Actual Performance Level
Skill Attainment Rate	86.0	81.5% <u>2,873</u> 3,526
Diploma or Equivalent Attainment Rate	70.0	65.1% <u>564</u> 867
Retention Rate	70.0	66.8% <u>619</u> 926

TABLE K
Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals With Disabilities		Out-of-School Youth	
Skill Attainment Rate	77.9%	<u>325</u> 417	86.2%	<u>835</u> 969	73.8%	<u>821</u> 1,112
Diploma or Equivalent Attainment Rate	66.3%	<u>63</u> 95	70.7%	<u>123</u> 174	55.4%	<u>230</u> 415
Retention Rate	68.9%	<u>71</u> 103	65.3%	<u>158</u> 242	66.9%	<u>267</u> 399

TABLE L:
Other Reported Information

Placements of Participants in Nontraditional Employment

Nontraditional employment is employment in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work.

Training-Related Employment

Training-related employment is employment in which the individual uses a substantial portion of the skills taught in the training received by the individual. This information can be based on any job held after exit and only applies to adults, dislocated workers and older youth who entered employment in the quarter after exit.

Wages at Entry Into Employment

- Of those adults or older youth who are employed in the first quarter after exit: Total earnings in the first quarter after exit divided by the number of exiters.
- Of those dislocated workers who are employed in the first quarter after exit: Total earnings in the first quarter after exit divided by the number of exiters.

Twelve Months Employment Retention Rate and Twelve Months Earnings Change (Adults and Older Youth) or Twelve Months Earnings Replacement (Dislocated Workers)

TABLE M: Participation Levels

Total Participants

The total number of individuals served by WIA Title I-B funds during the program year. This should include individuals who received services with adult, dislocated worker, youth and 15% funds. This should not include individuals who only participated in National Emergency Grant services or only participated in self-service or informational activities.

Total Exitors

The total number of WIA registrants who exited WIA in the program year. (Exiters may not be identified for up to 90 days after the exit date.) Each individual becomes part of an exit cohort, a group that is determined to be the "exiters" within a particular quarter and is looked at together for measurement purposes. There are two ways to determine exit:

1. A registrant who has a date of case closure, completion or known exit from WIA-funded or non WIA-funded partner service within the quarter (hard exit); or
2. A registrant who does not receive any WIA-funded or non WIA-funded partner service for 90 days and is not scheduled for future services except follow-up services (soft exit).

TABLE N: Cost of Activities Information

Total Federal Spending for Local Adult, Local Dislocated Worker and Local Youth Funding Stream Activities. The total accrued expenditures (federal outlays), which are the sum of actual cash disbursements for direct charges for goods and services plus the net increase or decrease in amounts owed by the recipient for goods and other property received; for services performed by employees, contractors, subgrantees, and other payees and other amounts becoming owed for which no current services or performance is required (unaudited figures).

TABLE L Other Reported Information

	Placements for Participants in Nontraditional Employment	12-Month Earnings Change (Adult & Older Youth) OR 12-Month Earnings Replacement (Dislocated Workers)	Placements for Participants in Nontraditional Employment	Wages at entry into Employment for those Individuals who Entered Unsubsidized Employment	Entry into Unsubsidized Employment related to the Training Rec. of those who completed Training Services
Adults	80.5% <u>2,659</u> 3,304	\$4,512 <u>\$13,577,140</u> 3,009	5.1% <u>111</u> 2174	\$4,381 <u>\$8,993,425</u> 2,053	32.4% <u>100</u> 309
Dislocated Workers	87.4% <u>3,187</u> 3,647	80.2% <u>\$41,038,129</u> \$51,200,454	3.9% <u>91</u> 2316	\$6,007 <u>\$12,842,653</u> 2,138	41.2% <u>218</u> 529
Older Youth	71.7% <u>200</u> 279	\$3,618 <u>\$879,289</u> 243	3.1% <u>8</u> 261	\$2,738 <u>\$640,652</u> 234	

TABLE M Participation Levels

Reported Information	Total Participants Served	Total Exiters
Total Adult Customers	9,065	6,099
Total Adult self-service only	0	0
Older Youth	3,820	2,837
WIA Adult	3,764	2,642
WIA Dislocated Worker	3,480	1,986
Younger Youth (14-18)	2,829	1,525
Older Youth (19-21)	651	461
Out-of-School Youth	1,516	986
In-School Youth	1,964	1,000

TABLE N
Cost of Program Activities

Program Activity	Total Federal Spending
Local Adults	\$13,295,718.02
Local Dislocated Workers	\$16,590,962.23
Local Youth	\$15,514,028.76
Rapid Response (up to 25%) 134 (a) (2) (A)	\$3,516,402.15
Statewide Required Activities (up to 15%) 134 (a) (2) (B)	\$8,730,830.56
Total of All Federal Spending Listed Above	\$57,647,941.72

Total Federal Spending for Rapid Response Activities

Total accrued expenditures for the program year of the up to 25% dislocated worker funds that a State may reserve for statewide rapid response activities.

Total Federal Spending for Statewide Required Activities

The sum of total federal outlays used for statewide required activities including all federal costs (program and administrative) used for operating the fiscal and management accountability system.

Statewide Allowable Activities Program Activity Description

States may individually describe the activities for which the State used any of the total Federal programmatic outlays for the up to 15% allowable activities. States must individually describe all of the activities for which 10% or more of these funds were spent. Miscellaneous outlays must also be included for all activities that States are not required to identify individually or chose not to identify individually.

Total Federal Spending by Statewide Required Activities (15%) or Allowable Activities

The sum of total federal programmatic outlays used for activities. States may report any of these costs and should report costs which equaled 10% or greater of the total federal outlay for the up to 15% statewide required or statewide allowable activities. Miscellaneous outlays must also be included for all activities that States are not required to identify individually or chose not to identify individually.

Total of All Federal Spending Listed Above

The sum of the total federal outlays for Adult, Dislocated Worker, and Youth Funding Stream Activities, Rapid Response Activities, Statewide Required Activities (up to 15%) plus Statewide Allowable Activities included in Table N.

LWIA: TOTAL STATE

Participation Summary

Program Outcomes

Program Participation			Performance Measures			Reported Perf.	Neg. Level	80% Neg Level
	Participants	Exits	Adult	Num.	Den.			
Total (1A,1E,1N)	9,622	5,764	Entered Employment	2,174	2,454	88.6	81.5	65.2
Adults	4,039	2,639	Retention Rate	2,602	3,162	82.3	83	66.4
Dislocated Workers ...	4,156	2,547	Earnings Change(\$)	11,505,454	2,859	4,024	2600	2080
National Emergency Grants	1,427	578	Empl & Credential	519	721	72	61	48.8
Total Received Training	2,892		Dislocated Worker					
Adults	1,235		Entered Employment	2,316	2,512	92.2	86	68.8
Dislocated Workers	1,657		Retention Rate	2,892	3,261	88.7	89	71.2
Total Youth	3,629	1,826	Earnings Change(\$)	-7,292,781	2,971	-2,455	-2271	-2725
Younger Youth	2,953	1,405	Earnings Change(%)	35,622,445	42,915,226	83.0		
Older Youth	676	421	Empl & Credential	770	985	78	62	49.6
Out-of-School	1,471	882	National Emergency Grant(s)					
In-School	2,158	944	Entered Employment	269	299	90		
			Retention Rate	701	804	87		
			Earnings Change(\$)	-2,646,263	715	-3,701		
Report Time Periods			Older Youth					
Participants	Jul-05	Jun-06	Entered Employment	262	339	77.3	71	56.8
Exiters	Apr-05	Mar-06	Retention Rate	221	259	85.3	83	66.4
Adult, Dislocated Worker, Older Youth, NEG			Earnings Change(\$)	812,482	232	3,502	3400	2720
Entered Employment Rate	Oct-04	Sep-05	Credential Rate	215	421	51.1	51	40.8
Retention Rate	Apr-04	Mar-05	Younger Youth					
Earnings Change	Apr-04	Mar-05	Skill Attainment	2,673	3,270	81.7	86	68.8
Employment & Credential Rate	Oct 04	Sep 05	Diploma or Equivalent	564	861	65.5	70	56
YOUNGER YOUTH			Retention Rate	645	927	69.6	70	56
Diploma or Equivalent Rate	Apr-05	Mar-06	Youth (14-21)					
Skill Attainment Rate	Apr-05	Mar-06	Employment /Education	1,159	1,952	59.4		
Retention Rate	Apr-04	Mar-05	Degree/Certificate	428	1,058	40.5		
YOUTH (14-21)			Numeracy/Literacy					
Employment /Education	Oct-04	Sep-05	Customer Satisfaction					
Degree or Certificate	Oct-04	Sep-05	Sample Size	Complete Surveys	Response Rate	CSI Index	Neg	80% Neg
Numeracy/Literacy			Participant	1,808	1,286	71.1	75	60
Customer Satisfaction	Jan-05	Dec-05	Employer	1,601	1,167	72.9	75	60

LWIA: Region 1, 6, 7, 9-14, TOC/OWA
Participation Summary

Program Participation	Participants	Exits
Total (1A,1E,1N)	2,627	1,712
Adults	975	694
Dislocated Workers	944	612
National Emergency Grants	708	406
Total Received Training	876	
Adults	364	
Dislocated Workers	512	
Total Youth	943	423
Younger Youth	783	343
Older Youth	160	80
Out-of-School	206	146
In-School	737	277
Report Time Periods		
Participants	Jul-05	Jun-06
Exiters	Apr-05	Mar-06
Adult, Dislocated Worker, Older Youth, NEG		
Entered Employment Rate	Oct-04	Sep-05
Retention Rate	Apr-04	Mar-05
Earnings Change	Apr-04	Mar-05
Employment & Credential Rate	Oct 04	Sep 05
YOUNGER YOUTH		
Diploma or Equivalent Rate	Apr-05	Mar-06
Skill Attainment Rate	Apr-05	Mar-06
Retention Rate	Apr-04	Mar-05
YOUTH (14-21)		
Employment /Education	Oct-04	Sep-05
Degree or Certificate	Oct-04	Sep-05
Numeracy/Literacy		
Customer Satisfaction		
Jan-05		Dec-05

Program Outcomes

Performance Measures	Num.	Den.	Reported Perf.	Neg. Level	80% Neg Level
Adult					
Entered Employment	739	821	90.0	79.0	63.2
Retention Rate	985	1,218	80.9	80.0	64.0
Earnings Change(\$)	4,010,506	1,051	3,816	2,500	2,000
Empl & Credential	181	248	73.0	60.0	48.0
Dislocated Worker					
Entered Employment	532	577	92.2	86.0	68.8
Retention Rate	629	738	85.2	88.0	70.4
Earnings Change(\$)	-919,601	658	-1,398	-1,300	-1,560
Earnings Change(%)	7,939,302	8,858,903	89.6		
Empl & Credential	214	278	77.0	65.0	52.0
National Emergency Grant(s)					
Entered Employment	216	229	94.3		
Retention Rate	310	368	84		
Earnings Change(\$)	-641,580	308	-2,083		
Older Youth					
Entered Employment	49	58	84.5	75.0	60.0
Retention Rate	53	61	86.9	82.0	65.6
Earnings Change(\$)	205,088	56	3,662	3,400	2,720
Credential Rate	40	80	50.0	50.0	40.0
Younger Youth					
Skill Attainment	759	852	89.1	86.0	68.8
Diploma or Equivalent	142	221	64.3	73.0	58.4
Retention Rate	220	333	66.1	65.0	52.0
Youth (14-21)					
Employment /Education	344	564	61		
Degree/Certificate	170	391	43.5		
Numeracy/Literacy					
Customer Satisfaction					
Sample Size	320	Complete Response	CSI Index	Neg	80% Neg
Participant	320	Surveys	Rate	78.9	75.0
		196	61.3		60.0

LWIA: Region 2, WSI

Participation Summary

Program Outcomes

Program Participation			Performance Measures			Reported Perf.	Neg. Level	80% Neg Level
	Participants	Exits	Adult	Num.	Den.			
Total (1A,1E,1N)	2,766	1,883	Entered Employment	801	905	88.5	78.0	62.4
Adults	1,331	901	Retention Rate	939	1,138	82.5	86.0	68.8
Dislocated Workers	1,430	982	Earnings Change(\$)	4,612,266	1,086	4,247	3,000	2,400
National Emergency Grants	5	0	Empl & Credential	154	210	73.3	65.0	52.0
Total Received Training	796		Dislocated Worker					
Adults	330		Entered Employment	945	1,023	92.4	87.0	69.6
Dislocated Workers	466		Retention Rate	1,342	1,551	88.8	90.0	72.0
Total Youth ...	929	492	Earnings Change(\$)	-4,591,691	1,434	-3,202	-3,000	-3,600
Younger Youth	694	338	Earnings Change(%)	18,326,824	22,918,514	80.0		
Older Youth	235	154	Empl & Credential	266	344	77.0	65.0	52.0
Out-of-School	587	366	National Emergency Grant(s)					
In-School	342	126	Entered Employment	8	16	50.0		
			Retention Rate	183	200	92.0		
			Earnings Change(\$)	-1,168,617	199	-5,872		
Report Time Periods			Older Youth					
Participants	Jul-05	Jun-06	Entered Employment	84	105	80.0	69.0	55.2
Exiters	Apr-05	Mar-06	Retention Rate	53	69	76.8	80.0	64.0
Adult, Dislocated Worker, Older Youth, NEG			Earnings Change(\$)	155,992	59	2,644	3,000	2,400
Entered Employment Rate	Oct-04	Sep-05	Credential Rate	73	135	54.1	50.0	40.0
Retention Rate	Apr-04	Mar-05	Younger Youth					
Earnings Change	Apr-04	Mar-05	Skill Attainment	558	719	81.8	86.0	68.8
Employment & Credential Rate	Oct 04	Sep 05	Diploma or Equivalent	176	272	64.7	55.0	44.0
			Retention Rate	119	167	71.3	62.0	49.6
YOUNGER YOUTH			Youth (14-21)					
Diploma or Equivalent Rate	Apr-05	Mar-06	Employment /Education	305	438	69.6		
Skill Attainment Rate	Apr-05	Mar-06	Degree/Certificate	65	106	61.3		
Retention Rate	Apr-04	Mar-05	Numeracy/Literacy					
YOUTH (14-21)								
Employment /Education	Oct-04	Sep-05	Customer Satisfaction					
Degree or Certificate	Oct-04	Sep-05	Sample Size	Complete Surveys	Response Rate	CSI Index	Neg	80% Neg
Numeracy/Literacy			Participant	252	194	77.0	75.0	60.0
Customer Satisfaction	Jan-05	Dec-05	Employer	201	138	68.7	75.0	60.0

Program Year 2005 Version
Program Year-to-Date

State of Oregon
Community Colleges and Workforce Development
WIA 1B Performance Measures

Program Year: 2005
Report Type: ANNUAL

Date: 10/20/06

LWIA: Region 3, MWN

Participation Summary

Program Outcomes

Program Participation			Performance Measures			Reported Perf.	Neg. Level	80% Neg Level
Participants	Exits		Adult	Num.	Den.			
Total (1A,1E,1N)			Entered Employment	283	329	86	80.0	64.0
Adults	1,425	872	Retention Rate	279	325	85.8	85.0	68.0
Dislocated Workers	578	418	Earnings Change(\$)	1,255,104	300	4,184	2,200	1,760
National Emergency Grants	541	368	Empl & Credential	44	63	69.8	78.0	62.4
	306	86						
Total Received Training	206		Dislocated Worker					
Adults	84		Entered Employment	253	280	90.4	85.0	68.0
Dislocated Workers	122		Retention Rate	244	277	88.1	91.0	72.8
			Earnings Change(\$)	-562,180	249	-2,258	-1,600	-1,920
Total Youth ...	501	299	Earnings Change(%)	2,641,346	3,203,526	82.5		
Younger Youth	408	233	Empl & Credential	46	72	64	75.0	60.0
Older Youth	93	66						
			National Emergency Grant(s)					
Out-of-School	162	110	Entered Employment	27	36	75		
In-School	339	189	Retention Rate	68	79	86		
			Earnings Change(\$)	-346,463	74	-4,682		
Report Time Periods								
Participants	Jul-05	Jun-06	Older Youth					
Exiters	Apr-05	Mar-06	Entered Employment	47	76	61.8	68.0	54.4
Adult, Dislocated Worker, Older Youth, NEG			Retention Rate	44	52	84.6	81.0	64.8
Entered Employment Rate	Oct-04	Sep-05	Earnings Change(\$)	109,987	45	2,444	2,500	2,000
Retention Rate	Apr-04	Mar-05	Credential Rate	17	79	21.5	50.0	40.0
Earnings Change	Apr-04	Mar-05						
Employment & Credential Rate	Oct 04	Sep 05	Younger Youth					
			Skill Attainment	335	496	67.5	76.0	60.8
YOUNGER YOUTH			Diploma or Equivalent	89	137	65.0	67.0	53.6
Diploma or Equivalent Rate	Apr-05	Mar-06	Retention Rate	147	213	69.0	70.0	56.0
Skill Attainment Rate	Apr-05	Mar-06						
Retention Rate	Apr-04	Mar-05	Youth (14-21)					
			Employment /Education	172	334	51.5		
YOUTH (14-21)			Degree/Certificate	85	201	42.3		
Employment /Education	Oct-04	Sep-05	Numeracy/Literacy					
Degree or Certificate	Oct-04	Sep-05						
Numeracy/Literacy								
			Customer Satisfaction					
Customer Satisfaction	Jan-05	Dec-05	Sample Size	Complete Surveys	Response Rate	CSI Index	Neg	80% Neg
			Participant	233	167	71.7	81.6	75.0
			Employer	245	168	68.6	71.6	75.0

Program Year 2005 Version
Program Year-to-Date

State of Oregon
Community Colleges and Workforce Development
WIA 1B Performance Measures

Program Year: 2005
Report Type: ANNUAL

Date: 10/20/06

LWIA: Region: 4, CSC

Participation Summary

Program Outcomes

Program Participation			Performance Measures		Reported Perf.	Neg. Level	80% Neg Level		
	Participants	Exits	Adult	Num.	Den.				
Total (1A,1E,1N)	883	333	Entered Employment	72	73	98.6	83.0	66.4	
Adults	226	126	Retention Rate	64	80	80.0	86.0	68.8	
Dislocated Workers	249	121	Earnings Change(\$)	229,365	68	3,373	2,300	1,840	
National Emergency Grants	408	86	Empl & Credential	16	20	80.0	65.0	52.0	
Total Received Training	144		Dislocated Worker						
Adults	49		Entered Employment	124	129	96.1	92.0	73.6	
Dislocated Workers	95		Retention Rate	155	166	93.4	92.0	73.6	
Total Youth	221	104	Earnings Change(\$)	-335,065	132	-2,538	-1,600	-1,920	
Younger Youth	173	71	Earnings Change(%)	1,339,585	1,674,650	80.0			
Older Youth	48	33	Empl & Credential	38	41	93.0	67.0	53.6	
Out-of-School	101	60	National Emergency Grant(s)						
In-School	120	44	Entered Employment	18	18	100.0			
			Retention Rate	42	47	89.0			
			Earnings Change(\$)	-148,345	39	-3,804			
Report Time Periods			Older Youth						
Participants	Jul-05	Jun-06	Entered Employment	22	22	100.0	69.0	55.2	
Exiters	Apr-05	Mar-06	Retention Rate	25	25	100.0	82.0	65.6	
Adult, Dislocated Worker, Older Youth, NEG			Earnings Change(\$)	119,102	21	5,672	2,500	2,000	
Entered Employment Rate	Oct-04	Sep-05	Credential Rate	22	30	73.3	51.0	40.8	
Retention Rate	Apr-04	Mar-05	Younger Youth						
Earnings Change	Apr-04	Mar-05	Skill Attainment	148	171	86.5	77.0	61.6	
Employment & Credential Rate	Oct 04	Sep 05	Diploma or Equivalent	29	43	67.4	60.0	48.0	
YOUNGER YOUTH			Retention Rate	40	47	85.1	65.0	52.0	
Diploma or Equivalent Rate	Apr-05	Mar-06	Youth (14-21)						
Skill Attainment Rate	Apr-05	Mar-06	Employment /Education	78	110	70.9			
Retention Rate	Apr-04	Mar-05	Degree/Certificate	20	52	38.5			
YOUTH (14-21)			Numeracy/Literacy						
Employment /Education	Oct-04	Sep-05	Customer Satisfaction						
Degree or Certificate	Oct-04	Sep-05	Sample Size	Complete Surveys	Response Rate	CSI Index	Neg	80% Neg	
Numeracy/Literacy			Participant	202	159	78.7	84.0	75.0	60.0
Customer Satisfaction	Jan-05	Dec-05	Employer	241	172	71.4	75.8	75.0	60.0

Program Year 2005 Version
Program Year-to-Date

State of Oregon
Community Colleges and Workforce Development
WIA 1B Performance Measures
Program Year: 2005
Report Type: ANNUAL

Date: 10/20/06

LWIA: Region 5, LWP

Participation Summary

Program Outcomes

Program Participation			Performance Measures			Reported Perf.	Neg. Level	80% Neg Level	
	Participants	Exits	Adult	Num.	Den.				
Total (1A,1E,1N)	907	378	Entered Employment	104	117	88.9	88.0	70.4	
Adults	402	195	Retention Rate	142	170	83.5	85.0	68.0	
Dislocated Workers	505	183	Earnings Change(\$)	572,588	137	4,179	3,200	2,560	
National Emergency Grants	0	0	Empl & Credential	50	67	74.6	60.0	48.0	
Dislocated Worker									
Total Received Training	478		Entered Employment	192	207	92.8	90.0	72.0	
Adults	184		Retention Rate	244	258	94.6	91.0	72.8	
Dislocated Workers	294		Earnings Change(\$)	-377,609	220	-1,716	-1,000	-1,200	
Total Youth ...	343	95	Earnings Change(%)	2,540,762	2,918,371	87.1			
Younger Youth	309	72	Empl & Credential	113	134	84	68.0	54.4	
Older Youth	34	23	National Emergency Grant(s)						
Out-of-School	122	40	Entered Employment						
In-School	221	55	Retention Rate	75	84	89			
			Earnings Change(\$)	-242,395	69	-3,513			
Report Time Periods									
Participants	Jul-05	Jun-06	Older Youth						
Exiters	Apr-05	Mar-06	Entered Employment	8	9	88.9	68.0	54.4	
Adult, Dislocated Worker, Older Youth, NEG			Retention Rate			100.0	82.0	65.6	
Entered Employment Rate	Oct-04	Sep-05	Earnings Change(\$)			9,003	3,100	2,480	
Retention Rate	Apr-04	Mar-05	Credential Rate	5	9	55.6	50.0	40.0	
Earnings Change	Apr-04	Mar-05	Younger Youth						
Employment & Credential Rate	Oct 04	Sep 05	Skill Attainment	229	291	78.7	80.0	64.0	
YOUNGER YOUTH			Diploma or Equivalent	44	49	89.8	73.0	58.4	
Diploma or Equivalent Rate	Apr-05	Mar-06	Retention Rate	47	56	83.9	75.0	60.0	
Skill Attainment Rate	Apr-05	Mar-06	Youth (14-21)						
Retention Rate	Apr-04	Mar-05	Employment /Education	51	66	77.3			
YOUTH (14-21)			Degree/Certificate	38	46	82.6			
Employment /Education	Oct-04	Sep-05	Numeracy/Literacy						
Degree or Certificate	Oct-04	Sep-05	Customer Satisfaction						
Numeracy/Literacy			Sample Size	Complete Surveys	Response Rate	CSI Index	Neg	80% Neg	
Customer Satisfaction	Jan-05	Dec-05	Participant	308	216	70.1	85.7	75.0	60.0

Program Year 2005 Version
Program Year-to-Date

State of Oregon
Community Colleges and Workforce Development
WIA 1B Performance Measures
Program Year: 2005
Report Type: ANNUAL

Date: 10/20/06

LWIA: Region 8, TJC

Participation Summary

Program Participation	Participants	Exits
Total (1A,1E,1N)	381	362
Adults	199	188
Dislocated Workers	182	174
National Emergency Grants	0	0
Total Received Training	136	
Adults	74	
Dislocated Workers	62	
Total Youth ...	274	232
Younger Youth	229	204
Older Youth	45	28
Out-of-School	78	43
In-School	196	189

Report Time Periods

Participants	Jul-05	Jun-06
Exiters	Apr-05	Mar-06
Adult, Dislocated Worker, Older Youth, NEG		
Entered Employment Rate	Oct-04	Sep-05
Retention Rate	Apr-04	Mar-05
Earnings Change	Apr-04	Mar-05
Employment & Credential Rate	Oct 04	Sep 05
YOUNGER YOUTH		
Diploma or Equivalent Rate	Apr-05	Mar-06
Skill Attainment Rate	Apr-05	Mar-06
Retention Rate	Apr-04	Mar-05
YOUTH (14-21)		
Employment /Education	Oct-04	Sep-05
Degree or Certificate	Oct-04	Sep-05
Numeracy/Literacy		
Customer Satisfaction	Jan-05	Dec-05

Program Outcomes

Performance Measures	Num.	Den.	Reported	Neg.	80% Neg	
			Perf.	Level	Level	
Adult						
Entered Employment	128	155	82.6	80	64	
Retention Rate	155	184	84.2	85	68	
Earnings Change(\$)	684,706	172	3,981	3,000	2,400	
Empl & Credential	54	83	65.1	75	60	
Dislocated Worker						
Entered Employment	192	206	93.2	87	69.6	
Retention Rate	199	225	88.4	91	72.8	
Earnings Change(\$)	-325,918	196	-1,663	-1,100	-1,320	
Earnings Change(%)	1,866,582	2,192,500	85.1			
Empl & Credential	74	89	83	75	60	
National Emergency Grant(s)						
Entered Employment						
Retention Rate	14	16	88			
Earnings Change(\$)	-19,648	16	1,228			
Older Youth						
Entered Employment	27	31	87.1	72.0	57.6	
Retention Rate	28	32	87.5	82.0	65.6	
Earnings Change(\$)	134,365	32	4,199	2,985	2,388	
Credential Rate	27	40	67.5	60.0	48.0	
Younger Youth						
Skill Attainment	339	364	93.1	85.0	68.0	
Diploma or Equivalent	18	31	58.1	53.0	42.4	
Retention Rate	27	44	61.4	62.0	49.6	
Youth (14-21)						
Employment /Education	102	268	38.10			
Degree/Certificate	19	210	9.00			
Numeracy/Literacy						
Customer Satisfaction						
	Sample	Complete Response		CSI		
	Size	Surveys	Rate	Index	Neg	80% Neg
Participant	263	208	79.1	87.6	75.0	60.0
Employer	249	197	79.1	71.5	75.0	60.0

Program Year 2005 Version
Program Year-to-Date

State of Oregon
Community Colleges and Workforce Development
WIA 1B Performance Measures
Program Year: 2005
Report Type: ANNUAL

Date: 10/20/06

LWIA: Region 15 WICCO
Participation Summary

Program Outcomes

Program Participation			Performance Measures			Reported Perf.	Neg. Level	80% Neg Level
	Participants	Exits	Adult	Num.	Den.			
Total (1A,1E,1N)	633	224	Entered Employment	47	54	87.0	76.0	60.8
Adults	328	117	Retention Rate	38	47	80.9	82.0	65.6
Dislocated Workers	305	107	Earnings Change(\$)	140,919	45	3,132	3,400	2,720
National Emergency Grants	0	0	Empl & Credential	20	30	66.7	55.0	44.0
Total Received Training			Dislocated Worker					
Adults	150		Entered Employment	78	90	86.7	86.0	68.8
Dislocated Workers	106		Retention Rate	79	86	91.9	91.0	72.8
			Earnings Change(\$)	-180,718	82	-2,204	-2,700	-3,240
Total Youth ...	418	181	Earnings Change(%)	968,044	1,148,762	84.3		
Younger Youth	357	144	Empl & Credential	19	27	70.0	55.0	44.0
Older Youth	61	37	National Emergency Grant(s)					
Out-of-School	215	117	Entered Employment					
In-School	203	64	Retention Rate	9	10	90		
			Earnings Change(\$)	-79,215	10	-7,921		
Report Time Periods			Older Youth					
Participants	Jul-05	Jun-06	Entered Employment	25	38	65.8	65.0	52.0
Exiters	Apr-05	Mar-06	Retention Rate	15	17	88.2	75.0	60.0
Adult, Dislocated Worker, Older Youth, NEG			Earnings Change(\$)	60,938	16	3,809	3,000	2,400
Entered Employment Rate	Oct-04	Sep-05	Credential Rate	31	48	64.6	50.0	40.0
Retention Rate	Apr-04	Mar-05	Younger Youth					
Earnings Change	Apr-04	Mar-05	Skill Attainment	275	377	72.9	78.0	62.4
Employment & Credential Rate	Oct 04	Sep 05	Diploma or Equivalent	66	108	61.1	60.0	48.0
YOUNGER YOUTH			Retention Rate	45	67	67.2	62.0	49.6
Diploma or Equivalent Rate	Apr-05	Mar-06	Youth (14-21)					
Skill Attainment Rate	Apr-05	Mar-06	Employment /Education	107	172	62.2		
Retention Rate	Apr-04	Mar-05	Degree/Certificate	31	52	59.6		
YOUTH (14-21)			Numeracy/Literacy					
Employment /Education	Oct-04	Sep-05	Customer Satisfaction					
Degree or Certificate	Oct-04	Sep-05	Sample	Complete	Response	CSI		
Numeracy/Literacy			Size	Surveys	Rate	Index	Neg	80% Neg
Customer Satisfaction	Jan-05	Dec-05	Participant	230	146	63.5	76.2	60.0
			Employer	256	189	73.8	67.1	75.0
								60.0

*Core
Performance
Measures
that apply to
the Adult
Education and
Family Literacy
Funding
System*

TITLE II TABLES

Introduction

Adult education and literacy are essential components of Oregon's education and workforce system. The Department of Community Colleges and Workforce Development administers the Federal Adult Education and Family Literacy Act with the purpose of assisting adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency and community involvement. Basic skills include reading, writing, math, speaking/listening in English, and basic computer literacy. This section of the report contains a program overview, a picture of the students served by the program, and an explanation of the program evaluation process. In addition, there is a description of state activities, definitions of the adult basic skills measures, and illustrations of the tables that show student data performance.

Program Overview

To continue to prosper in today's complex world, Oregon needs educated adults who have living wage jobs, and who are active citizens and responsible family members. Oregon's adult education programs coordinate with public and private agencies throughout the state to increase the number of adults who possess the education and skills necessary to take advantage of the opportunities Oregon has to offer. Last year, programs served more than 21,700 adults in three major areas:

- Adult Basic Education (ABE)
– reading, math, writing, and technology

- Adult Secondary Education
– General Educational Development (GED) and Adult High School Diploma (AHSD)
- English Language Literacy (ESL)

Services below the postsecondary level are provided to assist adults:

- To become literate and obtain the basic knowledge and skills (reading, math, writing, speaking and listening in English) necessary for employment and self-sufficiency
- In the completion of a secondary school education
- To obtain the educational skills necessary to become full participants in the educational development of their children

Over the past decade in Oregon, there has been an increase in the number of adult basic skills students and in the need for English language instruction due to a change in demographics and an economic downturn. Adult education and family literacy services are delivered through four primary grants:

- Comprehensive Services grants provide direct classroom instruction in ABE, ESL, GED, and AHSD across service districts.
- Volunteer Literacy Tutoring grants provide volunteer-based instruction to students in one-to-one or small group settings. Students are often in outreach areas, on waiting lists for classroom programs, or have special needs.

- Corrections grants include both community and state corrections services that provide the skills inmates need to be successful following release.
- English Language (EL)/Civics grants provide focused instruction on civics education for non-native English speakers. Civics education includes both life skills (voting, using public transportation, community participation, locating state assistance offices, using the library system, etc.) and civics instruction, which concentrates on content related to citizenship, such as American history and the constitution.

In addition to the direct services grants, current grantees are eligible to apply for annual supporting grants:

- Accountability grants provide resources to support the development and maintenance of assessment and data collection and reporting systems that grantees are required to utilize for funding.
- Program Improvement grants provide resources to support staff professional development, instructional and assessment training, and program improvement and research.

Students

The primary recipients of adult education and family literacy services include:

- Under-prepared students
- People with minimal literacy skills
- Low-income adults
- People with disabilities
- Single parents and displaced homemakers
- The incarcerated
- Individuals with multiple barriers to educational enhancement, including people with limited English proficiency

In 2005-2006, Oregon adult education and literacy programs served more than 21,700 people, including over 10,500 non-native English speakers. Over 60% of those we served were 25 years or older, and more than 38% were employed.

Students bring a wealth of experience to the classroom and a desire to learn and improve their skills in an effort to:

- Gain or retain a living wage job
- Transition into postsecondary education or training
- Better support their family
- Be an active member of their community

Literacy education supports these major life transitions and witnesses the positive effects this has on students, Oregon's economy, families, and communities. These successes increase student and provider commitment to literacy.

Program Evaluation

Oregon has a comprehensive evaluation framework that focuses on continuous program improvement. Given that adult education programs are driven by both performance measures and quality of services, the state's approach to program evaluation focuses on student performance and data analysis, strategic planning and evaluation, local program improvement and reporting, and local program site evaluation.

The state has undertaken several steps in each of these evaluation framework components:

1. The state hosts annual training for local program administrators on data analysis, strategic planning and evaluation. This training provides program staff with the skills

to use the data analysis results, program evaluation profiles, improvement plans, and engage in strategic planning. This effort culminates in continuous improvement plans that are part of the annual local program reporting and continuation application requirements.

2. The state provides technical assistance, contracts with data analysts/researchers, facilitates state workgroups on assessment and data collection and reporting, and engages in ongoing data analysis in order to ensure accurate data collection and reporting.
3. Local programs undertake ongoing data analysis and program improvement activities including updating performance management software, annually reviewing the state data quality checklist, participating in database administrators' state training opportunities, and completing annual reporting requirements. Local program directors also identify common performance issues that the Oregon Council of Adult Basic Skills Development and state staff address collectively throughout the year.
4. Local programs have an intensive site evaluation every five years. The review team reviews the program's improvement and performance using the Oregon Indicators of Program Quality (IPQ's). The IPQ's provide a common "language" for program design and services which are shared with workforce and community partners to explain the role of adult basic skills in developing a more highly skilled workforce. The site evaluation consists of a state audit of financial, program, and data reports, and an extensive local self-study, followed by a week of local observation and dialogue

with internal and external partners and the evaluation team. The review is finalized with a community exit presentation and written documentation that outline overall commendations and recommendations related to each Indicator of Program Quality.

State Activities

In addition to the program evaluation, the state funds projects with state-wide significance:

- Staff professional development provides training in current instructional and assessment practices.
- Oregon Literacy Survey measures intermediate literacy skills of Oregonians.

- The Reading Initiative allows instructors to participate in cohorts that research best teaching practices and apply them in local programs.

- The Ocean Sciences and Math Collaborative Project builds on the expertise of partner organizations and allows instructors to work together in cohorts to integrate sciences, math, and critical thinking into instruction.

- Oregon Technology Advisory Group worked with a national planning committee to develop a state technology plan for adult basic skills programs in Oregon.

- Literacy Instruction for Tutors (LIFT) is a modular volunteer tutor train-

ing curriculum being developed and piloted throughout Oregon.

The goal of these projects is to engage local programs in research-based practices in order to improve quality and expand the range of adult basic skills services in Oregon.

State and local priorities are developed cooperatively with the Oregon Council of Adult Basic Skills Development, a council of program administrators who meet quarterly.

State staff works to support and align these activities with state and federal requirements.

TITLE II

DEFINITIONS

Core Outcome Measure 1: Educational Gain

- Definition: Learner completes or advances one or more educational functioning levels from starting level measured at entry in the program.
- Federal Reporting: Total number of learners who complete an educational level during the program year is reported to compute a percentage of level completion by dividing this total by the total number of students.

Core Outcome Measure 2: Entered Employment

- Definition: Learner obtains a job by the end of the first quarter after the program exit quarter.
- Federal Reporting: Total number of learners who enter employment in the first quarter after exiting the program and who had this goal is reported to compute a percentage of entered employment by dividing this total by the total number of learners who were unemployed at entry and had a goal of obtaining employment.

Core Outcome Measure 3: Retained Employment

- Definition: Learner remains employed in the third quarter after exit quarter.
- Federal Reporting: Total number of learners who retained employment in the third quarter after exiting the program and who had this goal is reported to compute a percentage by dividing this total by the number of learners who were not employed at entry, had a goal of obtaining employment and obtained employment; and learners employed at entry with goal of improved or retained employment.

Core Outcome Measure 4: Receipt of a Secondary School Diploma or GED

- Definition: Learner obtains certification of attaining passing scores on the General Education Development (GED) tests, or obtains a diploma or state recognized equivalent documenting satisfactory completion of secondary studies (high school or adult high school diploma).
- Federal Reporting: Total number of learners who obtain GED certification or secondary school diplomas within six months of the end of the program year and who had this goal is reported to compute a percentage of attainment by dividing this total by the number of students who had the goal of secondary credential attainment.

Core Outcome Measure 5: Placement in Postsecondary Education or Training

- Definition: Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received regardless of whether the prior services or training were completed.
- Federal Reporting: Total number of learners who enter postsecondary education or a training program within six months of the end of the program year and who had this goal is reported to compute a placement rate by dividing this total by the total number of learners with a goal of advancing to postsecondary education or training.

Measure I: Educational Gain

AGENCY	# ENROLLED Column A	# COMPLETED Column B	LOCAL	% OF OREGON'S	% OF OREGON'S
			PROGRAM'S LEVEL COMPLETION RATE %=B/A Column C	STUDENTS FORM ALL LEVELS %=A/TOTAL (A) Column D	COMPLETIONS AT ALL LEVELS %=B/TOTAL(B) Column E
Small(<401)					
Tillamook Bay Community College	102	35	34%	0%	0%
Clatsop Community College	230	67	29%	1%	1%
Oregon Coast Community College*	270	100	37%	1%	1%
Treasure Valley Community College	336	115	34%	2%	1%
Columbia Gorge Community College*	350	140	40%	2%	2%
Southwestern Oregon Community College*	393	144	37%	2%	2%
Small+(401-900)					
Klamath Adult Learning Center*	497	208	42%	2%	2%
Blue Mountain Community College	745	195	26%	3%	2%
Central Oregon Community College	794	213	27%	4%	2%
Linn-Benton Community College*	796	314	39%	4%	4%
Medium(901-1700)					
Umpqua Community College*	981	415	42%	5%	5%
Rogue Community College	1,170	403	34%	5%	5%
Clackamas Community College*	1,189	500	42%	5%	6%
Lane Community College*	1,612	724	45%	7%	8%
Medium+(1701-3000)					
Chemeketa Community College*	2,279	902	38%	11%	10%
Mount Hood Community College*	2,432	1,107	46%	11%	13%
Oregon Department of Corrections*	3,202	1,897	59%	15%	21%
Large (>3000)					
Portland Community College	4,238	1,373	32%	20%	16%
Statewide Total	21,716	8,852	38%	100%	100%
*Agency met the state goal					State Goal 37%

Measure I: Educational Gain State Summary

	AVERAGE PERFORMANCE TARGET	ACTUAL PERFORMANCE	ADULTS COMPLETING AT LEAST ONE LEVEL
SUBMEASURES			
Adult Basic Skills Development: The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete the level of instruction in which they were initially enrolled.	43%	44%	9244
Secondary Education: The percentage of adults enrolled in secondary education programs who acquired the secondary level skills needed to complete the level of instruction in which they were initially enrolled.	54%	59%	1920
English Language Literacy: The percentage of adults enrolled in English Literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled.	29%	34%	10552
Totals	42%	46%	21716

Measure II: Entered Employment

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	UNEMPLOYED STUDENTS WITH EMPLOYMENT GOAL	SIGNED RELEASE TO CONSENT TO DATA MATCH		JOB PLACEMENT	
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH	# OF STUDENTS WHO GOT A JOB	JOB PLACEMENT RATE
Small(<401)					
Tillamook Bay Community College*	3	3	100%	2	67%
Clatsop Community College	6	6	100%	3	50%
Oregon Coast Community College*	43	42	98%	24	57%
Treasure Valley Community College	57	56	98%	24	43%
Columbia Gorge Community College*	43	39	91%	27	69%
Southwestern Oregon Community College	72	68	94%	27	40%
Small+(401-900)					
Klamath Adult Learning Center	26	26	100%	10	39%
Blue Mountain Community College*	77	74	96%	47	64%
Central Oregon Community College*	26	25	96%	15	60%
Linn-Benton Community College	41	38	93%	18	47%
Medium(901-1700)					
Umpqua Community College	56	56	100%	30	54%
Rogue Community College	66	66	100%	32	49%
Clackamas Community College*	83	83	100%	50	60%
Lane Community College*	415	390	94%	217	56%
Medium+(1701-3000)					
Chemeketa Community College	244	165	68%	86	52%
Mount Hood Community College	60	59	98%	27	46%
Large (>3000)					
Portland Community College	573	569	99%	281	49%
Statewide Total	1,891	1,765	93%	920	52%
*Agency met the state goal			Weighted state average reported		52%
			Statewide negotiated performance goal		55%

Measure III: Retained Employment

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	EMPLOYED STUDENTS WITH JOB RETENTION GOAL	SIGNED RELEASE TO CONSENT TO DATA MATCH		JOB RETENTION	
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH	# OF STUDENTS WHO RETAINED JOB	JOB RETENTION RATE
Small(<401)					
Tillamook Bay Community College*	3	3	100%	2	67%
Clatsop Community College	0	0	--	--	--
Oregon Coast Community College*	17	17	100%	10	59%
Treasure Valley Community College*	11	11	100%	5	46%
Columbia Gorge Community College	3	3	100%	1	33%
Southwestern Oregon Community College	0	0	--	--	--
Small+(401-900)					
Klamath Adult Learning Center*	40	38	95%	23	61%
Blue Mountain Community College*	19	18	95%	9	50%
Central Oregon Community College*	12	12	100%	5	42%
Linn-Benton Community College	3	3	100%	1	33%
Medium(901-1700)					
Umpqua Community College	7	7	100%	0	0%
Rogue Community College*	20	20	100%	11	55%
Clackamas Community College*	56	56	100%	29	52%
Lane Community College	113	108	96%	29	27%
Medium+(1701-3000)					
Chemeketa Community College*	70	45	64%	21	47%
Mount Hood Community College	12	12	100%	0	0%
Large (>3000)					
Portland Community College*	324	263	81%	147	56%
Statewide Total	710	616	87%	293	48%
*Agency met the state goal			Weighted state average reported		48%
			Statewide negotiated performance goal		38%

Measure IV: Attained High School Diploma or GED

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	STUDENTS WITH GOAL OF SECONDARY CREDENTIAL	SIGNED RELEASE TO CONSENT TO DATA MATCH		ATTAINED GED OR HIGH SCHOOL DIPLOMA	
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH	# OF STUDENTS WHO ATTAINED CREDENTIAL	% OF STUDENTS WHO ATTAINED CREDENTIAL
Small(<401)					
Tillamook Bay Community College*	29	29	100%	13	45%
Clatsop Community College	72	72	100%	20	28%
Oregon Coast Community College	73	73	100%	28	38%
Treasure Valley Community College*	103	84	82%	34	41%
Columbia Gorge Community College*	111	110	99%	49	45%
Southwestern Oregon Community College	190	185	97%	70	38%
Small+(401-900)					
Klamath Adult Learning Center*	163	163	100%	86	53%
Blue Mountain Community College	232	222	96%	78	35%
Central Oregon Community College	198	195	99%	42	22%
Linn-Benton Community College	293	286	98%	94	33%
Medium(901-1700)					
Umpqua Community College*	453	453	100%	283	62%
Rogue Community College	302	302	100%	106	35%
Clackamas Community College*	132	132	100%	69	52%
Lane Community College*	304	294	97%	143	49%
Medium+(1701-3000)					
Chemeketa Community College	440	312	71%	83	27%
Mount Hood Community College*	343	327	95%	126	39%
Oregon Department of Corrections*	662	662	100%	543	82%
Large (>3000)					
Portland Community College	1013	1012	100%	236	23%
Statewide Total	5,113	4,913	96%	2,103	43%
*Agency met the state goal			Weighted state average reported		43%
			Statewide negotiated performance goal		39%

Measure V: Entered Post Secondary Education or Training

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	STUDENTS WITH GOAL OF POST SECONDARY EDUCATION OR TRAINING	SIGNED RELEASE TO CONSENT TO DATA MATCH		ENTERED POST SECONDARY	
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH	# OF STUDENTS WHO ENTERED POST SECONDARY	POST SECONDARY PLACEMENT RATE**
Small(<401)					
Tillamook Bay Community College	12	12	100%	5	42%
Clatsop Community College	32	32	100%	9	28%
Oregon Coast Community College	14	14	100%	4	29%
Treasure Valley Community College	26	21	81%	4	19%
Columbia Gorge Community College	41	38	93%	11	29%
Southwestern Oregon Community College*	70	65	93%	35	54%
Small+(401-900)					
Klamath Adult Learning Center	47	47	100%	7	15%
Blue Mountain Community College	59	57	97%	15	26%
Central Oregon Community College	68	68	100%	16	24%
Linn-Benton Community College	71	65	92%	17	26%
Medium(901-1700)					
Umpqua Community College*	419	418	100%	402	96%
Rogue Community College*	140	138	99%	72	52%
Clackamas Community College	87	87	100%	22	25%
Lane Community College	261	226	87%	104	46%
Medium+(1701-3000)					
Chemeketa Community College	162	109	67%	40	37%
Mount Hood Community College*	10	10	100%	9	90%
Large (>3000)					
Portland Community College	362	291	80%	56	19%
Statewide Total	1,881	1,698	90%	828	49%
*Agency met the state goal			Weighted state average reported		49%
**Also includes students who reported attending private career schools or joined the military.			Statewide negotiated performance goal		51%

*Oregon
Employment
Department
Statistics for
2005 - 2006*

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TITLE III TABLES

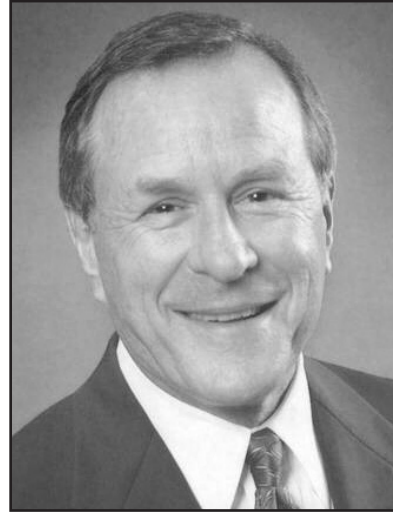
WorkSource Oregon Employment Department Statistics for 2005 - 2006 *

Business Contacts	60,186
Job Listings Received	85,027
Individuals Receiving Job Search Assistance	242,056
Individuals Referred to Job Openings **	142,251
Individuals Referred to Supportive Services	8,448
Individuals Referred to "Other Training Programs"	9,570
Individuals Referred to Educational Services	9,224... oars, seq 5400
Individuals Referred to Title 1B Partners	19,794
Individuals Finding Employment through WSOED	113,704
Claimants Finding Employment through WSOED ***	41,159
Workforce Related Services Provided to Job Seekers	1,961,042
Average Monthly Web Site Visits	429,368
Average Monthly Job Seeker Logons to iMatchSkills	60,014
Average Monthly Employer Logons to iMatchSkills	3,540
Number of Job Referral Transactions	600,620
Number of Referrals to Supportive Services (Transactions)	16,813
Number of Referrals to "Other Training Programs"	11,715
Number of Referrals to Educational Services	12,955
Number of Referrals to Title 1B Partners	26,674

* The Program Year 2005 data reflects what we typically find during times of an improving economy; fewer people are looking for work. This has allowed us to enhance our relationships with our business customers, strengthen partnerships, and promote the use of our Labor Exchange system - iMatchSkills. The data reflects an upturn over last year in the number of business services provided, referrals of job seekers to our partners, and use of iMatchSkills by both business and job seekers.

** We continue to implemented process improvement changes to enhance services to both the business community and job seekers. We're driving down the referral to hire ratio to reflect more of what our business customers expect - to see a smaller pool of well qualified applicants; thus, saving everyone time. This is only possible because our Account Representatives are working in concert with the business to handle their recruitment needs while fully understanding the environment of the business.

*** The number of Oregonians claiming Unemployment Insurance dropped during the 2005 program year.



As Governor of Oregon, it is my pleasure to share with you the 2005-2006 WorkSource Oregon Annual Report, *Competing in the Global Market*.

The strategies and stories of success included in this year's annual report illustrate the direction and impact of Oregon's workforce education system. The personal examples and statistical data exemplify our successes and show us where we need to improve.

Oregon has never shied from *Competing in the Global Market* and we are at the forefront of developing and implementing innovative, responsive strategies that meet the needs of all Oregon citizens: employers, job seekers, students and families.

Our strategies are paying off. In 2005 and 2006 Oregon had the sixth fastest growing economy in the country. Our rate of job growth over the past year was more than double the national pace, and our average wage for private-sector workers reached a new peak in 2005. But we have much more to accomplish. Average wages have increased since 2001 but growth rates have slowed from the high tech-driven pace of the mid-1990s. Job growth rates are moderating as well.

Continuing changes in the global economy show why a responsive, flexible workforce education system is needed.

We must continue to make Oregon a place where businesses thrive. Our economic prosperity depends on keeping our business environment competitive. We can, and must, make it easier and more appealing for the private sector to create jobs in Oregon.

Oregon's workforce education system is charged with ensuring that Oregon businesses have a skilled and knowledgeable workforce available. Providing training and education opportunities for workers is the key to keeping our workforce competitive.

The Oregon Workforce Investment Board's new strategic plan, *Winning in the Global Market*, is our guide for building a world-class workforce education system. WorkSource Oregon's annual report highlights some of the steps we have taken and the progress we have made toward that goal.

Together, I know we can all work to make Oregon thrive.

Sincerely,

THEODORE R. KULONGOSKI
Governor

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www.oregon.gov/CCWD/

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