

G R O W I N G



**O R E G O N ' S
F U T U R E**



OREGON'S WORKFORCE DEVELOPMENT
ANNUAL REPORT
2002 - 2003



I am pleased to present Oregon's 2002 - 2003 Workforce Development System Annual Report. This report documents Oregon's progress in building a workforce development system aimed at meeting the needs of business, employees and job seekers.

After the booming economy of the 1990s, Oregon is now emerging from tough economic times. I am very optimistic about the state's future. We have a great quality of life and a beautiful environment. Our student test scores are still among the nation's highest and we have a smart, innovative and productive workforce.

Our challenge: How do we create and maintain quality jobs? And how do we ensure that Oregonians have the education and training they need to do those jobs?

I have developed three goals to help Oregon businesses and workers succeed: make workforce a key ingredient of our economic development strategy; provide a streamlined and responsive education and training system; and increase the resources available for training workers. We can help Oregon rebuild its economy, attract and maintain quality jobs, and provide economic security for Oregon workers.

We will attain these goals in part by continuing to emphasize skills, innovation, quality, productivity, and by attracting and nurturing industries that can bring living wage jobs and real economic opportunity to the people of Oregon. This includes industries that use our natural resources to produce innovative goods, industries that advance technology, and industries that cultivate creativity among our citizens.

I am confident that we can build a coherent, statewide strategy that coordinates workforce funds and meets the needs of employers and workers. My thanks to all our partners in the economic development and workforce education and training community who will make this dream come alive.

Sincerely,



THEODORE R. KULONGOSKI
Governor



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**WHO WE ARE:
The Workforce
System Partners**

Business and Industry Organizations
 Community-Based Organizations
 Community Colleges
 Economic Development Organizations
 Education and Training Providers
 Employers, Workers and Job Seekers
 Federal Partners
 Governor and Staff
 Local Elected Officials
 Local Workforce Development Agencies
 Local School Districts
 One-Stop Centers
 Oregon Legislature
 Oregon University System
 Organized Labor
 State Agencies
 State and Local Workforce
 Investment Boards and Staff

Executive summary

During 2002 - 2003, Oregon's workforce system partners made a concerted effort to better educate and train the workforce so people could find work, get better jobs and increase their wages. The partners were intent on helping businesses strengthen the economy and on counteracting the effects of the recession in preparation for the days ahead.

The following is a brief synopsis of the accomplishments for 2002 - 2003, as reported in detail on the pages of this report:

- We helped almost 210,000 people find work.
- Hourly wages went up for workforce system participants.
- Even in an economic downturn, job openings and employment opportunities were available.
- People were trained and educated in high demand industries.
- People became better prepared for the workforce through education.
- Many people increased their basic skills in reading, math, writing, listening or speaking.
- Many high school students got a jump on their college education.
- Millions in grant funding was provided to businesses for training purposes.

- Community College Business and Industry Training System made a significant impact on 500 businesses that used their services to train employees.

These positive results occurred in spite of the following:

- Overall, employment declined by 1.3%.
- Oregon had the highest unemployment rate in the nation for most of 2002 - 2003.

On the following pages of *Growing Oregon's Future*, the third annual workforce system report, you'll learn how education, literacy and training play major roles in the system and how we are measuring results. We have also provided information about unfilled jobs and skills gaps so you will better understand why the workforce partners are taking certain steps.

You'll have an opportunity to review the job placement and wage gain data. Next, you'll find conclusions about the data found in this report and proposed strategies to strengthen and improve the performance of the workforce development system. The report concludes with a letter from the Chair of the Oregon Workforce Investment Board, a map showing data for each region and a list of addresses and phone numbers for WorkSource Oregon One-Stop Centers.

Workforce development — in focus

Welcome to *Growing Oregon's Future*, an annual report that provides both details and insights into the activities of the workforce development system. In these pages, you'll see how Governor Kulongoski's plans are beginning to unfold and how linking education, literacy and training with the needs of business and economic development is helping to build a smarter, more qualified and better prepared workforce.

There has been a lot of talk about the economic downturn over the past several years and Oregon's high rate of unemployment. We'll be addressing these issues throughout the report because they are part of reality. However, there's good news too, and plenty of reasons to believe the workforce partners are making progress as we continue strategizing on how best to grow Oregon's future.

THE TYPICAL WORKFORCE CLIENT

All types of people seek help from the workforce partners. They need help to find a job, become better educated, learn basic skills or receive specialized training. Currently, Oregon's supply of workers includes those graduating or leaving education or training programs, immigrants, transplants from other states, workers who have been laid off (dislocated workers) and people with disabilities, including those returning to work following an injury, illness or other absence. The supply is reduced and employment opportunities increase when people retire, leave their jobs to enroll in higher education programs, or depart for other personal reasons.

Typical workforce clients are your next-door neighbor, the person down the street, the checker serving the grocery store line. Therefore, activities of the workforce partners must be as diverse as the people served. Over the past several years, Oregon has addressed this diversity and continues to develop its workforce system around the specific needs of employers, communities, individuals and the state as a whole.



WHY IS THIS MAN SMILING? HOW ABOUT A \$520 PER MONTH WAGE GAIN?

Cliff Voliva was laid off in late May, after 16 years as a sports writer and sports information director for one company. During his fifth week of unemployment, Cliff ran across an old friend who was working for the Salem Job & Career Center. The friend gave Cliff some great advice about rewriting his resumé and preparing for interviews.

Soon after, a job opportunity came to Cliff through the Job & Career Center. To prepare, Cliff did a mock interview with the center staff the day before his meeting with the hiring committee at the Department of Land Conservation and Development. Since his career had centered on the sports industry, Cliff knew he had to sell himself and his set of transferable skills in order to secure the position of Communications Officer.

The preparation paid off. Cliff was offered and accepted the job of Communications Officer—less than a month after running into his friend and using the services of the Job & Career Center. And not only was Cliff unemployed for only nine weeks when the state average of unemployment is six to nine months, he was hired into a solid company and received a \$520 per month pay increase.

—CLIFF VOLIVA,
COMMUNICATIONS OFFICER
DEPARTMENT OF LAND
CONSERVATION AND DEVELOPMENT
and SALEM JOB & CAREER CENTER



WINNER'S CHOICE— A GREAT NAME FOR A NEW BUSINESS

After 16 years serving the timber industry, Mike Slinkard became a layoff statistic in 1999 when the sawmill he worked for suddenly downsized. But Mike turned his misfortune into a major business opportunity by participating in the Workforce Investment Act (WIA) dislocated worker program at the Training & Employment Consortium of Canyon City. Mike also wisely used the resources of the Consortium's workforce partners to start and grow Winner's Choice Custom Bowstrings with a business partner, Tom Nealy.

While training was the first step, the workforce partners went a lot further when Vocational Rehabilitation, Department of Human Services and JOBS Plus provided wage reimbursement with several on-the-job training contracts for the new business. With financial assistance from Greater Eastern Oregon Development Corporation (GEODC), Southwest Rural Alliance, Economic & Community Development and Grant County Economic Development, Mike and Tom also established an advanced website and significantly increased their advertising and marketing efforts. Finally, the workforce partners assisted Mike with qualifying for Enterprise Zone financing of a new facility.

On December 15, 2003, Winner's Choice Custom Bowstrings manufacturing facility moved into its permanent home in a new industrial park at the John Day Airport. In January, Mike planned to use the resources of the Training & Employment Consortium to recruit, screen and assess potential candidates for hire. By mid-year, the business that sells to professional and competitive archers around the world will have a second shift with 25 new employees.

—TRAINING & EMPLOYMENT
CONSORTIUM
Grant County

The economic reality

It's well known that times have been tough in Oregon. Last year's report titled *Sustaining Oregon's Workforce in a Time of Recession* summarized the problem but also gave encouraging news about the future of Oregon. This year, our economy is stronger than it was one year ago, though we have much left to do. Below, we describe some of the economic and employment factors that affected the workforce system during 2002 - 2003.

UNEMPLOYMENT RATE REMAINED HIGH

The state's unemployment rate rose from 7.3% to 8.7% during 2002 - 2003. Oregon's rate was second highest in the nation during the last half of 2002; it was highest in the nation during the first six months of 2003.

MORE JOB LOSSES, BUT ALSO SOME GAINS

According to the Oregon Employment Department¹, job losses outweighed gains in 2002 - 2003. For instance, government and construction sectors lost a combined total of 10,100 jobs and manufacturing lost 8,400.

However, some industry sectors added jobs. For example, educational and health services added 2,500 and financial activities gained 4,500 jobs over the year.

SIGNIFICANT LOSS OF COMPUTER AND ELECTRONICS MANUFACTURING JOBS

In Oregon, some of the best paying jobs are found in the computer and electronic product manufacturing industry. In an article titled *The Computer and Electronic Product Manufacturing Industry*, Workforce Analyst Christian Kaylor noted that Oregon workers in this sector earned nearly \$3 billion in 2002, with an average annual income of \$67,640. Though 79% of this industry's employment is in the Portland metro area, its effects are felt statewide, especially by businesses that serve this sector.

The unfortunate news is that the computer and electronics manufacturing industry has shed 10,200 Oregon jobs since its peak in February 2001. This resulted in a 20% decline through 2003. On the positive side, modest growth is forecasted by the Oregon Employment Department over the next 10 years.

INCREASE IN SELF-EMPLOYMENT

Trends indicate that losses of non-farm payroll jobs in Oregon and the nation caused more people to start their own businesses.

¹Our thanks to Oregon Employment Economist Art Ayre for numerous reports from which much of the economic information was taken.

Although state-level data on self-employment is not readily available, national data suggests that the number of self-employed workers nationwide grew by more than 350,000 (3.7%) in 2003. If Oregon's self-employment grew by the same 3.7% growth rate, this would represent roughly 6,000 self-employed workers. Outside of agriculture, self-employment is most common in construction, retail trade and professional and personal service sectors.

SMALL BUSINESS DEVELOPMENT CENTERS WORK FOR OREGON

Oregon Small Business Development Centers (SBDC) did good work in 2003, generating 2,700 new jobs, providing training for 7,400 employers and offering one-on-one consulting services to 5,400 business owners. While the results are positive, figures are down somewhat from 2002 because of decreased funding and related economic factors.

JOB RECOVERY IN SIGHT

According to the Oregon Employment Department, between 121,000 and 169,000 Oregonians were out of work

during each month of 2002 - 2003. However, job recovery appears to be in sight within the next few years.

SUMMARY

Small Business Development Centers generated 2,700 new jobs.

Though slowly, Oregon is making progress in the aftermath of the recession. We are losing fewer jobs, and forecasts by state economists and workforce analysts give us hope for an improved economic environment. Through strategic planning, ongoing direction by the Governor and concerted efforts among workforce partners, the workforce development system will continue to identify areas that require special attention and implement programs that meet the needs of businesses, employees and job seekers.

Industry and occupation trends

Part of assessing opportunities and setting priorities for Oregon's workforce system involves looking at what is ahead for industries and occupations. With the help of the Oregon

VOCATIONAL REHABILITATION COUNSELOR REACHES HER CAREER GOAL

After living in Australia for four years, Tina Murray returned home to Salem, Oregon, to pursue a career in counseling with the State of Oregon. Though she held a Master's Degree in Psychology, Tina lacked interviewing and networking skills and had limited job experience. So she approached the Salem Job & Career Center and was invited to enroll in one of its training programs supported by the Enterprise For Employment and Education Board.



Through the Center, Tina completed a Job Interviewing Techniques course where she honed her skills related to job search, resumé building and interviewing strategies. Soon Tina's training and newly formed resumé highlighting her credentials helped her get hired as a Resource Specialist at the Center.

While the Resource Specialist position was a good start, Tina continued looking toward opportunities with more responsibilities, using the resources of several state workforce partners included in the Mid-Willamette Workforce Network. Finally, Tina was able to interview for a position as a Vocational Rehabilitation Counselor for the State of Oregon. She was hired a short time later and now works to assist others with discovering new career paths.

"I have reached my career goal," Tina said. "There is no way to express my elation and appreciation for all the support I received as a customer, and later, as an employee at the Salem Job & Career Center. I give a sincere 'thank you' for putting a smile back on my face."

—TINA MURRAY
SALEM JOB & CAREER CENTER



THE ASSISTED LIVING FACILITIES TRAINING CONSORTIUM

In 2002, Portland Community College (PCC) partnered with Cedar Sinai Park and Avamere Health Services to improve training and retention of unlicensed direct care workers in assisted living facilities.

The partners, along with consultant Linda Bifano, RN, are developing the Assisted Living Facilities Training Consortium (ALFTC) Program, which was funded by a grant awarded by the Oregon Workforce Investment Board.

The first goal of ALFTC is to train direct care workers in order to retain their services and ultimately increase their wages. Historically, turnover is high in the assisted living industry, costing employers in excess of \$44 million annually. In fact, nearly half of direct care workers in Oregon quit in the first three months of employment.

Another important aspect of the ALFTC program is creating and establishing a set of industry standards and training systems for use statewide. ALFTC staff expects that results will include better trained and equipped workers with opportunity for advancement in position and pay, reduced costs for employers and a higher quality of care for the clients.

Employees of Cedar Sinai Park and Avamere Health Services are delivering the training in their facilities, with train-the-trainer sessions bringing certain staff members up to speed on adult education methods and program content. Now that the training programs are underway, the partners plan to share what they have learned with other long-term care providers at the local, state and national levels.

—PORTLAND COMMUNITY COLLEGE,
CEDAR SINAI PARK and
AVAMERE HEALTH SERVICES

Employment Department, we can evaluate projections that span 10 years—from 2002 to 2012. By understanding trends in industries and occupations, workforce partners can move strategically to match efforts with identified business needs.

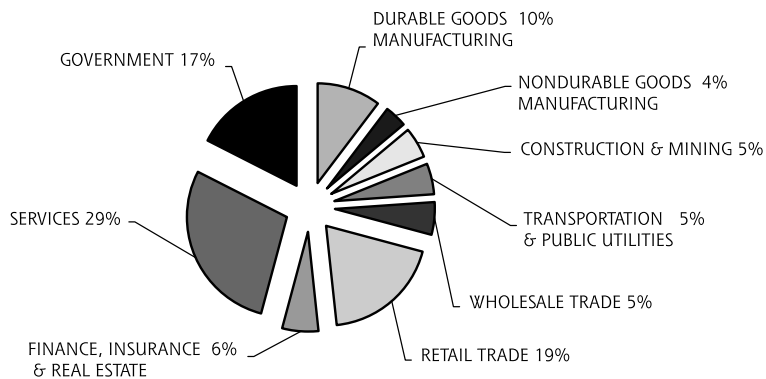
INDUSTRIES AT A GLANCE

According to *Oregon Industries at a Glance*, prepared by the Oregon Employment Department, services made up the largest employment sector in

our state in 2002 (29%). Many types of businesses make up this sector including legal, accounting, public relations, architectural, management consulting and many others. The services sector was followed in order by retail trade (19%), government (17%) and durable goods manufacturing (10%).

Trends indicate that by 2012, the services industry sector will add 97,200 jobs making it the fastest growing sector in Oregon. Retail trade, the second largest

2002 EMPLOYMENT BY INDUSTRY SECTOR



TOTAL NONFARM PAYROLL EMPLOYMENT = 1,573,200

EMPLOYMENT PROJECTIONS BY INDUSTRY, 2002-2012

INDUSTRY	2002	2012	CHANGE	PERCENT CHANGE
TOTAL NONFARM PAYROLL EMPLOYMENT	1,573,200	1,788,000	214,800	13.7%
Construction & Mining	78,300	86,000	7,700	9.8%
Durable Goods Manufacturing	160,900	171,300	10,400	6.5%
Nondurable Goods Manufacturing	59,000	60,400	1,400	2.4%
Transportation & Public Utilities	75,900	83,400	7,500	9.9%
Wholesale Trade	85,200	99,800	14,600	17.1%
Retail Trade	299,300	341,500	42,200	14.1%
Finance, Insurance & Real Estate (F.I.R.E.)	95,500	109,300	13,800	14.5%
Services	445,100	542,300	97,200	21.8%
Government	274,000	294,000	20,000	7.3%

employment sector in 2002, is expected to add 42,200 jobs over a ten-year period—a significant number.

OCCUPATIONS AT A GLANCE

Occupations in Oregon that will be adding the most jobs

by 2012 include retail sales (7,478), registered nurses (7,055), office clerks (5,123) and cashiers (4,779). The occupation with the greatest percentage of growth between 2002 and 2012 is registered nurses (26.2%).

A quick review of the fastest growing occupations tells us that the top 10 are all in health services and include the pharmaceutical, dental and medical fields. Growth forecasts range from a minimum of 25% for physical therapists

OCCUPATIONS ADDING THE MOST JOBS

INDUSTRY	2002 EMPLOYMENT	2012 EMPLOYMENT	2002-2012 % GROWTH	2002-2012 GROWTH OPENINGS	2002-2012 TOTAL OPENINGS*
RETAIL SALESPERSONS	50,118	57,596	14.9%	7,478	27,944
REGISTERED NURSES	26,976	34,031	26.2%	7,055	13,217
OFFICE CLERKS, GENERAL	37,341	42,464	13.7%	5,123	12,784
CASHIERS	34,232	39,011	14.0%	4,779	21,405
JANITORS AND CLEANERS	22,839	26,569	16.3%	3,730	8,201
WAITERS AND WAITRESSES	23,659	27,158	14.8%	3,499	17,804
COMBINED FOOD PREPARATION AND SERVING WORKERS, INCLUDING FAST FOOD	23,281	26,559	14.1%	3,278	18,529
NURSING AIDES, ORDERLIES, AND ATTENDANTS	12,180	15,214	24.9%	3,034	4,787
CUSTOMER SERVICE REPRESENTATIVES	18,182	21,203	16.6%	3,021	4,695
GENERAL AND OPERATIONS MANAGERS	19,359	22,275	15.1%	2,916	6,413

OCCUPATIONS GROWING THE FASTEST**

INDUSTRY	2002 EMPLOYMENT	2012 EMPLOYMENT	2002-2012 % GROWTH	2002-2012 GROWTH OPENINGS	2002-2012 TOTAL OPENINGS*
RETAIL PHARMACY TECHNICIANS	3,561	4,650	30.6%	1,089	2,152
DENTAL LABORATORY TECHNICIANS	981	1,242	26.6%	261	562
MEDICAL EQUIPMENT PREPARERS	595	753	26.6%	158	337
PHARMACISTS	3,075	3,890	26.5%	815	1,856
DENTAL HYGIENISTS	1,831	2,314	26.4%	483	784
DENTISTS, GENERAL	669	845	26.3%	176	347
REGISTERED NURSES	26,976	34,031	26.2%	7,055	13,217
DENTAL ASSISTANTS	3,763	4,735	25.8%	972	1,733
MEDICAL TRANSCRIPTIONISTS	1,748	2,192	25.4%	444	966
PHYSICAL THERAPISTS	1,638	2,049	25.1%	411	874

*TOTAL OPENINGS INCLUDE OPENINGS RESULTING FROM GROWTH AND FROM WORKERS LEAVING THE OCCUPATION.

** LIMITED TO OCCUPATIONS WITH A MINIMUM 2002 EMPLOYMENT OF 500.

ECONOMIC DEVELOPMENT AT WORK: WELCOMING DELL COMPUTERS TO ROSEBURG

In September 2002, Dell opened its Roseburg, Oregon, call center with 180 new employees who had been pre-screened, interviewed and hired, thanks to joint efforts by Dell and workforce partners Umpqua Community College, Umpqua Training & Employment (UTE) and the Employment Department (ED).

When Dell representatives showed interest in locating their call center in Douglas County in May 2002, the partners responded quickly. They answered questions, assisted with facility negotiations and when Dell said its final "yes" to Roseburg, the partners set the wheels in motion to begin recruitment efforts for the start-up enterprise.

Umpqua Community College made room in their facility for Dell to work with UTE and ED in managing screenings, scheduling meetings and conducting initial interviews. Throughout July the partners made contact with more than 1,100 applicants and conducted 770-plus in-person interviews. In addition, UTE and ED provided staffing to assist Dell with the interviewing process and orientations.

In addition, for three summer months, Umpqua Community College re-scheduled classes and workshops and customized their on-site training programs to ensure that two classrooms in the Technology Center were available for the exclusive use of Dell. The mission statement of the college during the time it served the needs of Dell was, "Whatever it takes."

What it took was teamwork, innovation and persistence. Through the combined efforts of the workforce partners, Douglas County delivered. The partners were at the table from the beginning, taking part in the first conference call with Dell representatives. And they were there at the end, helping with the orientation process for 180 new employees.

—UMPQUA TRAINING AND EMPLOYMENT,
UMPQUA COMMUNITY COLLEGE
and THE EMPLOYMENT DEPARTMENT

to more than 30% for pharmacy technicians.

A long-standing commitment

Oregon's commitment to developing a world-class workforce—one that is well educated, trained, skilled and working—goes back many years.

SOME MILESTONES

In 1989, Oregon published *Oregon Shines*, a strategic plan produced in partnership by a committee representing business, labor, education and government. The report pointed to the workforce as an indicator of quality of life in Oregon and became the first project of the official workforce system partnership. Important events that impacted the workforce system followed, including:

- The 1991 passage of the Workforce Quality Act and the Educational Act for the 21st Century.
- In 1994, the establishment of Oregon Option, a partnership with the federal government.
- Senate Bill 917 passed in 1997, creating the Governor's Office of Education and Workforce Policy.
- In 1998, Oregon adopted a Comprehensive Workforce Plan and the federal government passed the Workforce Investment Act.

- In 1999, the legislature formed the Oregon Workforce Investment Board to make suggestions to the Governor on how best to set the course for workforce policy.
- Oregon completed a Unified Plan for Workforce Investment in 2000.

CONTINUING THE MOMENTUM

In 2003, Oregon took another strategic step by strengthening the link between workforce development and economic development. In fact, proactively developing this link is first on Governor Kulongoski's list of goals for the coming years. Workforce system partners, in cooperation with the Governor's objectives, are committed to expanding training and learning opportunities and strengthening the business and industry infrastructure. It takes all three components—economic development, a skilled workforce and education—to succeed.

WorkSource Oregon ensures that businesses have access to a single resource for recruiting and training activities. With it, businesses can:

- Increase profits through improved systems.
- Save time and maximize productivity by having professionals assist with human resources and recruiting activities.



THE GREAT THING ABOUT KATIE...

As Katie McDougall began the job search and interview process, she discovered she didn't have the skills she needed for the Union County job market. Following up on a referral, McDougall contacted the Training and Employment Consortium (TEC) for assistance. Soon she was learning computer processing and other office skills at TEC's Career Enhancement Center (CEC). After several months of intensive training and skill building, McDougall re-entered the job market armed with a portfolio of projects.

Omnitrac, a local manufacturing business, was looking for an office assistant. Pamela Wilkinson, co-owner of Omnitrac, contacted TEC through the local Employment Department and asked for referrals of qualified workers. Wilkinson met with McDougall and was impressed with her portfolio and skills. Wilkinson knew she had found the perfect candidate. In the months since, McDougall has continued to enhance her abilities and Wilkinson remains impressed with McDougall's work, attitude and efficiency.

"The great thing about Katie is that she is able to apply her training for our benefit. Anyone can take a training class, but to be able to learn and actually apply that training to a company's needs is invaluable. I feel that Katie's time at TEC also gave her a sense of confidence, a 'can-do' attitude that is wonderful," Wilkinson said.

"Without the training classes and the skills I built at TEC and CEC, I wouldn't be at Omnitrac today. Some of my training was review, but much of it was new. The portfolio project is what I really believe sealed the deal for me," said McDougall.

Wilkinson is so happy with McDougall's performance that she recently hired another employee from the TEC Career Enhancement Center. McDougall, who is now Wilkinson's Administrative Assistant, is looking into studying business at Blue Mountain Community College or Eastern Oregon University, something she can do through distance education courses while she continues her work at Omnitrac.

—TRAINING AND EMPLOYMENT CONSORTIUM
La Grande

- Expand their network of funding resources.
- Reduce turnover and increase worker productivity through training.

WorkSource Oregon is also a place for workers to get help finding new and better jobs. With it they have access to the state's extensive opportunities, and can be trained in new careers. Oftentimes, WorkSource Oregon representatives can direct people to employer-funded trainings and programs.

Strengthening the link between workforce development and economic development is a top priority.

EDUCATING THE WORKFORCE

According to a recent Employment Department study of Oregon's workforce, the more highly educated individuals are, the more likely they are to be employed and receive higher earnings.

The graph on page 10 clearly shows that education pays. In 2002, people with a four-year degree or higher made more than twice as much per week as those who had not completed high school.

COMMUNITY COLLEGE STUDENTS MOVE IN THE RIGHT DIRECTION

In 2003, about 4,800 Oregon community college students earned professional-technical certificates of completion or two-year degrees. The majority of these students became educated in fields that are currently in high demand, such as health care.

Additionally, the number of students reported as passing national licensing exams doubled during the past three years, reaching 3,600. Oregonians who enrolled in nursing, dental hygiene and emergency medical technician programs performed well above the national average

Education, training and literacy

Education, training and literacy are key elements in making the workforce system successful. The workforce partners continue to develop a variety of approaches to meeting these key needs of businesses, employees and job seekers. Below are examples and information showing the value of linking education, training and literacy within the workforce development system.

ONE-STOP HELPS PROFESSIONAL UKRAINIAN COUPLE GET BACK ON COURSE

Irene and Tony Calongy migrated to the United States from the Ukraine in 2001. Shortly after, they sought the help of Portland's SE Works, a WorkSource Oregon One-Stop Center offering employment and training services. Though the couple had professional skills, they each needed assistance with English language proficiency, job searches, preparing resumés and learning how to self-promote during interviews.

Tony was trained in the Ukraine as a computer system administrator. After he took part in an ESL course through SE Works, Tony's English improved and he found a job as a machinist in Portland. Through ongoing English courses, his language skills are such that he is confident about making a career move that would elevate his position and earnings.

Irene was a nurse in the Ukraine. Upon arriving in the U.S. she quickly found employment as a caregiver in Portland. When she was laid off a year ago, she went to SE Works. They partnered with the Workforce Investment Act (WIA) Adult Program at the WorkSource Oregon Metro One-Stop to help Irene gain new skills and search for employment. As a result, Irene completed a medical terminology course and was hired as a nursing assistant. Meanwhile, she continues using the Neighborhood Jobs Center at SE Works, attending classes, investigating career options and updating her resumé. Her long-term goal is to pass the Certified Nursing Assistant (CNA) exam and be gainfully employed within the health care community.

—SE WORKS
Portland

on their exams with an average score of 93%.

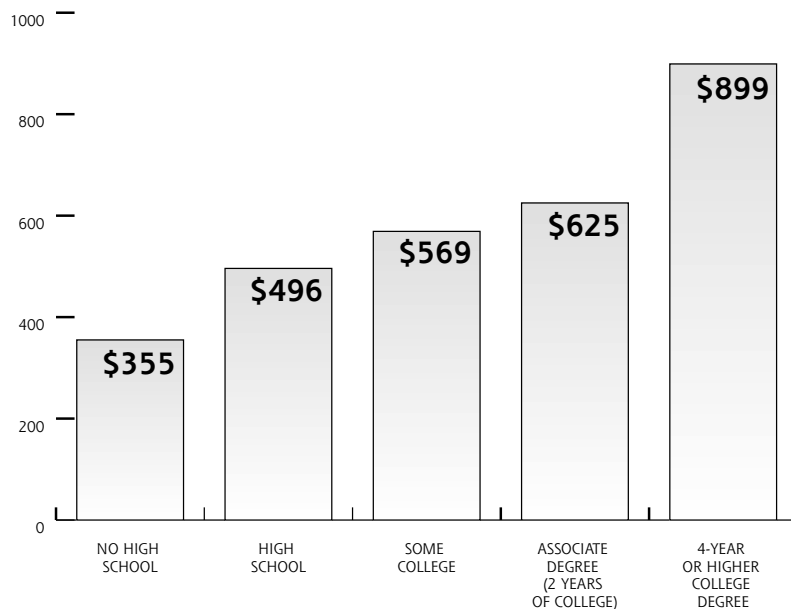
HIGH SCHOOL STUDENTS EARN COLLEGE CREDIT

Through a partnership that includes the Oregon Department of Education, businesses, community colleges, high schools and educational service districts, students still in high school are now able to earn college credits. Courses include prerequisite math, science, writing and reading, as well as professional technical classes. The "Tech Prep" program provides a way for employers in diverse professional technical

industries to become actively involved with furthering education in such industries as health care, engineering and culinary arts.

Currently, students at 260 public and private high schools are getting a head start on their careers. In 2003 alone, 13,000 high school students earned a combined total of 100,000 college credits. In addition to early completion of college requirements, high school students and their families saved \$4.5 million in community college tuition costs. They also were helped with the transition from high school to the college system.

EDUCATION PAYS! Average weekly earnings by education level



SOURCE: BUREAU OF LABOR STATISTICS. OREGON EMPLOYMENT DEPARTMENT, 2002.

BUSINESS AND INDUSTRY TRAINING REACHES 24,000 WORKERS

As part of the workforce development system, the Community College Business and Industry Training System (BITS) has helped Oregon companies develop and initiate customized, contracted employee training. BITS, a partnership among Oregon community colleges and businesses, specializes in technical training, supervisory skill development and performance improvement. In 2003, nearly 500 Oregon employers paid for 24,000 of their workers to receive training through community colleges.

Work-based training is provided in a wide variety of industries, businesses and occupations. In the agricultural industry, English as a Second Language (ESL), basic skills and pesticide certification are offered. In the health care industry, training is available in occupations such as Certified Nursing Assistant (CNA), Certified Medical Assistant (CMA), radiography and medical interpretation. In manufacturing, training in lean

manufacturing is provided, focusing on how best to maximize productivity. In wood products, instrumentation training is provided, while the social services offer specialty certification in alcohol and drug counseling (CADC). Oregon employers say that they are very satisfied with the work-based training their employees received through community colleges. Using a scale of 1 to 5, the majority of employers rated training either a 4 or 5, which produced scores in the 90th percentile. About 98% of businesses said they would contract with the community college again to provide work-based training.

WORKFORCE DEVELOPMENT GRANTS BENEFIT BUSINESS

The Current Workforce Skill Development Project (CWSDP) provided resources to increase the skills, knowledge and employability of Oregonians in partnership with employers, workforce providers, government agencies and educational institutions. From 2000 through 2003, CWSDP provided more than \$8.6 million to businesses in matching grant funds to

**In 2003,
nearly 500 Oregon
employers paid for
24,000 of their workers
to receive training
through community
colleges.**



THE WORKFORCE NETWORK—IT REALLY WORKS!

"I was hoping to make an agency contact that would later refer someone to me ... but I was pleasantly surprised to meet the actual candidate herself," said Jan Cox, Human Resources Staffing Specialist with Symantec Corporation, Eugene, Oregon.

Good things happen when qualified candidates meet with employers in need of a skilled workforce. A striking example is Angela Bayliss who in late 2002 met Jan Cox at WorkNet, a service provided by The Workforce Network, an initiative of the Lane Workforce Partnership.

Angela is a widow with two teenage daughters. She had found a job and a house to lease on the coast and was ready to move on Thanksgiving Day when the lease suddenly fell through. As a result, Angela found herself back in the Eugene job-hunting market.

At her first WorkNet event, Angela got a temporary position. At the second meeting, she came prepared with a resumé and six letters of reference. When Jan announced an opening for a lead accounts payable position, Angela reacted quickly. She introduced herself, answered a few screening questions and provided the staffing specialist with her resumé and letters. Later that same day, Angela received a call from Jan who invited her to an interview. During the meeting, the interviewing panel was so impressed with Angela, they hired her on the spot.

According to Jan, Angela was a fast and successful hire. As the company grows in the Eugene area, Jan will continue finding qualified candidates through WorkNet. "It makes my job easier," she explains. "It's a terrific way to get the word out. I not only meet job seekers and prospective employees, but also have the opportunity to network with other employers."

—LANE WORKFORCE PARTNERSHIP



FROM DISLOCATED MILL WORKER TO REGISTERED NURSE

It's not often that a male mill worker with carpentry skills becomes a registered nurse, unless the mill closes down and that person takes advantage of dislocated worker assistance programs. And that's what David Norton did.

Today, David sports eye-catching, tie-dye scrubs when he goes to work as a full-time day shift charge nurse at Corvallis Manor. He credits the Community Services Consortium (CSC) with guiding his transformation. But his enthusiasm helped. When he came on board with CSC, David used the same gusto in remaking his life as he did while working at physical labor jobs. For example, he jumped right in and applied all his energy to a new school plan at Linn-Benton Community College (LBCC).

To accomplish his goal, David started at a pre-nursing level to complete several basic classes, targeting higher math classes to boost his skills for the nursing program he planned to enter.

Part of what made his plan possible was a combination of federal timber grant money through CSC and Training Unemployment Insurance dollars through the Oregon Employment Department.

After a year of successful schooling, David was admitted into the nursing program at LBCC. To support himself as a full-time student, he completed his CNA license and worked part time. After two years and a consistent 3.0 GPA,

David successfully completed his Associate's Degree in Nursing. Soon after, he passed his RN Certification through the Oregon State Board of Nursing. David is currently working full time as a registered nurse.

—COMMUNITY SERVICES CONSORTIUM

support 120 projects. To date, 55 workforce training projects have been completed. Aside from outcomes established within the CWSDP (see the website www.worksourceoregon.org for these outcomes), the following occurred:

- 100% of businesses that received grants used community colleges or universities for training.
- 43 companies increased efficiency and/or productivity.
- 55 grants modeled outcomes that apply to rural and urban firms.
- 41 projects targeted or created additional jobs in high growth industries.
- 48 businesses reported significant, measurable skill gains in a variety of areas.
- 28 projects increased skills for diverse populations.
- 26 companies cited productivity gains, sales increases and reduced layoffs and turnover rates.

GOVERNOR CREATES NEW REGIONAL FUNDING METHOD

Recently, Governor Kulongoski established the Employer Workforce Training Fund (EWTF) to support the retention and growth of living wage jobs, a

skilled workforce and competitive businesses in Oregon. As of December 2003, the EWTF program replaced the Current Workforce Skill Development project and will be managed by local Workforce Response Teams. Each region has designated a contact person. For information about the EWTF, visit www.worksourceoregon.org.

The Fund is a flexible, responsive and time-sensitive resource for training Oregon's private sector workforce. The Fund's emphasis is on upgrading the skills of the workforce in order to increase productivity, keep Oregon businesses viable and competitive and offer new skills and opportunities to Oregon's workers. Because it is managed by regional workforce boards, each region can set priorities and funding strategies to meet the needs of local businesses.

The EWTF supports 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 will be placed on investments that assist labor, businesses and industries with cost effective training projects that retain and

To date,
55 workforce
training projects
have been
completed.

expand jobs in traded-sector clusters that are economically important to the state's regional economies and the state as a whole.

Building a skilled workforce is a key part of the Governor's economic strategy. His three initiatives will achieve the following outcomes:

- Living wage jobs, created and retained, in Oregon
- A highly skilled workforce, especially in knowledge-based industries
- Globally competitive Oregon businesses

INCREASING BASIC SKILLS HELPS PEOPLE GET AND HOLD JOBS

Increasing the basic skills of reading, math, writing, speaking and listening helps people get and hold jobs. This is especially true during difficult economic conditions when those with minimal abilities and/or limited English capabilities have the hardest time finding employment and are often among the first to be laid off. In better economic times, improving basic skills opens job opportunities, and for those already employed, increases chances for advancement and wage increases. Overall, mastery of basic skills strengthens Oregon's workforce and the state's ability to compete in a global economy.

WHO ARE THE BASIC SKILLS STUDENTS?

Basic skills students are of all ages and represent a wide variety of social, economic and cultural backgrounds. The largest racial/ethnic groups are White and Hispanic/Latino, and the highest percent (49%) are between the ages of 25 and 44 years old.

MEASURING BASIC SKILLS

In 2002 - 2003, nearly 25,000 people enrolled in basic skills courses. Of those students, close to 40% completed their course and moved to the next level. Nearly 80% of those who were enrolled in advanced Secondary Education completed that level.

As shown in the table below, basic skills instruction falls in three distinct categories: Adult Basic Skills Development, Secondary Education and English Language Literacy. To track and monitor the success of basic skills education,

Continued on page 16

UPGRADING INFORMATION TECHNOLOGY SKILLS HELPS WORKERS KEEP JOBS AND INCREASE EARNING ABILITY

The Regence Group (TRG) is the holding company for Regence BlueCross BlueShield of Oregon, a not-for-profit health care provider serving the needs of nearly one million Oregonians. In order to better serve its members, TRG replaced outdated and inefficient hardware and software systems with new and better client/server and distributed technologies.

Implementing these systems, however, created a significant skills gap in the information technology (IT) staff. To fill this gap, TRG applied for and received a grant. The grant funded an Information Technology Skills Upgrade Training project that was conducted in partnership with Portland Community College.

The project provided customized technical training to a pilot group of 36 TRG associates. The newly acquired technical skills allowed IT staff to keep their positions in the company and increased their wage earning ability by more than 13%. These IT associates play a major role in TRG's system of services, as well as the Oregon employment picture because they earn a total combined family wage of more than \$1.6 million annually.

With its success, the training project created a company-wide model for upgrading skills of more than 350 IT associates in Oregon.

—THE REGENCE GROUP and PORTLAND COMMUNITY COLLEGE

DEMONSTRATED IMPROVEMENT IN BASIC SKILLS			
	AVERAGE PERF. TARGET	ACTUAL PERF.	ADULTS COMPLETING AT LEAST ONE LEVEL
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.	38%	45%	4,800
Secondary Education: The percentage of adults enrolled in programs who acquired the secondary level skills needed to complete the level of instruction in which they were initially enrolled.	40%	62%	929
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.	22%	31%	3,920

WHERE DO WE STAND:

PLACEMENT RATE, EMPLOYMENT RETENTION RATE

REGION 1

Clatsop, Columbia

PLACEMENT RATE	70%
EMPLOYMENT RETENTION RATE	57%
AVERAGE WAGE GAIN	\$.68
MET BASIC SKILLS GOAL	51%

REGION 2

Multnomah, Tillamook, Washington

PLACEMENT RATE	73%
EMPLOYMENT RETENTION RATE	61%
AVERAGE WAGE GAIN	\$.55
MET BASIC SKILLS GOAL	45%

REGION 3

Marion, Polk, Yamhill

PLACEMENT RATE	75%
EMPLOYMENT RETENTION RATE	58%
AVERAGE WAGE GAIN	\$.60
MET BASIC SKILLS GOAL	29%

REGION 4

Benton, Lincoln, Linn

PLACEMENT RATE	73%
EMPLOYMENT RETENTION RATE	61%
AVERAGE WAGE GAIN	\$.91
MET BASIC SKILLS GOAL	46%

REGION 5

Lane

PLACEMENT RATE	76%
EMPLOYMENT RETENTION RATE	59%
AVERAGE WAGE GAIN	\$.37
MET BASIC SKILLS GOAL	32%

REGION 6

Douglas

PLACEMENT RATE	75%
EMPLOYMENT RETENTION RATE	57%
AVERAGE WAGE GAIN	\$1.07
MET BASIC SKILLS GOAL	73%

REGION 7

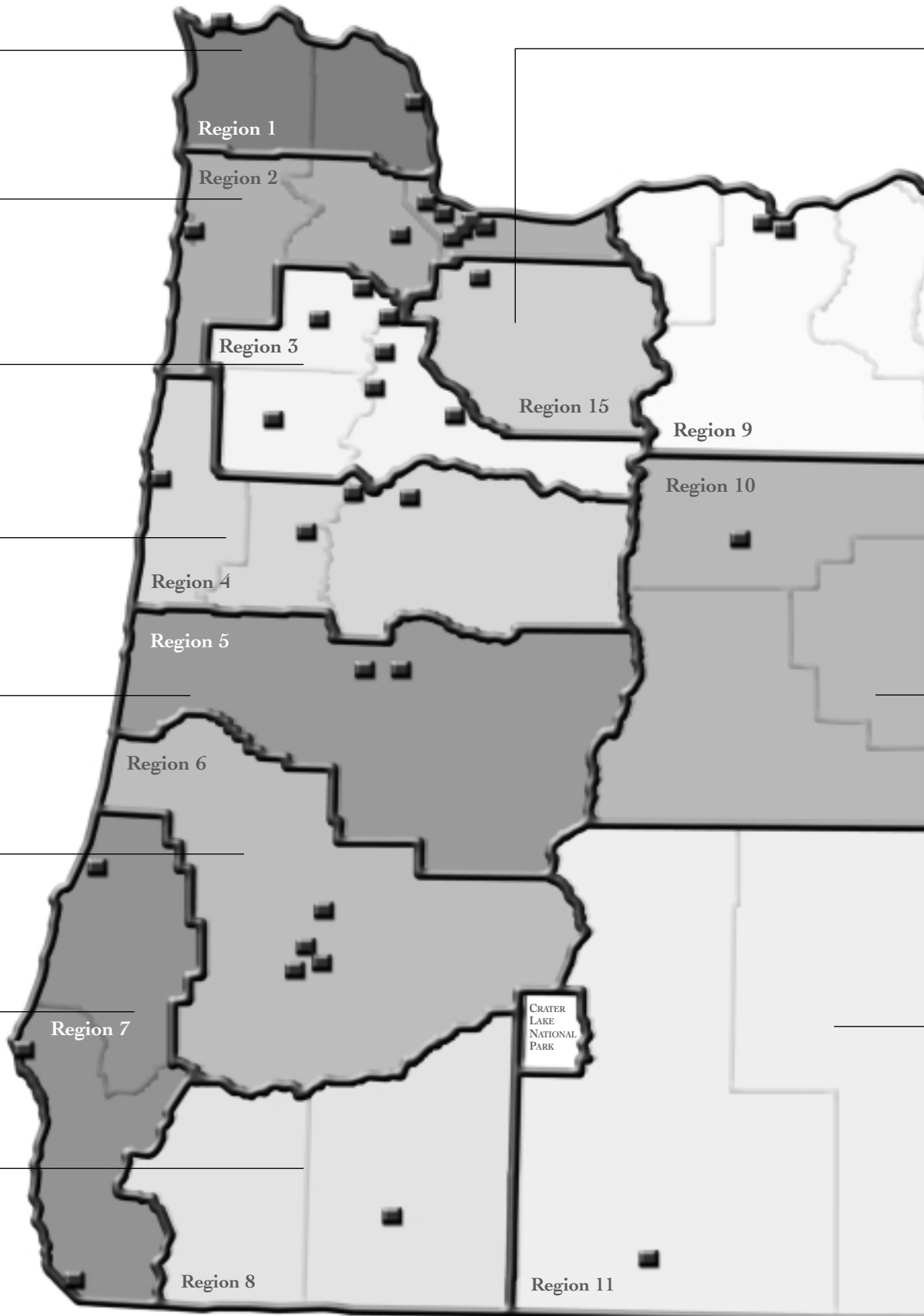
Cook, Curry

PLACEMENT RATE	73%
EMPLOYMENT RETENTION RATE	58%
AVERAGE WAGE GAIN	\$.96
MET BASIC SKILLS GOAL	50%

REGION 8

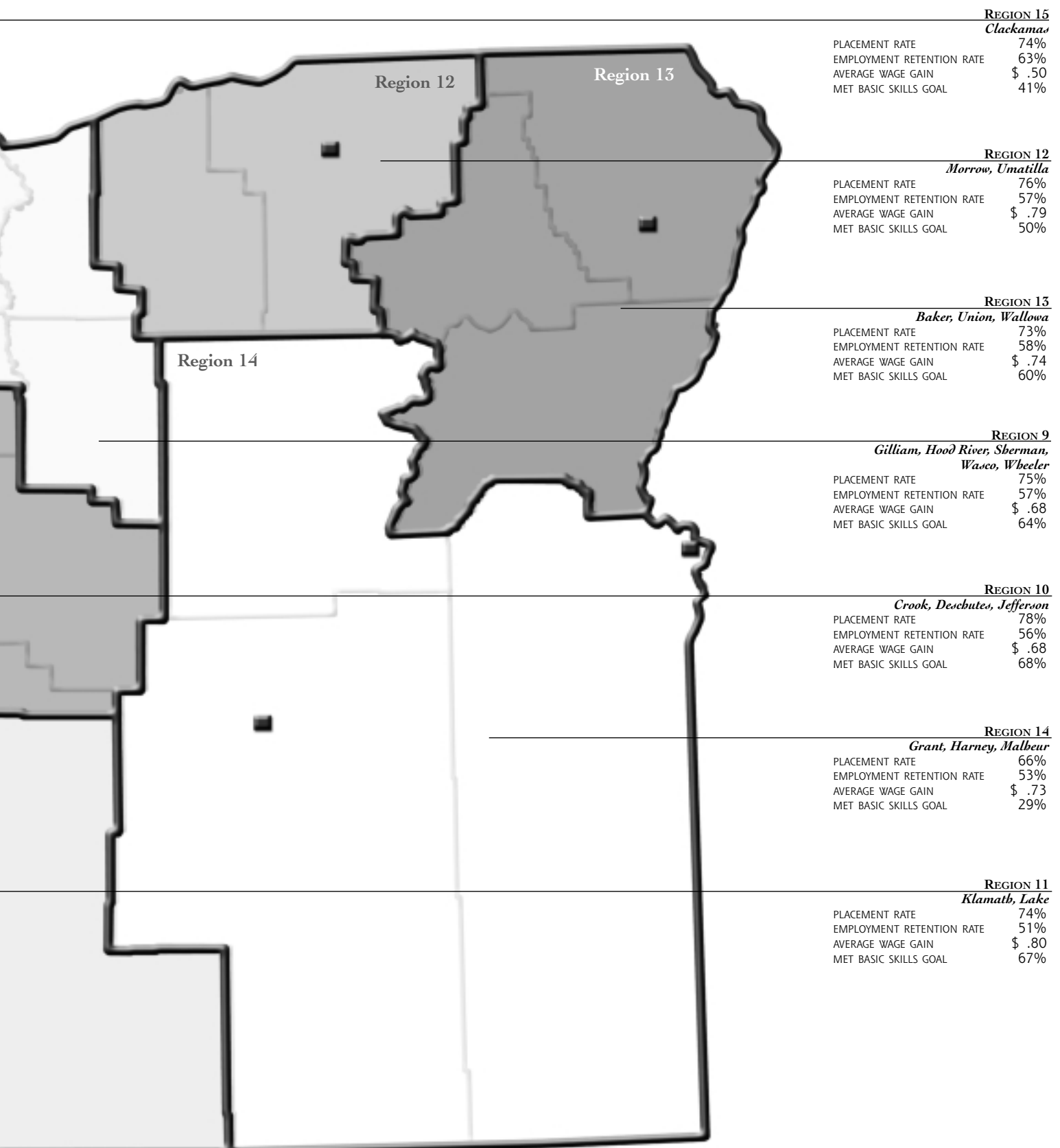
Jackson, Josephine

PLACEMENT RATE	75%
EMPLOYMENT RETENTION RATE	56%
AVERAGE WAGE GAIN	\$.68
MET BASIC SKILLS GOAL	65%



RESULTS BY REGION

EMPLOYMENT RETENTION RATE, AVERAGE WAGE GAIN, AND BASIC LITERACY



EMPLOYMENT RETENTION RATE:
PERCENTAGE WHO FOUND WORK AND WERE STILL EMPLOYED A YEAR LATER

AVERAGE WAGE GAIN:
INCREASE IN HOURLY WAGE IN A YEAR'S TIME

MET BASIC SKILLS GOAL:
PERCENTAGE WITH A BASIC SKILLS GOAL WHO INCREASED AT LEAST ONE LEVEL DURING THE YEAR



OVERCOMING A LEARNING DISABILITY—AT AGE 38

Brent Leslie could read well, but math was such a problem, he dropped out of school his sophomore year. After several unsuccessful attempts to attain his GED, Brent entered the workforce and enjoyed a long career until an industrial accident rendered him unemployed.

At age 38, Brent began working with a private vocational agency while collecting unemployment. To increase his opportunities, Brent registered for Workforce Investment Act (WIA) services as a dislocated worker where he enrolled in a 20-hour per week basic skills program at the Targeted Learning Center (TLC) of Clackamas Community College.

During an intake interview, Brent underwent a basic skills assessment and learning needs inventory, which indicated he needed further testing by the Learning Disability Specialist at TLC. Brent discovered he had a learning disability in math and as a result, the LD Specialist petitioned the state for special accommodations while taking the GED test. Brent was allowed extra time and given permission to use a calculator.

By the end of his second term at TLC, Brent had earned his GED. He also enrolled in the Workplace Accommodation course, designed to assist students in understanding specific learning disabilities and accommodations (including adaptive technology) for use in both educational settings and the workplace.

Finally, Brent teamed with vocational and career counselors to develop a re-entry employment plan. The team determined that Brent would be successful in a customer-service related career. Soon after, he enrolled in business classes at Clackamas Community College and participated in on-the-job training with a local food broker. Brent reports that he is satisfied with his job and that he earned the highest mid-term score in his Introduction to Business course.

—TARGETED LEARNING CENTER
OF CLACKAMAS COMMUNITY COLLEGE

students in each category are administered state-approved pre and post tests. The results of these two tests—one done before instruction and the other administered after instruction—show skill gains for individuals. Individual results are then rolled up to demonstrate state performance by skill level and by instructional program.

Measuring the workforce system's performance

As Oregon's workforce system matures, it is important to see where we've been in order to plan a productive future. That's why the Performance Reporting Information System (PRISM) was developed. It is a valuable tool, providing statistical data for strategic planning. With this system, questions are answered, we learn what works and what doesn't, and our ability to measure our progress improves over time.

PRISM was created when the 71st Legislature passed Senate Bill 400, which went into effect in 2002. This bill

authorized a system to “collect, analyze and share statistical and demographic data for Oregon's comprehensive workforce system-wide performance indicators.” However, the workforce partners began gathering and entering information into PRISM in 2000 so this report includes some year-to-year comparisons.

PRISM provides information about those who receive services from the workforce development system by collecting, analyzing and reporting on:

- Workforce development services
- Customers who receive these services
- Job placement following services

The PRISM project defines workforce development services as those services that “strengthen the capability of the workforce to qualify, search for, secure and retain employment. These services are primarily education and training, but also include job placement services, basic skill development and support services.” (For more about PRISM, and to see the data used in preparing this section of the annual report, please visit www.prism.state.or.us.)

WORKFORCE DEVELOPMENT SYSTEM PARTNERS

The current workforce partners whose data are included in this report are the Employment Department (Employment Services); Department of Community Colleges and Workforce Development (Title I-B, Title II, and Carl Perkins Post-secondary); and the Department of Human Services (Vocational Rehabilitation and Children, Adults and Families, including Temporary Assistance to Needy Families [TANF]).

The partners submit data in two ways:

- Member agencies in each of the state's 15 regions submit data on customer demographics and services.
- Employment data—wage and industry information—comes from unemployment insurance files that employers submit each quarter. Thus, those who worked in another state or who were self-employed are not included.

JOB PLACEMENT RESULTS BACKGROUND ON THE JOB PLACEMENT PICTURE

Oregon's workforce system ensures that anyone looking for a job has a better chance of finding one. Therefore, we are continually gathering information that helps us

understand why some people find work quickly while others have a harder time. Below are a few factors that play a role in Oregon's job placement picture.

It is important to remember that WorkSource Oregon One-Stop Centers are the primary vehicle for delivering job placement services. These Centers link employers to qualified applicants, and job seekers to employment and training.

Some jobs go unfilled

Not all job openings are filled. In 2002, about 67% of job openings in Oregon went unfilled according to an Oregon Employment Department report. The good news is that the percentage of unfilled jobs is dropping. In 2000, 70% of job openings went unfilled and in 2001, it was 73%.

In a time when unemployment runs high and people are anxious to find work, it is important to understand this statistic. Below are the main reasons jobs go unfilled in Oregon:

- There are skills gaps that cause a shortage of workers with specific skills required for a position. For example, many jobs remain open in the health care industry because there is a shortage of trained people in this sector.



DISABILITY DOESN'T STOP DEIDRE

Deidre Blevins' eyesight may be cloudy due to an eye disease that could leave her blind, but that hasn't stopped her. After successfully studying for her GED in the Title II Adult Education Program, she is now learning web page design at Lane Community College. So far, Deidre is registering a 3.95 GPA in pursuit of an Associate's Degree in Business Support with an emphasis on E-business. The former homemaker, who ran a successful housecleaning business in Eugene for 15 years, is also the recipient of five scholarships.

Deidre credits her achievements with the support of instructors and Disability Services (DS) staff at Lane. "They make me feel like I could fly to the moon if I wanted," she says. Along with encouragement and guidance, DS provides assistance and special tools to help Deidre succeed. A good example is that Deidre attends class with her own note taker who uses a laptop computer to record teachings and lectures for her.

In addition, fellow student Ty Schwab is teaching Deidre Job Access With Speech (JAWS), a Windows program that translates text into synthesized voice. JAWS is vital software for the visually impaired. Ty is an expert, having learned to use the software after losing his sight eight years ago upon recovery from a diabetic coma.

Like Deidre, Lane County workforce partners assisted Ty with guidance, career counseling and special tools to ensure success. He plans to earn an Associate's Degree in Network Operations and is currently a Lane intern working as a network operations administrator.

—LANE COMMUNITY COLLEGE
and DISABILITY SERVICES
(based on an article by Gloria Biersdorff)



ESL TRAINING PRODUCES A NEW COMPANY MANUAL—IN ENGLISH

Custom Interface, Inc. has always been supportive of advancing its employees. So when CEO Nancy White heard of a Current Workforce Skill Development grant, she jumped at the chance to upgrade the skills and education of her employees.

She understood that motivated employees who set and achieve personal and professional goals bring added value to the company.

Custom Interface partnered with Columbia Gorge Community College to develop the Manufacturing Basic Skills program, which received grant funding in January 2002. Soon after, Erica Hernandez, Zayira Albarran and Lorena Marquez signed up for the advanced-level ESL course. Classes were held at Custom Interface twice a week for beginning, intermediate and advanced students. As part of their class work, Erica, Zayira and Lorena teamed up to write the company policy manual in English—a direct application of the language skills they learned.

Nearly two years later, many grant participants including Erica, Zayira and Lorena have enrolled in college-level math and writing courses at Columbia Gorge Community College. Erica is only one class away from completing her pre-requisites for application to the Electronics Engineering Technology program at CGCC. Lorena and Zayira are planning to continue their education while working full time at Custom Interface.

—CUSTOM INTERFACE, INC.
and COLUMBIA GORGE
COMMUNITY COLLEGE

- Employers say that many applicants don't have a strong work ethic or the aptitudes required by the jobs they are seeking.
- Some high-skill positions require an elaborate recruitment and interviewing process, which takes time.
- Some employers can't afford to offer more competitive wages.

73%
found
jobs

Understanding skills gaps

Skills gaps occur when jobs are available but not enough people have the skills required for the open positions. In Oregon, this concept helps explain why we have at least 80,000 unemployed people in the state at any given time.

People gain skills through education, hands-on training, participation in related activities outside of work, as well as through on-the-job experience. There are hard skills, such as the ability to perform a task like framing a house. Soft skills are also valuable in the workplace. They include things like good communication and the ability to lead, motivate and manage people.

Working to close skills gaps

Only a few years ago, the majority of workforce partners in Oregon helped individuals

by enrolling them in one of their existing training programs. Today, however, these same partners cooperate with business and economic development partners to provide training programs in the skill areas that business owners and managers have identified as being in too short supply.

Using current statistics and projections that indicate industry and occupational trends, the workforce partners are developing strategies that will further close the skills gaps. Additionally, one of the Governor's initiatives directly addresses the issue. In his message prepared for this report, Governor Kulongoski noted that one of his goals is to "Provide a streamlined and responsive education and training system."

STATEWIDE PLACEMENT RESULTS

The PRISM data shows that almost three out of four people who came to the workforce partners with the goal of finding a job succeeded. Of the 209,400 people who completed workforce development services during 2002 - 2003, nearly 73% found jobs. Of that percentage, 59% were still working after one year. While 59% may appear low, it is significant that most

individuals who were helped by the workforce partners remained employed in the midst of a recession.

Where in the state did people have the most success finding jobs?

Historically, Oregonians who live in urban areas are more likely to find jobs after receiving assistance from the workforce partners than those in rural regions. But, since the recession began in late 2000, a downturn in the high-tech industry meant that employment opportunities in urban areas dramatically declined. In contrast, placement rates in rural areas dipped only slightly. The following are some findings from the PRISM data about placement activities throughout Oregon in 2002 - 2003. (All regional placement results from PRISM data are included on the map, which appears on pages 14 - 15. The map also identifies the counties that are in each region.)

- Rural regions 7 (Coos and Curry counties), 11 (Klamath and Lake counties) and 13 (Baker, Union and Wallowa counties) were at or above Oregon's statewide placement average, whereas they generally fall well below that average.



"Starting a new business is, at a minimum, hectic and many times a downright scary undertaking. In the midst of the start up bedlam of Mountain Monograms (a production embroidery operation) last February, we found a

haven in The Job Council (Medford, Oregon). Four of the first people we hired came from The Job Council. The staff clearly had our best interests in mind. The arranged interviews minimized the amount of time spent in the hiring process. The job candidates were excellent. We are experiencing great success. We will not forget the big role that The Job Council has played in our success."

—JAMES F. SMITH
MOUNTAIN MONOGRAMS

- Region 10 (Crook, Deschutes and Jefferson counties) experienced the highest placement rate in the state with 78% of participants finding work.
- Region 12 (Morrow and Umatilla counties) secured second place according to the most recent PRISM statistics with a rate of 76%.

Comparing job placement with prior years

Year-to-year comparisons compiled from annual PRISM placement reports show that job placement by workforce partners is somewhat lower than in the previous two years. In 2001 - 2002, nearly 75% of those seeking work found jobs, representing 296,284 newly employed people. In 2000 - 2001, just over 78% who completed workforce training found work. That year, workforce partners assisted 274,648 Oregonians.

The PRISM data indicates that the highest number of job seekers found work through Employment Department services. However, agencies with the highest placement rates were Vocational Rehabilitation and Title I-B Youth, Adults and Dislocated Workers. In 2002 - 2003, each helped more than 81% of their clients get the help they needed from the workforce development systems and find jobs.

WAGE GAIN RESULTS

Tracking wages of Oregon employees is important because it provides a way to measure the economic security of our workforce and quality of jobs. Low wages, or a limited increase in wages, can be cause for concern. These affect the quality of life for workers and their



STARTING OVER— AND MAKING IT

Though the 9/11 incident occurred nearly 3,000 miles away from Portland, it profoundly impacted Kathy's Oregon-based family-owned memorabilia and collectible business. Together with a downturn in the local economy in 2002, Kathy determined she would need a full-time job within six months.

Having been out of the job market for a decade, Kathy asked for help at the Downtown Oregon Employment Department office. During that visit, she was referred to a counselor at the WorkSource Oregon Central City Concern (CCC) West Portland One-Stop Center. Following an in-depth assessment, the counselor suggested that they start Kathy's job search from scratch.

First, Kathy used Workforce Investment Act (WIA) funds provided through Worksystems, Inc. to Central City Concern for career exploration, resumé development, training in interviewing skills and other related services. In addition, CCC provided bus tickets and a referral to the Dress For Success program. So Kathy had transportation and professional clothing to make a good impression during interviews.

CCC also recommended that Kathy attend a local job fair. While there, she applied to the Social Security Administration (SSA) and was later called for an interview. Following an extensive interviewing process, a background check and other pre-employment details, Kathy was hired in January 2003, just beating her goal of finding work within six months.

Kathy underwent a 12-week training course at SSA and became a telephone service representative, using many of the customer service and administrative skills she practiced in her collectibles business. She is so satisfied with her position, she is planning to stay until retirement.

—WORKSOURCE OREGON
CENTRAL CITY CONCERN
WEST PORTLAND ONE-STOP CENTER,
WORKSYSTEMS, INC.
and OREGON EMPLOYMENT DEPARTMENT

families. The following information is useful in evaluating the economic well being of Oregonians.

Background on the wage gain picture

According to the Oregon Employment Department, the statewide median annual wage (that is, the wage that is the mid-point) was \$18,362 in 2002. On the other hand, the mean (or average) wage for the same year was \$21,959.

This difference in numbers occurs because the highest salaries—though they may be few in number—greatly influence the averages. In other words, they create a slightly irregular picture because the majority of people are not in such high-paying categories. For example, the gap between the median and mean wages in several counties is upwards of \$10,000 per year.

Here are some median and mean wage results by county:

- Twenty-one of Oregon's 36 counties had a median annual wage that was less than \$10,000.

- The lowest median wage is found in Wasco County with \$2,032. Their mean, or average, wage was \$10,100, which is the second lowest in the state.
- Three counties—Benton, Multnomah and Washington—had a mean wage that was above the statewide average of \$21,959. The remaining counties ranged from a low of \$9,358 (Sherman County) to \$21,873 (Clackamas County).

- Only one county—Washington—had a median wage that was higher than the median for the state. Washington County's median wage was \$18,975; the statewide median wage was \$18,362.

**Wages
increased by
\$.63 to \$12.84
per hour.**

Statewide wage gain results

On average, during 2001 - 2002², PRISM data shows that hourly wages statewide increased by \$.63 from \$12.21 to \$12.84. The 63 cents represents a five percent increase over the \$12.21 average starting wage. According to the Oregon Employment Department, a five percent gain is about double the rate of gain for all covered workers during the same period. While \$.63 is not a significant

² Because wage gain in PRISM is measured over more than a year, the most current data available are from July 2001 through March 2002.

amount, it counts as a positive sign when viewed in the context of our economy. Considering that Oregon is experiencing high unemployment and is recuperating from a recent recession, even a small gain is good.

Looking at regional hourly wages and increases

The PRISM wage gain information also includes the average hourly wages for each region. Region 15 (Clackamas County) had the highest average hourly wages at \$15.49. Region 2 (Multnomah, Washington and Tillamook counties), which includes the Portland metro area, came in second highest at \$14.37. Worth noting is that these two regions, which had the highest hourly wages, also had the lowest wage gains in the state—between 50 and 55 cents per hour.

Region 6 (Douglas County) and Region 7 (Coos and Curry counties) had the lowest average hourly wages in the state at \$10.98 and \$11.00. However, these two regions experienced the highest wage gains in the state. Workers in Region 6 received an increase of \$1.07 while Region 7 generated an additional \$.96.

HERE IS A TWO-YEAR COMPARISON OF WAGE GAINS USING AVAILABLE DATA FROM PRISM*:

TIMEFRAME	STARTING AVE. WAGE	ENDING AVE. WAGE	AMOUNT OF CHANGE
2000 - 2001	\$11.88	\$12.72	+\$.83
2001 - 2002	\$12.21	\$12.84	+\$.63

*SMALL NUMERIC DIFFERENCES ARE THE RESULT OF ROUNDING DURING COMPUTATION.

COMPARING WAGE GAINS WITH PRIOR YEARS

In 2001 - 2002, we had a smaller wage gain than in the prior year (\$.63 versus \$.83). We also made little headway when we compare the ending wage to the year before (\$12.84 versus \$12.72 per hour, an increase of \$.12).

Wage increases by industry

Looking at the PRISM data by industry, we find that the highest wage gain during 2001 - 2002 was in the Utilities sector with an increase of \$1.62 per hour, followed by Administrative and Support and Waste Management and Remediation Services with a \$1.14 increase, Arts, Entertainment and Recreation (\$1.09) and Finance and Insurance (\$1.03).

A loss of \$1.22 per hour occurred in the Information sector, mostly resulting from the decline in the high-tech industry. Manufacturing also saw a loss from 2001 to 2002



SKILLS TRAINING OPENS DOORS FOR EMPLOYEES AT FREEMAN MARINE

At Freeman Marine Equipment, Inc. in Gold Beach, Oregon, staff training has always been a high priority, especially considering the high level of competition in the industry. But in July 2002, the company got the edge on its competitors when it received a Current Workforce Skill Development grant after partnering with Southwestern Oregon Community College.



The partners conducted a companywide needs assessment to develop and implement a specialized training program that included all 80-plus staff members of Freeman Marine. The goal of the training was to narrow specific skills gaps, from the basics to the very technical.

For example, several employees lacked basic math skills. Mike Colby's job as an assembler requires that he add and subtract fractions from time to time. Prior to training in Basic Math and Blueprint Reading, Mike had to rely on his co-workers for the measurements. Today, he uses his newly developed math skills regularly and is excelling in his position.

Alex Herrera, a native of Mexicali, Mexico, joined Freeman Marine four years ago and is currently the company's foundry lead person. While he took part in several grant funded computer trainings, the Excel course had the biggest impact. With his Excel skills, he is now assisting his supervisor with updating reports and spreadsheets. He's also detailing the family's bills in Excel. "These days I can track who's taking the money and why," he says with a twinkle in his eye.

For Freeman Marine owners Bo Shindler and Dugie Freeman, training is one of the keys to the company's success and grant funding helped open some new doors.

—FREEMAN MARINE EQUIPMENT, INC.
Gold Beach
and SOUTHWESTERN COMMUNITY COLLEGE

LATITUDES GOES LEAN WITH ESL

During an English as a Second Language (ESL) course being conducted in the Portland-based Latitudes lunchroom, one Hispanic participant asked, "Teacher, when will we begin our English classes?" The teacher answered that these were the English classes, proving that the customized Lean ESL program was working as planned.



Latitudes is a small screen printing company that is using Current Workforce Skill Development (CWSD) grant funds to have the Lean ESL program developed by Portland Community College's Customized & Workplace Training (CWT) and the Oregon Manufacturing Extension Partnership (OMEP). The goal of Lean Manufacturing is to eliminate waste and increase efficiency throughout the entire business process. The challenge at Latitudes is that a significant percentage of workers are Hispanic with limited English proficiency (LEP). Without training, Spanish-speaking staff would be prevented from fully participating in the Lean Manufacturing training program.

During the Lean ESL classes, the Hispanic population at Latitudes is learning concepts and terms presented in a simplified Lean Manufacturing curriculum. The goal is to prepare them to participate in company-wide Lean training activities and subsequent teamwork with native English speakers. By including the Spanish speakers in the training instead of imposing it, Latitudes will benefit from their contributions to gain a competitive edge and become more profitable.

When the Lean Manufacturing program is completed, Latitudes will be a model for this industry and others.

—LATITUDES and
PORTLAND COMMUNITY COLLEGE

totaling $-.37$ cents. The lowest wages are earned in the Accommodation and Food Services industry.

Our year in review

OREGON TAKES THE LEAD IN REPORTING SYSTEM-WIDE RESULTS

PRISM, and the data that it provides, has proven to be a definitive step forward for Oregon. With it, workforce partners are now able to compare activities from one year to the next, and can make strategic investments.

It is significant that Oregon is collecting, analyzing and reporting results on job placement, job retention, wage gain and educational gain. Oregon is one of only a handful of states using the PRISM system. Though California, Texas, Florida and New York have a similar system, Oregon's is the oldest and most comprehensive. The workforce system partners intend to continue to measure progress, and to take action based on what we learn.

WHAT WE'VE LEARNED

The following is a synopsis of what occurred during 2002 - 2003, as reported in the Executive Summary and described in detail on the preceding pages.

- 73% of those who entered the workforce system with the goal of finding work were able to find a job.
- Hourly wages went up in some industries. Statewide, hourly wages increased by \$.63.
- Even in an economic downturn, job openings and employment opportunities occurred due to job turnover, retirements and the addition of jobs by some companies.
- More people are becoming educated, which means Oregon will have a better prepared workforce.
- More people are becoming trained in high demand industries.
- Many high school students are getting a jump on their college education.
- 24,000 workers were served through the Business and Industry Training System provided by community colleges.

- Businesses received more than \$8 million in grant funding to train their current workforce.
- Statewide, one out of every two people who set a basic skills goal in reading, math, writing, listening or speaking met that goal.

These positive results occurred in spite of the following:

- Overall, employment declined by 1.3%.
- Oregon had the highest unemployment rate in the nation for most of the year.

Where do we go from here?

According to Governor Kulongoski, success happens when functional, connected regional teams can evaluate their economic opportunities, deliver just-in-time services to business and workers, and are tied into a statewide system. In addition, funds for education, literacy and training must be accessed easily and quickly by businesses and workers. Finally, training resources should be used to develop and implement strategies related to

retention/expansion and focused on traded sectors that provide the highest return on investment.

Efforts by the Governor and workforce partners should result in specific outcomes for Oregon, including:

- Living wage jobs created and retained.
- Highly skilled workforce, specifically in knowledge-based industries.
- Globally competitive businesses.

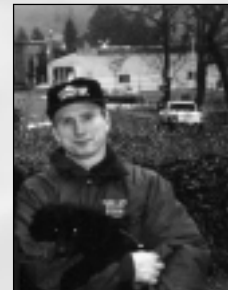
SOME SPECIFICS—WHAT WE'RE WORKING TO IMPROVE

The workforce partners want to push the workforce development system to its maximum efficiency and productivity. In the coming year, we expect to be even better able to serve Oregon businesses and workers. A few of our goals are listed below.

- The newly established Employer Workforce Training Fund (EWTF) will replace the Current Workforce Skill Development project. As a result, local Workforce Response Teams will decide where and how best to invest in building workers' skills using this increased funding.

TRAINING PAYS OFF FOR DISLOCATED WORKER

At age 41, Bill C. had been employed in the timber industry his entire adult life, working at various mills from Washington to Oregon. Bill had worked as a saw operator at Hanel Lumber for nine years when he was laid off during the mill closure in September 2000. Layoffs were familiar to Bill, having gone through a similar experience with previous owners at Hanel in 1996.



During the first layoff, Bill started attending Portland Community College to study accounting, but he put his education on hold and returned to work when the mill re-opened under new ownership. The second time around, Bill was determined to re-train for a new career and never return the mill.

Bill kept true to that promise. As a dislocated worker, he received funding under the Trade Act and supplemental support by the Workforce Investment Act (WIA) to complete basic skills courses at Columbia Gorge Community College. Later, Bill was accepted into Portland Community College's Automotive Service Technician Certificate program. He graduated from the two-year course in December 2003.

Today, Bill is a member of the Transportation Workers Union and employed by Tri-Met in Portland. He earns more than \$12 per hour and receives outstanding benefits as a Mechanic's Helper. After one year, Bill becomes eligible to enter Tri-Met's diesel mechanics apprenticeship program where he can learn new skills and increase his hourly wage. TriMet also provided Bill with Commercial Driver's License (CDL) training and he quickly obtained his license to operate the buses.

—MID-COLUMBIA COUNCIL OF GOVERNMENTS



YOUTHBUILD CSC DOES THE JOB FOR TIFFANY NORRIS

Tiffany Norris dropped out of high school after her junior year. The only work she could find was a part-time minimum wage job. She lived in a rural area with no public transportation, and had no driver's license. In July 2002 Tiffany, then 19, was accepted into the YouthBuild CSC program. Shortly after she joined YouthBuild, she became homeless.

That fall, YouthBuild partnered with Community Services Consortium's (CSC) Emergency Services programs in East Linn County. Tiffany enrolled in CSC's Transitional Housing Program and received 12 months of rental assistance. Her apartment was close to YouthBuild CSC, so she could walk to the program. While living on the limited income YouthBuild provides trainees, the Energy Assistance program helped her meet financial needs.

Tiffany earned her GED, graduated from YouthBuild and earned a National Honors Graduate Certificate for her outstanding accomplishments and attendance and for being drug free. The Home Depot hired her for \$8.50 per hour. She has been Home Depot's Employee of the Month and earned four badges for exceptional customer service. She's now taking part in the "Job Preference Process" where she'll be considered for a position in a department that interests her. If she's selected, she'll receive the training she needs to do the job.

—COMMUNITY SERVICES CONSORTIUM,
YOUTHBUILD PROGRAM
Lebanon

- The workforce partners are gearing programs around skills that business owners and managers have identified as being in too short supply.
- Aligning the efforts of the workforce system partners with the work of the local and state economic development partners is a priority. The goal is to strategically focus resources on traded-sector industry clusters to help develop a high-skill high-wage economy.
- Education and training (K-16) are committed to providing learning environments that give individuals the best training to meet our business needs.
- Workforce partners will improve the measuring systems for basic skills, including piloting several new skill assessment tools to increase available options for students, such as writing and speaking tools for ESL students. In addition, partners will work to align basic skill gain measures across Title II Adult Education and Title I-B Youth Education programs, as well as expanding data collection for common measures across the workforce system.
- Efforts to provide a single point of contact for businesses, job seekers and partners have resulted in the establishment of the website www.worksourceoregon.org, which provides access to information for all parties.

"There aren't many organizations that reach out to kids that are troubled and not making it in high school. YouthBuild does this. It also helps you better yourself for the real world and the job market. I feel that if YouthBuild were available to more teenagers there would be less problems with drugs. A lot of people I know have resorted to these things after looking for jobs and being turned down. If we could just show these people that there is something else out there, a program that cares for them and their community, I think that many people would be willing to try."

—TIFFANY NORRIS, YOUTHBUILD CSC

To Our Partners,

The difficult economic times Oregon businesses and workers faced in recent years have made us stronger and in many ways much wiser. Indeed, we've forged ahead by carefully examining past and present economic and business conditions in our state. This report shows that Oregon is recovering from some serious setbacks, though much remains to be done.

Unemployment is still high and some Oregon workers and businesses are still feeling the effects related to the downturn in the technology and software industry. But that's why we have WorkSource Oregon, which is what we call the workforce development system and its partners. We are pro-actively managing WorkSource Oregon using intelligence and good planning as we incorporate ideas from the Governor's office, businesses, local and state workforce partners and the Oregon Workforce Investment Board.

The partners are also striving to ensure that economic development remains connected to workforce development and that both are linked to education, literacy and training. There is no doubt that these links will play a major role in the state's economic well being and in ensuring that businesses can provide family wages as well as opportunities for training and advancement.

The Governor's workforce initiatives—to facilitate access to the workforce system, to help workforce and economic development to work more closely together, and to create an employer workforce training fund to upgrade the skills of the incumbent workforce—are beginning to have a very positive effect on businesses and workers. In addition, recognizing the continuum of pre-school through lifelong learning, and the place of workforce development within that continuum, will ensure that Oregon's workforce will be able to participate in the high-skills economy of the future and contribute to the global competitiveness of Oregon businesses.

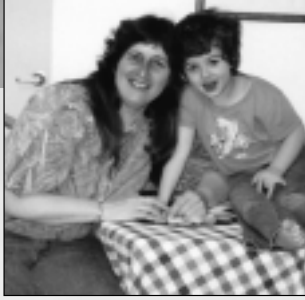
As Chair of the Oregon Workforce Investment Board, I am pleased with the progress and appreciate the focused effort and teamwork of the partners. This year was better than last and I believe that next year will be even better as we gain momentum and continue to put our strategies in motion.

Sincerely,



GWYN HARVEY
Chair, Oregon Workforce
Investment Board





SHANNON'S STORY

"My name is Shannon Meyer. I'm a single mom who got a bit of a late start. When I got pregnant in 1999 I was living in a beach cabin in bad need of repair. I knew I had to do better for my child.

I signed up for every available option I found for a home. NOHA (Northwest Oregon Housing Association) and I found an ad in the paper for Habitat for Humanity. I also was checking into Healthy Families. I was approved for NOHA and was chosen by Habitat!

With the help of my caseworker Diana, Donna at WIC (Women, Infants and Children) and Anne at Healthy Families, and all the great people at Habitat, here we sit in our beautiful new home (see photo, opposite page) we are buying interest free. I have a good job at an 80-unit oceanfront hotel and my daughter who is the light of my life is in Headstart.

Life is good if you just strive for your goals you've set. Look for a hand up, not a hand out. Follow through. And help others and good will come of it."

—SHANNON MEYER
and OREGON DEPARTMENT
OF HUMAN SERVICES
Tillamook County

WorkSource Oregon One-Stop Centers

REGION 1: CLATSOP / COLUMBIA

Clatsop County One-Stop
450 Marine Dr., Suite 140
Astoria, 97103
503-325-1156

Columbia County One-Stop
500 N. Columbia River Hwy.
St. Helens, 97051
503-397-6495

REGION 2: MULTNOMAH / TILLAMOOK / WASHINGTON

Capital Career Center*
18624 NW Walker Rd.
Beaverton, 97006
503-533-2713

SE Works One-Stop Career Center*
6927 SE Foster Rd.
Portland, 97206
503-772-2300

Central City Concern, West Portland One-Stop*
2 NW 2nd
Portland, 97209
503-226-7387

Northeast One-Stop*
3034 NE Martin Luther King Jr. Blvd.
Portland, 97212
503-528-3100

Metropolitan Workforce Center*
5600 NE 42nd Ave.
Portland, 97218
503-943-2283

Goalpost*
6443 N. Lombard
Portland, 97203
503-240-5600

MHCC WorkForce Connections*
4510 NE 102nd
Portland, 97220
503-252-0758

Tillamook Work Solutions*
3600 E 3rd St.
Suite B
Tillamook, 97141
503-842-3244

REGION 3: MARION / POLK / YAMHILL

Winema Job & Career Center
4001 Winema Place, NE, Suite 200
Salem, 97305
503-399-2300

McMinnville Job & Career Center
310 Kirby St.
McMinnville, 97128
503-472-5928

Newberg Job & Career Center
2251 E. Hancock St.
Suite 106
Newberg, 97132
503-538-8970

Salem Job & Career Center

605 Cottage St., NE
Salem, 97301
503-378-4846

Polk Job & Career Center

580 Main St.
Dallas, 97338
503-831-1950

Santiam Job & Career Center

11656 Sublimity Rd., SE
Sublimity, 97385
503-316-3212

Woodburn Job & Career Center

120 East Lincoln St.
Woodburn, 97071
503-982-2827

REGION 4: BENTON / LINCOLN / LINN

Lincoln Workforce Development Center
120 NE Avery St.
Newport, 97365
541-265-8505

Benton Workforce Development Center

545 SW Second
Corvallis, 97333
541-265-8505

East Linn Workforce Development Center

44 Industrial Way
Lebanon, 97355
541-259-5830

Linn Workforce Development Center

139 4th Ave., SE
Albany, 97321
541-967-2171

REGION 5: LANE

The Workforce Network

2510 Oakmont Way
Eugene, 97401
541-686-7601

The Workforce Network—

Lane Community College Campus

(Satellite Site)
Bldg. 19
4000 E. 30th
Eugene, 97405-0640
541-463-5223

REGION 6: DOUGLAS

Roseburg Employment Office One-Stop Center

846 SE Pine St.
Roseburg, 97470
541-440-3344

Umpqua Training & Employment

760 NW Hill Ave.
Roseburg, 97470
541-672-7761

*In the process of rechartering the One-Stop Centers for 2004

Umpqua Community College Workforce Training
2555 Diamond Lake Blvd.
Roseburg, 97470
541-440-4668

DHS CAF (Children, Adults & Family) Services Office
1937 W. Harvard
Roseburg, 97470
541-440-3301

**REGION 7: COOS / CURRY
Newmark Center**
2110 Newmark Ave.
Coos Bay, 97420
541-888-7152

North Curry Family & Children Center
1403 Oregon Street
Port Orford, 97465
541-332-1042

Hanscam Center
16399 Lower Harbor
P.O. Box 2338
Harbor, 97415
541-469-5306

**REGION 8: JACKSON / JOSEPHINE
Education and Resource Center**
1600 N. Riverside, Suite 1001
Medford, 97501
541-779-2489

**REGION 9: GILLIAM / WASCO /
HOOD RIVER / SHERMAN / WHEELER
State Office Bldg. One-Stop Center**
700 Union St.
The Dalles, 97058
541-296-5435 x 231

Mid-Columbia Council of Governments
1113 Kelly Ave.
The Dalles, 97058
541-298-4141

**REGION 10: CROOK / DESCHUTES /
JEFFERSON
Redmond Workforce Connection**
2158 SE College Loop
Redmond, 97756
541-504-2955

**REGION 11: KLAMATH / LAKE
The Work Connection**
3600 S. 6th
Klamath Falls, 97603
541-850-9675

**REGION 12: MORROW / UMATILLA
WorkSource Pendleton**
408 SE 7th
Pendleton, 97801
541-276-9050

**REGION 13: BAKER / UNION / WALLOWA
Prairie Creek Center**
104 Litch Street
Enterprise, 97828
541-426-3149

**REGION 14: GRANT / HARNEY / MALHEUR
WorkSource Oregon**
375 SW 2nd Ave.
Ontario, 97914
541-889-5394

WorkSource Oregon
809 W. Jackson, Suite 100
Burns, 97720
541-573-5251

**REGION 15: CLACKAMAS
Clackamas County One-Stop Resource Center**
506 High St.
Oregon City, 97045
503-657-2122

PERSISTENCE PAYS OFF

Two years ago, Wade Foster was transitioning from a stay-at-home father to the family provider. His

goal was to be a truck driver, but he did not have the education or training. He found the help he needed through

the Community Services Consortium (CSC), one of the partners at the East Linn Workforce Development Center, which also houses Community Human Services, Linn Benton Community College and the Oregon Employment Department.



For Wade, the CSC staff was there when he needed career guidance, financial assistance and a full-time job with benefits to support his family. And yet, after he got his commercial driver's license with the help of a CSC Employment Specialist, it was his own persistence that landed the job.

It was December, a bad time to look for any type of work in rural East Linn County. But Wade sat in front of the customer service phone at the CSC office, opened the phone book to the Yellow Pages and starting making calls to every potential employer. On his 31st try, Wade reached the Furniture Factory in Lebanon. Yes, they were looking for a truck driver. And yes, Wade got the job.

In early January 2003, Wade started driving for the Furniture Factory. By October, he had secured a position with Fruitt Trucking, driving a 2001 International on West Coast runs. He is currently making a good wage, receives benefits for his family and is driving what he calls the Cadillac of trucks. And he has set a new personal goal. By the end of summer 2004, he plans to buy a home.

—COMMUNITY SERVICES CONSORTIUM





EVALUATION AND TRAINING LEAD TO NEW CAREER

"A stress related illness forced me to leave my lifetime profession. After nearly a year of unemployment, I was lucky enough to be referred to The Job Council by Vocational Rehabilitation. All the people at The Job Council were so friendly and extremely talented in their pursuit to help me build a new life. The programs they offered involved self help, renewed self esteem and a vast amount of knowledge about myself.

The in-depth evaluation of my skills, which led to my training at Rogue Community College (RCC), were all provided and financed by The Job Council.

This training provided the background to become the Lab Coordinator for the Industrial Welding Technology Program at RCC.

I am happier and healthier than I have been in many years, all thanks to the caring people at The Job Council."

—WILLIAM E. SUNYICH
and THE JOB COUNCIL
Medford

Our Vision

Oregon will have a world-class workforce—

well educated, skilled,
and working—

to keep Oregon's economy
competitive in the global
marketplace.





**DEPARTMENT OF
COMMUNITY COLLEGES
AND
WORKFORCE DEVELOPMENT**

503-378-8648

A N N U A L R E P O R T
T H E T A B L E S
W O R K F O R C E I N V E S T M E N T A C T

TITLE I-B AND TITLE II
2002 - 2003



**COMMUNITY
COLLEGES AND
WORKFORCE
DEVELOPMENT**
WORKSOURCE OREGON

December 31, 2003
State of Oregon
Department of Community Colleges
and Workforce Development (CCWD)
Authorized agent:
Cam Preus-Braly,
Commissioner, CCWD

Information provided in the tables is
required under the Workforce
Investment Act

**Core
Performance
Measures
That Apply
to the Adult,
Dislocated
Worker and
Youth
Funding
Streams**

www.workforce.state.or.us

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 receipt of training vs. core and intensive services
- A discussion of the evaluation
- Definitions used in the tables
- A guide to reading the tables
- The tables

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: JOB LOSS CONTINUED

A glimmer of job growth in the middle of 2002 gave way to the gloom of additional job loss through the following 12 months. Between July 2002 and June 2003, Oregon lost an estimated 21,000 nonfarm payroll jobs. Meanwhile, the unemployment rate rose from 7.4 percent to 8.5 percent. Oregon's rate was second highest in the nation—behind only that of Alaska—in the last half of 2002; it was highest in the nation in the first six months of 2003.

Few Oregonians escaped the impact of the continuing drop in our economy. The recession's impact on Oregon's workforce development system has been severe and has influenced the 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, 2001 through September 30, 2002).

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 local workforce investment 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 follows 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 the entered employment rate, employment retention rate, earnings change in six months and credential rate. For younger youth results (Table J), Oregon exceeded the skill attainment rate, diploma or equivalent attainment rate and the retention rate.

For the adult program (Table B), results show that Oregon exceeded the entered employment rate, retention rate and employment and credential rate but fell just short of the earnings change in six months (negotiated performance level—\$2,300 while actual performance—\$2,274).

The dislocated worker program results (Table E) indicate that the state exceeded the three measures of entered employment, retention rate and employment and credential rate but fell short of the earnings replacement in six months measure (negotiated performance level—97% and actual performance—86.5%).

RECEIPT OF TRAINING VS. CORE AND INTENSIVE SERVICES

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

Earnings—Adult and Dislocated Workers A comparison between individuals who received training services and individuals who received only core and intensive services (Tables D and G) shows that those who received training services experienced significantly higher earnings (adults—\$4,020) or a higher earnings replacement rate (dislocated workers—88.4%) than those who received only core and intensive services (adults—\$2,012 and dislocated workers—85.4%).

Entered Employment and Employment Retention Rates—Adults and Dislocated Workers Tables D and G show that, for both programs, rates attained for the entered employment and retention measures for those receiving training and those receiving core and intensive services only are higher for those receiving training services. The adult entered employment rate for those receiving core and intensive services only is 9% lower than those who received training services. The retention rate is also higher for those who received training services.

For dislocated workers, the entered employment rate is 4.1% higher for those who received training than it is for those who received core and intensive services only. The retention rate, however, is basically the same.

STATE EVALUATION

Oregon has taken a comprehensive approach to evaluation, focusing on program improvement. Because workforce programs are largely driven by performance requirements, much of the state's approach to evaluation has focused on the analysis of both individual programs and system-wide performance.

This analysis has concentrated on the uses of performance information for the purposes of accountability, continuous improvement, and for "telling the story." More recently, data availability has allowed the system to focus on the effects of program design on performance, the implications for effective performance management, and on the relationship between demographic factors and performance.

The state has undertaken the following efforts in the area of program evaluation:

- State staff reviews local areas and statewide performance quarterly. Local areas are contacted about various aspects of their operations and making changes to meet the needs of their customers.
 - The state has purchased Performance Matters, a performance management on-line service, for state and local use, which has greatly improved efforts to analyze performance. This program has already been used to improve performance by analyzing how the registration of participants affects the various performance measures.
 - Annual quality assurance reviews address multiple aspects of program compliance and program improvement.
 - Oregon has participated in various evaluation efforts, including a multi-state evaluation funded by the US Department of Labor.
- Data from our system-wide performance measures is now available for the employment-related indicators, basic skills attainment, and TANF caseload management. We have set expected levels of performance by workforce region, and review of this data will be used to assess the performance of local systems across programs. This system-wide performance data, available at www.prism.state.or.us, has been used in the narrative portion of this annual report.
 - Under direction of the Governor's staff, the Workforce Policy Cabinet is developing a plan to evaluate the state workforce system.
 - Local regions have ongoing program improvement efforts through dialog with employers and program partners.

WIA Title IB 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 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) divided by the pre-dislocation earnings (earnings in quarter 2 + quarter 3 prior to dislocation).

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 post-secondary 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 post-secondary 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 post-secondary 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, post-secondary education, 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:

- post-secondary 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 Completed Surveys Actual number of surveys returned.

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

Response Rate Percentage completing the survey.

THE TABLES

TABLE A

Workforce Investment Act Customer Satisfaction Results

CUSTOMER SATISFACTION	NEGOTIATED PERFORMANCE LEVELS	ACTUAL PERFORMANCE LEVEL—AMERICAN CUSTOMER SATISFACTION INDEX	NO. OF COMPLETED SURVEYS	NO. OF CUSTOMERS ELIGIBLE FOR THE SURVEY	NO. OF CUSTOMERS INCLUDED IN THE SAMPLE	RESPONSE RATE
PARTICIPANTS	70	78.4	1,379	11,858	2,009	68.6%
EMPLOYERS	70	75.2	1,495	26,242	2,108	70.9%

TABLE B

Adult Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL	ACTUAL PERFORMANCE LEVEL	
ENTERED EMPLOYMENT RATE	75.0%	78.2%	<u>4,471</u> 5,721
EMPLOYMENT RETENTION RATE	83.0%	86.3%	<u>4,744</u> 5,499
EARNINGS CHANGE IN SIX MONTHS	\$2,300	\$2,274	<u>\$10,486,075</u> 4,612
EMPLOYMENT AND CREDENTIAL RATE	60.0%	87.8%	<u>727</u> 828

TABLE C

Outcomes for Adult Special Populations

REPORTED INFORMATION	PUBLIC ASSISTANCE RECIPIENTS RECEIVING INTENSIVE OR TRAINING SERVICES		VETERANS	INDIVIDUALS WITH DISABILITIES	OLDER INDIVIDUALS			
ENTERED EMPLOYMENT RATE	74.3%	<u>78</u> 105	81.3%	<u>403</u> 496	70.9%	<u>411</u> 580	69.6%	<u>298</u> 428
EMPLOYMENT RETENTION RATE	82.8%	<u>82</u> 99	86.8%	<u>407</u> 469	79.8%	<u>402</u> 504	86.0%	<u>320</u> 372
EARNINGS CHANGE IN SIX MONTHS	\$4,089	<u>\$359,824</u> 88	\$1,472	<u>\$551,840</u> 375	\$2,010	<u>\$862,343</u> 429	\$917	<u>\$277,786</u> 303
EMPLOYMENT & CREDENTIAL RATE	81.0%	<u>17</u> 21	88.5%	<u>77</u> 87	78.8%	<u>93</u> 118	72.4%	<u>42</u> 58

TABLE D

Other Outcome Information for the Adult Program

REPORTED INFORMATION	INDIVIDUALS WHO RECEIVED TRAINING SERVICES		INDIVIDUALS WHO RECEIVED ONLY CORE & INTENSIVE SERVICES	
ENTERED EMPLOYMENT RATE	86.2%	<u>514</u> 596	77.2%	<u>3,957</u> 5,125
EMPLOYMENT RETENTION RATE	89.3%	<u>649</u> 727	85.8%	<u>4,095</u> 4,772
EARNINGS CHANGE IN SIX MONTHS	\$4,020	<u>\$2,411,962</u> 600	\$2,012	<u>\$8,074,113</u> 4,012
EMPLOYMENT AND CREDENTIAL RATE	87.8%	<u>727</u> 828	---	---

TABLE E

Dislocated Worker Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL		ACTUAL PERFORMANCE LEVEL	
ENTERED EMPLOYMENT RATE	80.0%		87.7%	<u>4,259</u> 4,854
EMPLOYMENT RETENTION RATE	89.0%		92.2%	<u>3,925</u> 4,259
EARNINGS CHANGE IN SIX MONTHS	97.0%		86.5%	<u>\$40,161,980</u> \$46,448,224
EMPLOYMENT AND CREDENTIAL RATE	60.0%		90.4%	<u>1,530</u> 1,693

TABLE F

Outcomes for Dislocated Worker Special Populations

REPORTED INFORMATION	VETERANS		INDIVIDUALS WITH DISABILITIES		OLDER INDIVIDUALS		DISPLACED HOME MAKERS	
ENTERED EMPLOYMENT RATE	88.1%	<u>585</u> 664	87.5%	<u>315</u> 360	81.4%	<u>499</u> 613	80.7%	<u>71</u> 88
EMPLOYMENT RETENTION RATE	92.0%	<u>538</u> 585	88.3%	<u>278</u> 315	91.2%	<u>455</u> 499	81.7%	<u>58</u> 71
EARNINGS CHANGE IN SIX MONTHS	81.1%	<u>\$6,502,513</u> \$8,017,868	87.0%	<u>\$2,305,437</u> \$2,649,274	76.4%	<u>\$4,192,968</u> \$5,484,697	173.2%	<u>\$362,717</u> \$209,392
EMPLOYMENT & CREDENTIAL RATE	91.5%	<u>226</u> 247	89.2%	<u>116</u> 130	84.7%	<u>133</u> 157	92.0%	<u>23</u> 25

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	90.4%	<u>1,530</u> 1,693	86.3%	<u>2,729</u> 3,161
EMPLOYMENT RETENTION RATE	92.5%	<u>1,415</u> 1,530	92.0%	<u>2,510</u> 2,729
EARNINGS CHANGE IN SIX MONTHS	88.4%	<u>\$14,672,727</u> \$16,591,749	85.4%	<u>\$25,489,253</u> \$29,856,475
EMPLOYMENT AND CREDENTIAL RATE	90.4%	<u>1,530</u> 1,693	---	---

TABLE H

Older Youth Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL		ACTUAL PERFORMANCE LEVEL	
ENTERED EMPLOYMENT RATE	67.0%		77.7%	<u>269</u> 346
EMPLOYMENT RETENTION RATE	77.0%		84.9%	<u>282</u> 332
EARNINGS CHANGE IN SIX MONTHS	\$3,200		\$3,273	<u>\$847,689</u> 259
CREDENTIAL RATE	50.0%		72.0%	<u>319</u> 443

TABLE I

Outcomes for Older Youth Special Populations

REPORTED INFORMATION	PUBLIC ASSISTANCE RECIPIENTS		VETERANS		INDIVIDUALS WITH DISABILITIES		OUT-OF-SCHOOL YOUTH	
ENTERED EMPLOYMENT RATE	77.4%	<u>41</u> 53	100.0%	<u>2</u> 2	69.6%	<u>32</u> 46	86.0%	<u>117</u> 136
EMPLOYMENT RETENTION RATE	80.4%	<u>37</u> 46	100.0%	<u>2</u> 2	84.8%	<u>39</u> 46	83.9%	<u>213</u> 254
EARNINGS CHANGE IN SIX MONTHS	\$2,896	<u>\$107,150</u> 37	\$5,869	<u>\$11,737</u> 2	\$1,737	<u>\$53,857</u> 31	\$3,349	<u>\$696,654</u> 208
CREDENTIAL RATE	68.3%	<u>43</u> 63	100.0%	<u>2</u> 2	69.2%	<u>45</u> 65	72.6%	<u>254</u> 350

TABLE J

Younger Youth Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL	ACTUAL PERFORMANCE LEVEL	
SKILL ATTAINMENT RATE	72.0%	84.7%	<u>3,926</u> 4,634
DIPLOMA OR EQUIVALENT ATTAINMENT RATE	55.0%	61.3%	<u>572</u> 933
RETENTION RATE	56.0%	69.8%	<u>773</u> 1,108

TABLE K

Outcomes for Younger Youth Special Populations

REPORTED INFORMATION	PUBLIC ASSISTANCE RECIPIENTS		INDIVIDUALS WITH DISABILITIES		OUT-OF-SCHOOL YOUTH	
SKILL ATTAINMENT RATE	84.6%	<u>422</u> 499	84.7%	<u>1,264</u> 1,492	78.5%	<u>764</u> 973
DIPLOMA OR EQUIVALENT ATTAINMENT RATE	69.1%	<u>65</u> 94	66.5%	<u>165</u> 248	50.0%	<u>151</u> 302
RETENTION RATE	64.2%	<u>86</u> 134	75.4%	<u>202</u> 268	68.8%	<u>309</u> 449

TABLE L

Other Reported Information

	12-MONTH EMPLOYMENT RETENTION RATE	12-MONTH EARNINGS CHANGE (Adults and Older Youth) OR 12-MONTH EARNINGS REPLACEMENT (Dislocated Wrkrs)	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	28.8% <u>933</u> 3,242	\$985 <u>\$3,193,058</u> 3,242	0.7% <u>33</u> 4,471	\$3,752 <u>\$14,893,131</u> 3,969	37.4% <u>223</u> 596
DISLOCATED WORKERS	34.8% <u>866</u> 2,487	33.9% <u>\$10,075,272</u> \$29,708,509	1.1% <u>41</u> 3,826	\$5,671 <u>\$19,288,658</u> 3,401	34.9% <u>520</u> 1,490
OLDER YOUTH	23.6% <u>26</u> 110	\$1,389 <u>\$152,803</u> 110	2.0% <u>5</u> 254	\$2,704 <u>\$567,818</u> 210	— —

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 Exiters 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 M Participation Levels

	TOTAL PARTICIPANTS SERVED	TOTAL EXITERS
ADULTS	9,068	4,478
DISLOCATED WORKERS	9,580	4,926
OLDER YOUTH	790	405
YOUNGER YOUTH	4,209	2,053

TABLE N
Cost of Program Activities

PROGRAM ACTIVITY	TOTAL FEDERAL SPENDING
LOCAL ADULTS	\$11,000,699
LOCAL DISLOCATED WORKERS	\$17,599,793
LOCAL YOUTH	\$10,685,125
RAPID RESPONSE (Up to 25%) §134(a)(2)(A)	\$5,057,819
STATEWIDE REQUIRED ACTIVITIES (Up to 15%) §134(a)(2)(B)	\$836,390
STATEWIDE ALLOWABLE ACTIVITIES §134(a)(3)	
Incumbent Worker Skill Development	\$3,095,872
Special Projects	\$652,796
Miscellaneous	\$379,683
Total	\$4,128,352
TOTAL OF ALL FEDERAL SPENDING LISTED ABOVE	\$49,308,177

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 equalled 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.

Performance on the WIA Measures: Statewide

STATE: OREGON
LWA: STATEWIDE

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY			PROGRAM OUTCOMES						
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERFE	NEG. LEVEL	MANDATORY PERFE LEVEL (80%)	
PROGRAM REGISTRANTS:			ADULT MEASURES:						
ADULTS	25,566	100.0%	ENTERED EMPLOYMENT RATE	4,470	5,720	78.1%	75.0%	60.0%	
DISLOCATED WORKERS	9,036	38.3%	RETENTION RATE	4,751	5,498	86.4%	83.0%	66.4%	
YOUNGER YOUTH	9,532	40.4%	EARNINGS CHANGE	10,540,500	4,646	\$2,269	\$2,300	\$1,840	
OLDER YOUTH	4,208	17.9%	EMPLOYMENT & CREDENTIAL RATE	727	828	87.8%	60.0%	48.0%	
	790	3.4%							
PROGRAM EXITERS:			DISLOCATED WORKER MEASURES:						
ADULTS	11,862	100.0%	ENTERED EMPLOYMENT RATE	4,261	4,854	87.8%	80.0%	64.0%	
DISLOCATED WORKERS	4,473	37.7%	RETENTION RATE	3,945	4,261	92.6%	89.0%	71.2%	
YOUNGER YOUTH	4,924	41.5%	EARNINGS CHANGE (POST/PRE)	40,847,516	47,425,337	86.1%	97.0%	77.6%	
OLDER YOUTH	2,058	17.3%	EMPLOYMENT & CREDENTIAL RATE	1,531	1,693	90.0%	60.0%	48.0%	
	407	3.4%							
TIME PERIODS:			OLDER YOUTH MEASURES:						
REGISTRANTS	Jul-02	Jun-03	ENTERED EMPLOYMENT RATE	269	346	77.7%	67.0%	53.6%	
EXITERS	Jul-02	Jun-03	RETENTION RATE	287	332	86.4%	77.0%	61.6%	
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02	EARNINGS CHANGE	873,785	260	\$3,361	\$3,200	\$2,560	
RETENTION RATE	Oct-01	Sep-02	CREDENTIAL RATE	321	443	72.5%	50.0%	40.0%	
EARNINGS CHANGE	Oct-01	Sep-02							
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02	YOUNGER YOUTH MEASURES:						
CUSTOMER SATISFACTION	Jul-02	Jun-03	DIPLOMA OR EQUIVALENT RATE	577	937	61.6%	55.0%	44.0%	
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03	SKILL ATTAINMENT RATE	3,899	4,605	84.7%	72.0%	57.6%	
SKILL ATTAINMENT RATE	Jul-02	Jun-03	RETENTION RATE	854	1,111	76.9%	56.0%	44.8%	
	Jul-02	Jun-03							
			CUSTOMER SATISFACTION			COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX	
			PARTICIPANT SATISFACTION	1,379	68.6%	78.4	70.0	56.0	
			EMPLOYER SATISFACTION	1,495	70.9%	75.2	70.0	56.0	
			CUSTOMER SATISFACTION			SAMPLE SIZE			
			PARTICIPANT SATISFACTION	2,009					
			EMPLOYER SATISFACTION	2,108					

Performance on the WIA Measures: The Oregon Consortium

STATE: OREGON
LWA: THE OREGON CONSORTIUM (REGIONS 1,6,7,9-14)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY			PROGRAM OUTCOMES						
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERFE	NEG. LEVEL	MANDATORY PERFE LEVEL (80%)	
PROGRAM REGISTRANTS:			ADULT MEASURES:						
ADULTS	8,605	100.0%	ENTERED EMPL RATE	2,206	3,108	71.0%	76.0%	60.8%	
DISLOCATED WORKERS	4,113	47.8%	RETENTION RATE	2,179	2,746	79.4%	85.0%	68.0%	
YOUNGER YOUTH	2,767	32.2%	EARNINGS CHANGE	4,671,180	2,538	\$1,840	\$1,900	\$1,520	
OLDER YOUTH	1,483	17.2%	EMPL & CREDENTIAL RATE	196	224	87.5%	60.0%	48.0%	
	242	2.8%							
PROGRAM EXITERS:			DISLOCATED WORKER MEASURES:						
ADULTS	3,458	100.0%	ENTERED EMPL RATE	1,263	1,487	84.9%	81.0%	64.8%	
DISLOCATED WORKERS	1,315	38.2%	RETENTION RATE	1,080	1,263	85.5%	91.0%	72.8%	
YOUNGER YOUTH	1,356	39.4%	EARNINGS CHANGE (POST/PRE)	11,639,338	13,305,854	87.5%	96.0%	76.8%	
OLDER YOUTH	668	19.4%	EMPLOYMENT AND CREDENTIAL RATE	451	497	91.0%	60.0%	48.0%	
	99	2.9%							
TIME PERIODS:			OLDER YOUTH MEASURES:						
REGISTRANTS	Jul-02	Jun-03	ENTERED EMPLOYMENT RATE	68	83	81.9%	67.0%	53.6%	
EXITERS	Jul-02	Jun-03	RETENTION RATE	73	88	83.0%	76.0%	60.8%	
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02	EARNINGS CHANGE	324,035	74	\$4,379	\$3,250	\$2,600	
RETENTION RATE	Oct-01	Sep-02	CREDENTIAL RATE	81	107	75.7%	60.0%	48.0%	
EARNINGS CHANGE	Oct-01	Sep-02							
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02	YOUNGER YOUTH MEASURES:						
CUSTOMER SATISFACTION	Jul-02	Jun-03	DIPLOMA OR EQUIVALENT RATE	178	276	64.5%	44.0%	35.2%	
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03	SKILL ATTAINMENT RATE	1,230	1,413	87.0%	87.0%	69.6%	
SKILL ATTAINMENT RATE	Jul-02	Jun-03	RETENTION RATE	237	317	74.8%	60.0%	48.0%	
	Jul-02	Jun-03							
			CUSTOMER SATISFACTION			COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX	
			PARTICIPANT SATISFACTION	192	62.7%	79.2	68.0	54.4	
			EMPLOYER SATISFACTION	217	68.9%	75.2	68.0	54.4	
			CUSTOMER SATISFACTION			SAMPLE SIZE			
			PARTICIPANT SATISFACTION	306					
			EMPLOYER SATISFACTION	315					

Performance on the WIA Measures: Worksystems, Inc.

STATE: OREGON
LWA: WORKSYSTEMS, INC. (REGION 2)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY			PROGRAM OUTCOMES					
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERF.	NEG. LEVEL	MANDATORY PERF. LEVEL (80%)
PROGRAM REGISTRANTS:	7,346	100.0%	ADULT MEASURES:					
ADULTS	2,785	37.9%	ENTERED EMPL RATE	1,274	1,402	90.9%	82.0%	65.6%
DISLOCATED WORKERS	3,840	52.3%	RETENTION RATE	1,429	1,457	98.1%	87.0%	69.6%
YOUNGER YOUTH	565	7.7%	EARNINGS CHANGE	3,213,573	967	\$3,323	\$3,200	\$2,560
OLDER YOUTH	156	2.1%	EMPL & CREDENTIAL RATE	193	229	84.3%	60.0%	48.0%
PROGRAM EXITERS:	4,137	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	1,901	46.0%	ENTERED EMPL RATE	1,386	1,535	90.3%	82.0%	65.6%
DISLOCATED WORKERS	1,956	47.3%	RETENTION RATE	1,372	1,386	99.0%	95.0%	76.0%
YOUNGER YOUTH	216	5.2%	EARNINGS CHANGE (POST/PRE)	14,171,967	17,200,711	82.4%	96.0%	76.8%
OLDER YOUTH	64	1.5%	EMPLOYMENT AND CREDENTIAL RATE	443	499	89.0%	60.0%	48.0%
TIME PERIODS:			OLDER YOUTH MEASURES:					
REGISTRANTS	Jul-02	Jun-03	ENTERED EMPLOYMENT RATE	66	81	81.5%	74.0%	59.2%
EXITERS	Jul-02	Jun-03	RETENTION RATE	80	83	96.4%	76.0%	60.8%
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02	EARNINGS CHANGE	202,791	53	\$3,826	\$3,200	\$2,560
RETENTION RATE	Oct-01	Sep-02	CREDENTIAL RATE	85	109	78.0%	60.0%	48.0%
EARNINGS CHANGE	Oct-01	Sep-02	YOUNGER YOUTH MEASURES:					
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02	DIPLOMA OR EQUIVALENT RATE	75	135	55.6%	56.0%	44.8%
CUSTOMER SATISFACTION	Jul-02	Jun-03	SKILL ATTAINMENT RATE	577	653	88.4%	80.0%	64.0%
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03	RETENTION RATE	150	187	80.2%	58.0%	46.4%
SKILL ATTAINMENT RATE	Jul-02	Jun-03	CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	203	81.5%	76.1	85.0	68.0
			EMPLOYER SATISFACTION	214	71.3%	74.9	80.0	64.0
			CUSTOMER SATISFACTION	SAMPLE SIZE				
			PARTICIPANT SATISFACTION	249				
			EMPLOYER SATISFACTION	300				

Performance on the WIA Measures: Region 15

STATE: OREGON
LWA: CLACKAMAS COUNTY (REGION 15)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY			PROGRAM OUTCOMES					
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERF.	NEG. LEVEL	MANDATORY PERF. LEVEL (80%)
PROGRAM REGISTRANTS:	1,245	100.0%	ADULT MEASURES:					
ADULTS	288	23.2%	ENTERED EMPL RATE	75	97	77.3%	75.0%	60.0%
DISLOCATED WORKERS	363	29.2%	RETENTION RATE	95	100	95.0%	85.0%	68.0%
YOUNGER YOUTH	506	40.7%	EARNINGS CHANGE	300,420	88	\$3,414	\$3,800	\$3,040
OLDER YOUTH	86	6.9%	EMPL & CREDENTIAL RATE	37	45	82.2%	60.0%	48.0%
PROGRAM EXITERS:	609	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	102	16.7%	ENTERED EMPL RATE	166	189	87.8%	81.0%	64.8%
DISLOCATED WORKERS	173	28.4%	RETENTION RATE	153	166	92.2%	92.0%	73.6%
YOUNGER YOUTH	273	44.8%	EARNINGS CHANGE (POST/PRE)	1,908,572	2,592,536	73.6%	95.0%	76.0%
OLDER YOUTH	61	10.0%	EMPLOYMENT AND CREDENTIAL RATE	94	109	86.0%	60.0%	48.0%
TIME PERIODS:			OLDER YOUTH MEASURES:					
REGISTRANTS	Jul-02	Jun-03	ENTERED EMPLOYMENT RATE	29	40	72.5%	65.0%	52.0%
EXITERS	Jul-02	Jun-03	RETENTION RATE	28	37	75.7%	77.0%	61.6%
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02	EARNINGS CHANGE	78,318	31	\$2,526	\$3,300	\$2,640
RETENTION RATE	Oct-01	Sep-02	CREDENTIAL RATE	37	57	64.9%	60.0%	48.0%
EARNINGS CHANGE	Oct-01	Sep-02	YOUNGER YOUTH MEASURES:					
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02	DIPLOMA OR EQUIVALENT RATE	66	136	48.5%	37.0%	29.6%
CUSTOMER SATISFACTION	Jul-02	Jun-03	SKILL ATTAINMENT RATE	437	548	79.7%	79.6%	63.7%
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03	RETENTION RATE	130	171	76.0%	56.0%	44.8%
SKILL ATTAINMENT RATE	Jul-02	Jun-03	CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	196	61.4%	74.7	90.0	72.0
			EMPLOYER SATISFACTION	209	70.4%	73.2	72.0	57.6
			CUSTOMER SATISFACTION	SAMPLE SIZE				
			PARTICIPANT SATISFACTION	319				
			EMPLOYER SATISFACTION	297				

Performance on the WIA Measures: Mid-Willamette Workforce Network

STATE: OREGON
LWA: MID-WILLAMETTE WORKFORCE NETWORK (REGION 3)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY

PROGRAM PARTICIPATION	TOTAL	PCT.
PROGRAM REGISTRANTS:	2,291	100.0%
ADULTS	683	29.8%
DISLOCATED WORKERS	868	37.9%
YOUNGER YOUTH	606	26.5%
OLDER YOUTH	134	5.8%
PROGRAM EXITERS:	1,589	100.0%
ADULTS	470	33.8%
DISLOCATED WORKERS	505	36.4%
YOUNGER YOUTH	328	23.6%
OLDER YOUTH	86	6.2%
TIME PERIODS:		
REGISTRANTS	Jul-02	Jun-03
EXITERS	Jul-02	Jun-03
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02
RETENTION RATE	Oct-01	Sep-02
EARNINGS CHANGE	Oct-01	Sep-02
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02
CUSTOMER SATISFACTION	Jul-02	Jun-03
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03
SKILL ATTAINMENT RATE	Jul-02	Jun-03

PROGRAM OUTCOMES

PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERF.	NEG. LEVEL	MANDATORY PERF. LEVEL (80%)
ADULT MEASURES:					
ENTERED EMPL RATE	312	412	75.7%	73.0%	58.4%
RETENTION RATE	391	446	87.7%	86.0%	68.8%
EARNINGS CHANGE	600,835	412	\$1,458	\$1,880	\$1,504
EMPL & CREDENTIAL RATE	95	111	85.6%	60.0%	48.0%
DISLOCATED WORKER MEASURES:					
ENTERED EMPL RATE	465	579	80.3%	82.0%	65.6%
RETENTION RATE	426	465	91.6%	92.0%	73.6%
EARNINGS CHANGE (POST/PRE)	4,592,651	5,029,956	91.3%	97.0%	77.6%
EMPLOYMENT AND CREDENTIAL RATE	120	139	86.0%	60.0%	48.0%
OLDER YOUTH MEASURES:					
ENTERED EMPLOYMENT RATE	39	63	61.9%	69.0%	55.2%
RETENTION RATE	37	48	77.1%	76.0%	60.8%
EARNINGS CHANGE	89,113	40	\$2,228	\$3,300	\$2,640
CREDENTIAL RATE	45	81	55.6%	60.0%	48.0%
YOUNGER YOUTH MEASURES:					
DIPLOMA OR EQUIVALENT RATE	116	179	64.8%	60.0%	48.0%
SKILL ATTAINMENT RATE	568	741	76.7%	82.0%	65.6%
RETENTION RATE	153	201	76.1%	58.0%	46.4%
CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
PARTICIPANT SATISFACTION	207	63.9%	74.8	80.0	64.0
EMPLOYER SATISFACTION	215	69.8%	74.9	75.0	60.0
CUSTOMER SATISFACTION	SAMPLE SIZE				
PARTICIPANT SATISFACTION	324				
EMPLOYER SATISFACTION	308				

Performance on the WIA Measures: Community Services Consortium

STATE: OREGON
LWA: COMMUNITY SERVICES CONSORTIUM (REGION 4)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY

PROGRAM PARTICIPATION	TOTAL	PCT.
PROGRAM REGISTRANTS:	1,051	100.0%
ADULTS	322	30.6%
DISLOCATED WORKERS	421	40.1%
YOUNGER YOUTH	255	24.3%
OLDER YOUTH	53	5.0%
PROGRAM EXITERS:	606	100.0%
ADULTS	202	33.3%
DISLOCATED WORKERS	233	38.4%
YOUNGER YOUTH	147	24.3%
OLDER YOUTH	24	4.0%
TIME PERIODS:		
REGISTRANTS	Jul-02	Jun-03
EXITERS	Jul-02	Jun-03
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02
RETENTION RATE	Oct-01	Sep-02
EARNINGS CHANGE	Oct-01	Sep-02
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02
CUSTOMER SATISFACTION	Jul-02	Jun-03
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03
SKILL ATTAINMENT RATE	Jul-02	Jun-03

PROGRAM OUTCOMES

PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERF.	NEG. LEVEL	MANDATORY PERF. LEVEL (80%)
ADULT MEASURES:					
ENTERED EMPL RATE	234	279	83.9%	80.0%	64.0%
RETENTION RATE	261	288	90.6%	88.0%	70.4%
EARNINGS CHANGE	434,493	251	\$1,731	\$2,400	\$1,920
EMPL & CREDENTIAL RATE	44	48	91.7%	60.0%	48.0%
DISLOCATED WORKER MEASURES:					
ENTERED EMPL RATE	304	328	92.7%	81.0%	64.8%
RETENTION RATE	284	304	93.4%	92.0%	73.6%
EARNINGS CHANGE (POST/PRE)	2,699,348	3,140,843	85.9%	100.0%	80.0%
EMPLOYMENT AND CREDENTIAL RATE	121	124	98.0%	60.0%	48.0%
OLDER YOUTH MEASURES:					
ENTERED EMPLOYMENT RATE	22	25	88.0%	69.0%	55.2%
RETENTION RATE	23	26	88.5%	77.0%	61.6%
EARNINGS CHANGE	47,608	21	\$2,267	\$3,000	\$2,400
CREDENTIAL RATE	25	30	83.3%	60.0%	48.0%
YOUNGER YOUTH MEASURES:					
DIPLOMA OR EQUIVALENT RATE	45	79	57.0%	52.0%	41.6%
SKILL ATTAINMENT RATE	191	230	83.0%	83.0%	66.4%
RETENTION RATE	74	98	75.5%	58.0%	46.4%
CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
PARTICIPANT SATISFACTION	199	72.4%	79.0	80.0	64.0
EMPLOYER SATISFACTION	223	70.1%	74.0	75.0	60.0
CUSTOMER SATISFACTION	SAMPLE SIZE				
PARTICIPANT SATISFACTION	275				
EMPLOYER SATISFACTION	318				

Performance on the WIA Measures: Lane Workforce Partnership

STATE: OREGON
LWA: LANE WORKFORCE PARTNERSHIP (REGION 5)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY

PROGRAM PARTICIPATION	TOTAL	PCT.
PROGRAM REGISTRANTS:	1,594	100.0%
ADULTS	448	28.1%
DISLOCATED WORKERS	775	48.6%
YOUNGER YOUTH	327	20.5%
OLDER YOUTH	44	2.8%
PROGRAM EXITERS:	713	100.0%
ADULTS	181	25.4%
DISLOCATED WORKERS	332	46.6%
YOUNGER YOUTH	166	23.3%
OLDER YOUTH	34	4.8%
TIME PERIODS:		
REGISTRANTS	Jul-02	Jun-03
EXITERS	Jul-02	Jun-03
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02
RETENTION RATE	Oct-01	Sep-02
EARNINGS CHANGE	Oct-01	Sep-02
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02
CUSTOMER SATISFACTION	Jul-02	Jun-03
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03
SKILL ATTAINMENT RATE	Jul-02	Jun-03

PROGRAM OUTCOMES

PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERF.	NEG. LEVEL	MANDATORY PERF. LEVEL (80%)
ADULT MEASURES:					
ENTERED EMPL RATE	147	160	91.9%	77.0%	61.6%
RETENTION RATE	155	177	87.6%	83.0%	66.4%
EARNINGS CHANGE	732,928	151	\$4,854	\$3,650	\$2,920
EMPL & CREDENTIAL RATE	46	48	95.8%	60.0%	48.0%
DISLOCATED WORKER MEASURES:					
ENTERED EMPL RATE	283	292	96.9%	82.0%	65.6%
RETENTION RATE	266	283	94.0%	91.0%	72.8%
EARNINGS CHANGE (POST/PRE)	2,670,387	2,603,124	102.6%	103.0%	82.4%
EMPLOYMENT AND CREDENTIAL RATE	123	126	98.0%	60.0%	48.0%
OLDER YOUTH MEASURES:					
ENTERED EMPLOYMENT RATE	11	13	84.6%	72.0%	57.6%
RETENTION RATE	11	11	100.0%	77.0%	61.6%
EARNINGS CHANGE			\$5,129	\$3,150	\$2,520
CREDENTIAL RATE	11	13	84.6%	60.0%	48.0%
YOUNGER YOUTH MEASURES:					
DIPLOMA OR EQUIVALENT RATE	87	110	79.1%	51.0%	40.8%
SKILL ATTAINMENT RATE	383	468	81.8%	85.0%	68.0%
RETENTION RATE	79	97	81.4%	58.0%	46.4%
CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
PARTICIPANT SATISFACTION	184	64.3%	81.6	80.0	64.0
EMPLOYER SATISFACTION	204	70.1%	78.0	74.0	59.2
CUSTOMER SATISFACTION	SAMPLE SIZE				
PARTICIPANT SATISFACTION	286				
EMPLOYER SATISFACTION	291				

Performance on the WIA Measures: The Job Council

STATE: OREGON
LWA: THE JOB COUNCIL (REGION 8)

PERIOD: 2002 ANNUAL REPORT
DATE: 1/09/04

PARTICIPATION SUMMARY

PROGRAM PARTICIPATION	TOTAL	PCT.
PROGRAM REGISTRANTS:	1,436	100.0%
ADULTS	397	27.6%
DISLOCATED WORKERS	498	34.7%
YOUNGER YOUTH	466	32.5%
OLDER YOUTH	75	5.2%
PROGRAM EXITERS:	970	100.0%
ADULTS	302	31.1%
DISLOCATED WORKERS	369	38.0%
YOUNGER YOUTH	260	26.8%
OLDER YOUTH	39	4.0%
TIME PERIODS:		
REGISTRANTS	Jul-02	Jun-03
EXITERS	Jul-02	Jun-03
ENTERED EMPLOYMENT RATE	Oct-01	Sep-02
RETENTION RATE	Oct-01	Sep-02
EARNINGS CHANGE	Oct-01	Sep-02
EMPLOYMENT & CREDENTIAL RATE	Oct-01	Sep-02
CUSTOMER SATISFACTION	Jul-02	Jun-03
DIPLOMA OR EQUIVALENT RATE	Jul-02	Jun-03
SKILL ATTAINMENT RATE	Jul-02	Jun-03

PROGRAM OUTCOMES

PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERF.	NEG. LEVEL	MANDATORY PERF. LEVEL (80%)
ADULT MEASURES:					
ENTERED EMPL RATE	222	262	84.7%	71.0%	56.8%
RETENTION RATE	241	284	84.9%	86.0%	68.8%
EARNINGS CHANGE	587,073	239	\$2,456	\$2,800	\$2,240
EMPL & CREDENTIAL RATE	116	123	94.3%	60.0%	48.0%
DISLOCATED WORKER MEASURES:					
ENTERED EMPL RATE	394	444	88.7%	84.0%	67.2%
RETENTION RATE	364	394	92.4%	87.0%	69.6%
EARNINGS CHANGE (POST/PRE)	3,165,253	3,552,312	89.1%	105.0%	84.0%
EMPLOYMENT AND CREDENTIAL RATE	179	199	90.0%	60.0%	48.0%
OLDER YOUTH MEASURES:					
ENTERED EMPLOYMENT RATE	34	41	82.9%	65.0%	52.0%
RETENTION RATE	35	39	89.7%	79.0%	63.2%
EARNINGS CHANGE	106,272	36	\$2,952	\$3,400	\$2,720
CREDENTIAL RATE	37	46	80.4%	60.0%	48.0%
YOUNGER YOUTH MEASURES:					
DIPLOMA OR EQUIVALENT RATE	10	22	45.5%	49.0%	39.2%
SKILL ATTAINMENT RATE	513	552	92.9%	83.0%	66.4%
RETENTION RATE	31	40	77.5%	73.0%	58.4%
CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
PARTICIPANT SATISFACTION	198	79.2%	82.6	75.0	60.0
EMPLOYER SATISFACTION	213	76.3%	74.1	72.0	57.6
CUSTOMER SATISFACTION	SAMPLE SIZE				
PARTICIPANT SATISFACTION	250				
EMPLOYER SATISFACTION	279				

WORKFORCE INVESTMENT ACT
TITLE II

Core
Performance
Measures
That Apply
to the Adult
Education and
Family
Literacy
Funding
Stream

www.odccwd.state.or.us

Title II Tables

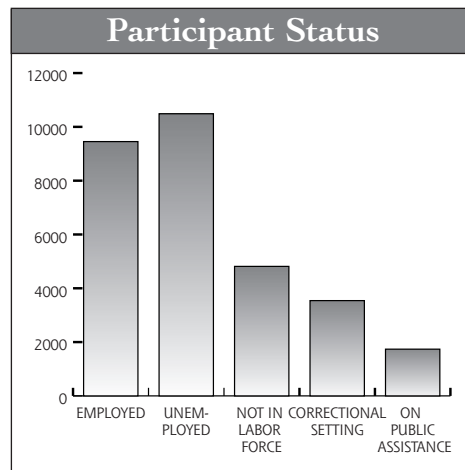
INTRODUCTION

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 state evaluation. In addition, there is a description of state activities, definitions of the adult basic skills measures and 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, 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 offers.



Each year, programs serve more than 25,000 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 education development of their children

With a change in demographics over the past decade in Oregon, along with an economic downturn, there has been an abundance of adult basic skills students and the need for English language instruction has grown significantly. 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 upon their release.
- **English Language (EL)/Civics grants** focus 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 "idea" civics, which concentrates on content related to citizenship, American history, the constitution and similar subjects.

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

- **Accountability grants** provide additional funding 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 additional funding to support staff professional development, instructional and assessment training, and program improvement and research.

STUDENTS

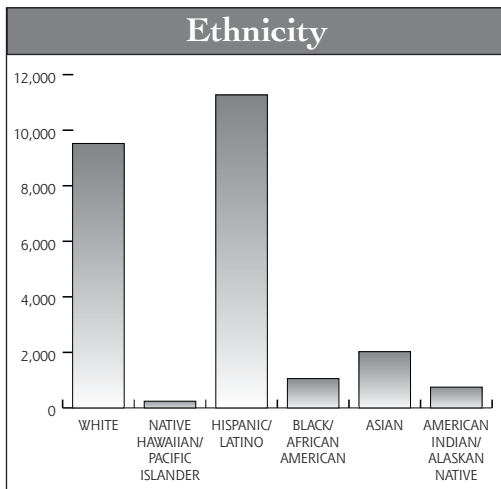
The primary audience of adult education and family literacy services is the hardest to serve. This audience includes:

- 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

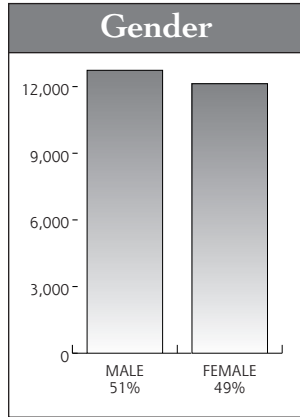
In 2002-2003, Oregon adult education and literacy programs helped more than 25,000 people, including more than 12,000 non-native English speakers. Over 60% of those we serve were 25 years or older, and 40% were employed.

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
- Support their family better
- Be an active member of their community



Literacy education supports these major life transitions and witnesses the positive effects this has on Oregon's economy, families, and communities. It is the power of the results of these events that increases the commitment of students and providers.



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 data performance and 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 to train staff on data performance and analysis, and strategic planning and evaluation. This training provides programs with the ability to take their data analysis, program evaluation profiles, and improvement plans, and develop **aligned strategic planning** for both the short and long term. This effort culminates in continuous improvement plans that are part of the annual local program reporting and application requirements, and intensive site evaluation.
2. The state provides **technical assistance**, contracts with data analysts/researchers, facilitates state committees on assessment and data, and engages in ongoing data analysis to supplement the annual training in order to ensure **accurate data collection and reporting**.
3. Local programs have ongoing **data analysis and program improvement** efforts through performance management software, data quality checklist, data system administrators, ongoing state training opportunities, and annual reporting requirements. Local program directors are also encouraged to identify common performance issues that the Oregon Council of Adult Basic Skills Development and state staff can address collectively.

4. Local programs have an **intensive site evaluation** every five years. The review team measures the program's improvement and performance based on the Oregon Indicators of Program Quality (IPQ's). The IPQ's also provide a common "language" for program design and services which are shared with workforce and community partners to better understand the importance of the role of adult basic skills in developing a more highly skilled workforce in the State of Oregon. 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 and detailed feedback for all sub-indicators.

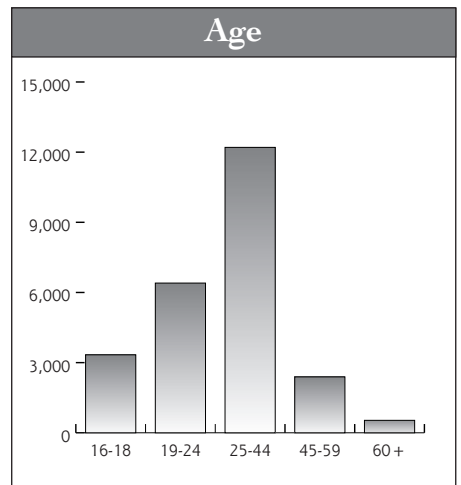
STATE ACTIVITIES

In addition to the program evaluation, the state funds projects with statewide significance concerning:

- Assessment and reporting
- Staff professional development
- Content standards and practices
- Technology
- Improving access and identifying best practices
- Strategic planning
- Continuous improvement

The goal of these projects is to engage local programs in research-based practices in order to increase the quality and expand the range of services.

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.



WIA Title II Definitions

CORE OUTCOME MEASURE 1: EDUCATIONAL GAIN

- Definition: Learner completes or advances one or more educational functioning levels from starting level measured on entry in the program.
- Federal Reporting: Total number of learners who complete an educational level during the program 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 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 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 exiting the program 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 POST SECONDARY 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 exiting the program and who had post secondary education or training as a 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

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	# ENROLLED COLUMN A	# COMPLETED COLUMN B	LOCAL PROGRAM LEVEL COMPLETION RATE	% OF OREGON'S STUDENTS FROM ALL LEVELS	% OF OREGON'S COMPLETIONS AT ALL LEVELS
			% = B/A COLUMN C	% = A/TOTAL(A) COLUMN D	% = B/TOTAL(B) COLUMN E
Small (<401)					
Tillamook Bay Community College	135	45	33.33%	0.54%	0.47%
Clatsop Community College	264	99	37.50%	1.06%	1.03%
Oregon Coast Community College	300	117	39.00%	1.21%	1.21%
Treasure Valley Community College	314	91	28.98%	1.26%	0.94%
Small+ (401-900)					
Southwestern Oregon Community College	437	214	48.97%	1.76%	2.22%
Columbia Gorge Community College	462	207	44.81%	1.86%	2.15%
Klamath Adult Learning Center	696	356	51.15%	2.80%	3.69%
Linn-Benton Community College	801	293	36.58%	3.22%	3.04%
Umpqua Community College	864	448	51.85%	3.48%	4.64%
Central Oregon Community College	877	386	44.01%	3.53%	4.00%
Medium (901-1700)					
Blue Mountain Community College	1,007	338	33.57%	4.05%	3.50%
Rogue Community College	1,154	436	37.78%	4.64%	4.52%
Clackamas Community College	1,446	577	39.90%	5.82%	5.98%
Medium+ (1701-3000)					
Lane Community College	2,047	1,020	49.83%	8.23%	10.57%
Mount Hood Community College	2,483	797	32.10%	9.99%	8.26%
Oregon Department of Corrections	2,615	1,402	53.61%	10.52%	14.53%
Large (>3000)					
Chemeketa Community College	3,344	1,181	35.32%	13.45%	12.24%
Portland Community College	5,617	1,640	29.20%	22.59%	17.00%
Statewide Total	24,863	9,647	38.80%	100.00%	100.00%

Measure I: Educational Gain State Summary

	AVERAGE PERFORMANCE TARGET	ACTUAL PERFORMANCE	ADULTS COMPLETING AT LEAST ONE LEVEL
SUBMEASURES			
Adult Basic Skills Development: 1/ 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.	38%	45%	4,800
Secondary Education: 1/ The percentage of adults enrolled in programs who acquired the secondary level skills needed to complete the level of instruction in which they were initially enrolled.	40%	62%	929
English Language Literacy: 2/ 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.	22%	31%	3,920

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	12	12	100.0%	9	75.0%
Clatsop Community College	11	8	73.0%	1	12.5%
Oregon Coast Community College	43	43	100.0%	24	55.8%
Treasure Valley Community College	14	11	79.0%	4	36.4%
Small+ (401-900)					
Southwestern Oregon Community College	43	40	93.0%	16	40.0%
Columbia Gorge Community College	25	21	84.0%	14	66.7%
Klamath Adult Learning Center	73	61	84.0%	24	39.3%
Linn-Benton Community College	22	20	91.0%	10	50.0%
Umpqua Community College	55	55	100.0%	24	43.6%
Central Oregon Community College	101	97	96.0%	61	62.9%
Medium (901-1700)					
Blue Mountain Community College	109	103	94.0%	64	62.1%
Rogue Community College	93	91	98.0%	41	45.1%
Clackamas Community College	267	249	93.0%	80	32.1%
Medium+ (1701-3000)					
Lane Community College	106	101	95.0%	66	65.3%
Mount Hood Community College	137	135	99.0%	50	37.0%
Large (>3000)					
Chemeketa Community College	465	455	98.0%	278	61.1%
Portland Community College	142	142	100.0%	72	50.7%
Statewide Total	1,718	1,644	96.0%	838	51.0%
Statewide negotiated performance goal 29.0%					

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	2	2	100.0%	0	0.0%
Clatsop Community College	0	0	0.0%	0	0.0%
Oregon Coast Community College	7	7	100.0%	3	42.9%
Treasure Valley Community College	0	0	0.0%	0	0.0%
Small+ (401-900)					
Southwestern Oregon Community College	4	4	100.0%	2	50.0%
Columbia Gorge Community College	3	3	100.0%	1	33.3%
Klamath Adult Learning Center	40	39	97.5%	12	30.8%
Linn-Benton Community College	8	8	100.0%	2	25.0%
Umpqua Community College	14	14	100.0%	3	21.4%
Central Oregon Community College	11	11	100.0%	1	9.1%
Medium (901-1700)					
Blue Mountain Community College	59	58	98.3%	20	34.5%
Rogue Community College	15	15	100.0%	6	40.0%
Clackamas Community College	228	200	87.7%	59	29.5%
Medium+ (1701-3000)					
Lane Community College	62	26	41.9%	4	15.4%
Mount Hood Community College	28	28	100.0%	3	10.7%
Large (>3000)					
Chemeketa Community College	53	47	88.7%	17	36.2%
Portland Community College	44	44	100.0%	9	20.5%
Statewide Total	578	506	87.5%	142	28.1%

Weighted state average reported 27.0%
Statewide negotiated performance goal 40.0%

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	50	47	94.0%	17	36.2%
Clatsop Community College	57	53	93.0%	27	50.9%
Oregon Coast Community College	92	92	100.0%	33	35.9%
Treasure Valley Community College	90	83	92.2%	34	41.0%
Small+ (401-900)					
Southwestern Oregon Community College	213	206	96.7%	93	45.1%
Columbia Gorge Community College	89	86	96.6%	40	46.5%
Klamath Adult Learning Center	206	174	84.5%	42	24.1%
Linn-Benton Community College	225	223	99.1%	99	44.4%
Umpqua Community College	328	326	99.4%	231	70.9%
Central Oregon Community College	216	208	96.3%	65	31.3%
Medium (901-1700)					
Blue Mountain Community College	297	281	94.6%	106	37.7%
Rogue Community College	325	315	96.9%	90	28.6%
Clackamas Community College	133	123	92.5%	72	58.5%
Medium+ (1701-3000)					
Lane Community College	533	498	93.4%	215	43.2%
Mount Hood Community College	318	296	93.1%	103	34.8%
Oregon Department of Corrections	893	839	94.0%	612	72.9%
Large (>3000)					
Chemeketa Community College	599	541	90.3%	153	28.3%
Portland Community College	759	715	94.2%	321	44.9%
Statewide Total	5,423	5,106	94.2%	2,553	46.1%
				Weighted state average reported 46.0%	
				Statewide negotiated goal 41.0%	

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 # OF STUDENTS WHO ENTERED POST SECONDARY	POST SECONDARY PLACEMENT RATE
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH		
Small (<401)					
Tillamook Bay Community College	19	19	100.0%	9	47.4%
Clatsop Community College	14	14	100.0%	4	28.6%
Oregon Coast Community College	32	32	100.0%	10	31.3%
Treasure Valley Community College	14	14	100.0%	2	14.3%
Small+ (401-900)					
Southwestern Oregon Community College	85	83	97.6%	41	49.4%
Columbia Gorge Community College	45	41	91.1%	18	43.9%
Klamath Adult Learning Center	18	18	100.0%	2	11.1%
Linn-Benton Community College	48	47	97.9%	23	48.9%
Umpqua Community College	94	93	98.9%	83	89.2%
Central Oregon Community College	51	51	100.0%	11	21.6%
Medium (901-1700)					
Blue Mountain Community College	36	35	97.2%	11	31.4%
Rogue Community College	145	143	98.6%	43	30.1%
Clackamas Community College	47	46	97.9%	16	34.8%
Medium+ (1701-3000)					
Lane Community College	237	184	77.6%	52	28.3%
Mount Hood Community College	30	27	90.0%	9	33.3%
Large (>3000)					
Chemeketa Community College	208	139	66.8%	89	64.0%
Portland Community College	194	191	98.5%	61	31.9%
Statewide Total	1,317	1,177	89.4%	484	41.1%

Weighted state average reported 42.0%

Statewide negotiated goal 21.0%

**DEPARTMENT OF
COMMUNITY
COLLEGES
AND
WORKFORCE
DEVELOPMENT**

www.workforce.state.or.us (Title I-B)

www.odccwd.state.or.us (Title II)

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