



WORKSOURCE OREGON

Meeting the Challenge



OREGON'S
WORKFORCE
DEVELOPMENT
SYSTEM

*Annual
Report*

2004-2005

It is clear in my review of our accomplishments in workforce, education and economic development over the past year that by working together, we are *Meeting the Challenge* through long-term strategies that are already proving successful.

Oregon's employment numbers tell a story—the story that Oregon is on the right track. Our unemployment rate is the lowest in four years, employment numbers are at a record high, and Oregon is home to the nation's sixth fastest growing economy.

Our revenue forecast continues to tell that story, and confirms that we're not only on the right track, but that we're making measurable progress toward our goal of sustained economic prosperity that will provide greater opportunities for our children and their future.

By investing in public works projects, infrastructure and education and skills training—from pre-school through graduate school and for adults in the workplace—we have fueled the creation of more than 100,000 jobs over the last three years and we are building a strong new foundation for Oregon's future.

Our targeted investments are delivering the results we want—to grow Oregon's economic pie and provide opportunities so all Oregonians share the benefits.

We are helping citizens expand their learning and earning opportunities—and we're building strong partnerships with the business community to ensure that Oregon can provide the quality trained workforce coupled with the innovative programs and support services they need to grow and succeed.

A few years ago, WorkSource Oregon was a concept. Today, it is a more powerful network that is at the foundation of our statewide workforce development system. As you read this year's report, you will see that each partner in Oregon's system plays both a major and supporting role in WorkSource Oregon's success.

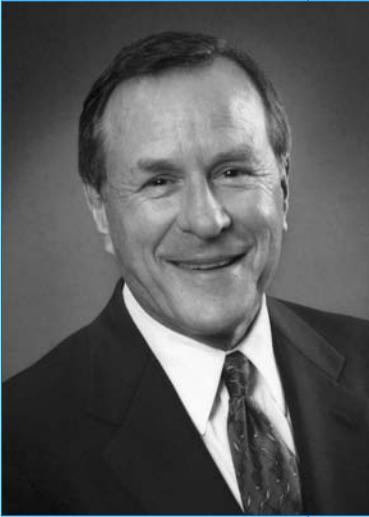
Meeting the Challenge requires daily perseverance on the part of the workforce team, and of course, the cooperation of all Oregonians. Through our efforts to attract and grow businesses, train the workforce, educate citizens, find people jobs and assist families with various needs, we have stabilized communities and helped transform lives.

I am proud to be Governor of Oregon—a state whose citizens and businesses value a dynamic workforce system and who join forces to ensure we continue *Meeting the Challenge*. I am committed to this effort because every Oregonian deserves the opportunity to attain the knowledge and skills to earn a living wage, provide for their family and contribute to Oregon's high quality of life. Thank you for your partnership to achieve this goal. I believe this report tells the story about how far we've come and is also an indicator of how far we will go in the future.

Sincerely,



THEODORE R. KULONGOSKI
Governor



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UNEMPLOYED WIDOWER USES WORKFORCE SYSTEM TO CHANGE CAREERS

John Bentley is a 50-year-old widower with three teenage daughters. In October 2004, he lost his job as a production manager in a textile and manufacturing company. Although he'd held the job for 26 years, John had never taken any formal business or management training. While he was taking General Education Development (GED) classes at Clackamas Community College (CCC), John connected with the workforce system for Clackamas County.

John decided he was going to make a career change and already had a goal in mind. While caring for his mother, John decided to pursue a career in healthcare, and in particular, with an assisted living facility. John believed that his managerial experience would help him become an administrator. So, with the guidance of a CCC Workforce Specialist, John enrolled in a Job Search Skills class.

During the course, John learned how to network and arrange informational interviews. He successfully completed his GED and began networking within the assisted living industry.

The workforce system provided financial assistance so John could attend a conference sponsored by the Oregon Healthcare Association.

At the conference, he earned an industry certification in "Practicing Values in Community Based Care." John later reported that attending this conference gave him the opportunity to expand his network of industry contacts, which ultimately led to his position as an Assisted Living Facility Administrator.

John is now with Accolade Senior Housing Management where he is earning \$17.31 per hour. He's made a successful transition into a high-growth occupation and is employed by a firm with numerous facilities and job growth opportunities.

—CLACKAMAS COUNTY
WORKFORCE SYSTEM,
REGION 15



INTRODUCTION

In 2004-2005, Oregon and the rest of the nation continued to face numerous workforce, education and economic challenges—global competition, new technology and challenges in work environments. And, like Oregon, all states worked to become more efficient as well as more effective in meeting these challenges.

What makes Oregon unique? We continue to be known for innovation and for implementation. We are winning awards and sharing our development and program models with other states. We are achieving results.

This workforce system annual report, *Meeting the Challenge*, will show you how we are confronting and overcoming barriers. In each section, we first document the challenge, and then describe the strategies and solutions we have put in place.

Our review of the workforce development system's 2004-2005 program year has reinforced our confidence in the progress we have made. We are well on our way to economic vitality. We are continuing to get stronger. And together we are *Meeting the Challenge*.

WorkSource Oregon—Oregon's statewide workforce system

WorkSource Oregon is a statewide network of public and private partners who share a common goal: to stimulate business success and job growth by providing a highly skilled, job-ready and well-educated workforce. The network provides the structure for statewide services related to employment, education, training and economic development. Formalized in the early 2000s to address the challenges brought on by the economic recession, the workforce development system continues to strive for a higher rate of employment, provide training and education and help Oregon's workforce obtain family wage jobs.

Today, Oregon's workforce development system is thriving. The system connects businesses with economic development agencies, consortia, other business groups, education and other services. The system also connects citizens with agencies, businesses, education, training, jobs, child care and a wide range of related services. WorkSource Oregon is committed to:

- Ensuring businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry
- Connecting businesses with the resources they need to grow their workforce and their business
- Providing the resources to help Oregon's unemployed and underemployed get connected with the right employers, find the jobs they're looking for and get trained for the jobs they want

The challenges we face

Although much has been accomplished through the efforts of WorkSource Oregon and its many partners, we still experience challenges. The main areas in which WorkSource Oregon faced challenges during 2004-2005 include:

- Stimulating job growth
- Closing the skills gap
- Providing access to the WorkSource Oregon network
- Measuring outcomes and performance
- Planning for the future

To see how well we are meeting these challenges, we examined our efforts and performance in each area. This annual report presents the strategies that are either in place or in the works to address each of the five challenges.

As we constantly scan the workforce and economic horizon, it is clear that 2004-2005 was a year of considerable progress. At the same time, we know that much remains to be done.

THE ECONOMIC CONTEXT: DYNAMIC AND COMPETITIVE

Unemployment insurance claims show improvement

Unemployment insurance supports local economies and stabilizes an area's workforce. It provides the opportunity to create and implement workforce and economic development initiatives.

- During 2004-2005, 206,774 claims were filed and total unemployment insurance payments of \$568,596,026 were made, which provided needed assistance to Oregonians.
- Regular unemployment claims averaged 15.6 weeks in 2005 compared with 17.0 weeks for 2004 and 17.3 in 2003, which is a sign of improved economic times.

From recession to rebound

Following the rapid economic growth of the 1990s, Oregon suffered a moderately severe recession. Between late 2000 and mid-2003, the state's employment declined by 4% (64,000 jobs). Many of the jobs that were lost were from industries with moderate or high-average wages, such as construction, information, manufacturing and professional and business services.

At the same time, Oregon's population continued to grow. We added more than 30,000 people per year, at least 11,000 of whom are in the labor force. Job loss coupled with growth in our labor force pushed Oregon's unemployment rate from less than 5.5% to as high as 8.5%. For more than three years, our unemployment rate remained one of the highest in the nation.

Since mid-2003, all of the state's major industry groups gained jobs. During most of 2005, Oregon posted employment levels

that were about 3% higher than a year earlier, which gave us one of the fastest job growth rates in the nation.

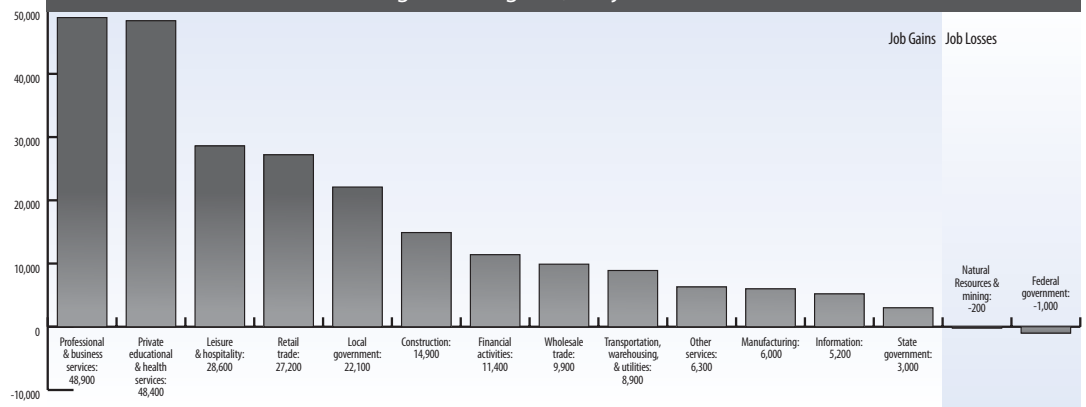
Currently, five major industry sectors in Oregon are at or near their highest level of employment ever:

- Construction
- Trade, transportation and utilities
- Leisure and hospitality
- Financial services
- Private educational and health services

The rapid job growth helped pare the state's unemployment rate to less than 6% by the end of 2005, down more than 1% from a year earlier but still among the highest in the nation. In years past, growing employment was often followed by an increase in population. This was once again true for 2004-2005, when Oregon experienced a slightly stronger population growth than we saw during the recession.

Which broad industries are expected to add the most jobs?

Forecast shows Oregon adding 239,600 jobs between 2004 and 2014.



Source: "Employment Projections by Industry 2004-2014," Oregon Employment Department, July 2005.



YOUTH MAKES A CONNECTION WITH TRAINING, LIFE SKILLS EDUCATION AND A CAREER

Robert Bruce first came to The Job Council's Workforce Investment Act (WIA) Youth Program as an 18 year old out-of-school youth seeking direction for employment and training. He also needed assistance in stabilizing his living situation. Robert's Employment Counselor referred him to the Transitional Living Program of Community Works where he found housing resources and received life skills education.

When his living situation stabilized, Robert began to focus on his career goals. With the help of The Job Council, he created a plan for success. First, Robert completed several career exploration courses and was able to narrow his career choice to the heating and sheet metal industries. Soon, Robert was placed on a work experience program with Valley Heating and Sheet Metal of Medford.

Robert's training placement was a good fit. The owners and managers were so impressed with his skills, they not only hired him, but they are also currently helping to fund a two-year apprenticeship program.

Robert now attends Rogue Community College two days a week for his apprenticeship classes. The connection between Community Works, The Job Council, Valley Heating and Sheet Metal and Rogue Community College created a "win-win" for all!



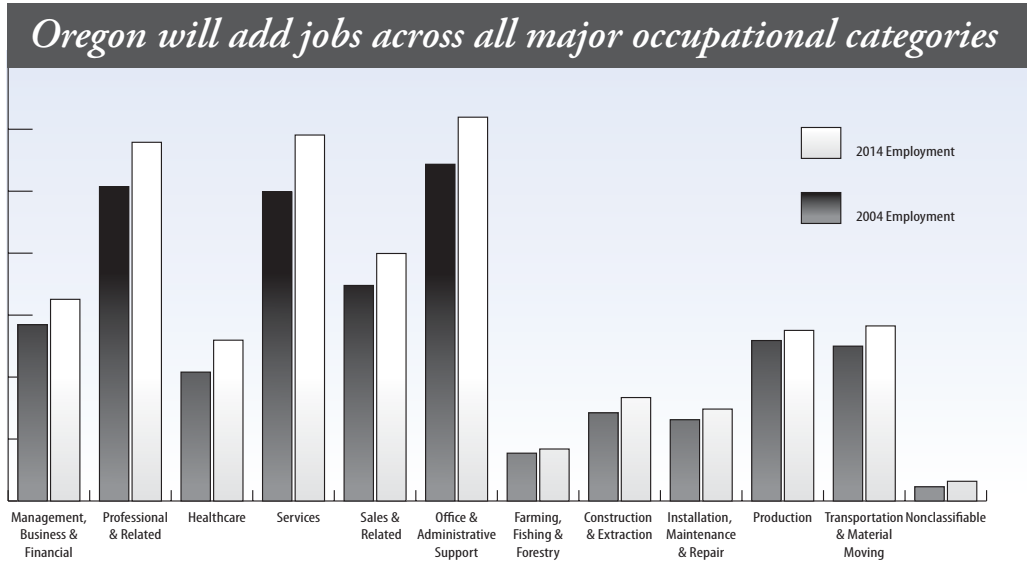
Industries and occupations—where the jobs will be

How will industries and occupations change in the years to come? Here are some key points from the Oregon Employment Department's 10-year projections:

- Forecasts for 2004 to 2014 show the state gaining 239,600 jobs. The two major services sectors—professional and business services and educational and health services—will grow the fastest, adding nearly 50,000 jobs each.
- Many of the occupations expected to grow fastest in Oregon between 2004 and 2014 are healthcare related including medical assistants (+46%) and physician assistants (+35%). Other fast-growing occupations include leased workers (+40%) and customer service representatives (+31%).
- While office and administrative support occupations currently employ more Oregonians than any other occupational group, service occupations will provide the most job openings during the decade. Among occupations that will add the most jobs from 2004 to 2014 are retail salespersons, waiters and waitresses and office workers. High wage occupations that will add the most jobs during the decade include registered nurses, general and operations managers and teachers.
- Construction experienced high growth during the 2004-2005 reporting period. In August 2005, the peak season for the construction industry, the industry employed 96,800 workers—a 10% increase over August 2004. The jobless rate held steady in June 2005 at 6.5%. Oregon had 90,000 seasonally adjusted construction jobs, about 6,000 more than a year ago.

LOOKING FOR STATISTICS ON GROWTH AROUND THE STATE?
 See the recent study released by Portland State University,
2005 Certified Population Estimates.

It's available online at:
www.pdx.edu/prc/annualorpopulation.html



Source: "Employment Projections by Occupation: 2004-2014," Oregon Employment Department, October 2005.

MEETING THE CHALLENGES

Over the years, the partners in the workforce development system have invested resources, time and expertise to establish the following:

- Links between job training and economic development so businesses that are relocating to Oregon have a prepared and available workforce
- Training, so workers have the right skills at the right time, narrowing the skills gap
- Retraining programs so the workforce can meet the demands of economic expansion
- Relationships with businesses to create replacement and growth jobs
- An Employer Workforce Training Fund (EWTF) to train current workers
- Technology to increase efficiency, expand reporting and improve skill development
- Easier access to the network of services using techniques such as iMatchSkills and WorkSource Oregon branding
- Systems that make it easier for businesses to access workforce services
- Strong partnerships to make services more effective and efficient
- Support and transition services for workers and employers experiencing layoffs
- Integrated services to improve efficiency

In 2004-2005, we faced the ongoing challenges of stimulating job growth, closing the skills gap, providing access to the workforce network, measuring performance and planning for the future. We not only continued the above efforts, but also targeted additional activities that would help us move closer to achieving our vision: "Oregon will have a world-class workforce—well educated, skilled and working—to keep Oregon's economy competitive in the global marketplace."

CHALLENGE NO. 1: *Stimulate Job Growth*

Oregon's persistently high unemployment rate confirms that we have a large number of people who want to work but are unable to find jobs. In-migration, structural changes in the economy and seasonal work all played a role in keeping Oregon's unemployment rate high.

Oregon workers have faced both short-term cyclical and long-term structural job losses. For example, manufacturing employment in Oregon peaked in early 1998 and dropped rapidly in 2001. As of late 2005, manufacturing is still 23,000 jobs below its peak. Similar severe job losses occurred in the information sector, which remains about 6,500 jobs below its June 2001 peak. Now, Oregon is again adding manufacturing jobs, unlike many other states.

It is critical that WorkSource Oregon and all of its partners put in place effective strategies and practices to counteract these job losses—and stimulate job growth. The strategies and practices described in this section are:

- Bringing firms together through industry clusters and business consortia
- Partnering with the Oregon Economic and Community Development Department
- Helping small businesses thrive
- Training current workers through the Employer Workforce Training Fund

Bringing firms together through industry clusters

Industry clusters are groups of similar and related firms in a defined geographic area that share common markets and technologies and need workers with similar skills. Often linked through buyer-seller relationships, clusters have the potential to accelerate innovation, promote growth, ensure a global competitive advantage and strengthen local and state economies.



ELECTRONIC MANUFACTURING CONSORTIUM

In 2003, several high-tech manufacturing companies wanted to create a training program that would tap into local limited-English-speaking communities and provide them with job-ready employees. This led to a partnership between Portland Community College's (PCC) CAPITAL Career Center (a WorkSource Portland Metro Partner), Merix Corporation, Vanguard Electronic Manufacturing Services and Benchmark Electronics.

The companies formed the Electronic Manufacturing Consortium (EMC). PCC and the EMC became partners in the recruitment, training and hiring of a qualified limited-English-speaking workforce for the local high-tech industry. Three years later, the project has proven to be a significant success with Vanguard EMS using this program as its primary source for hiring entry level workers.

The project is truly a joint venture. Company representatives designed the course outline and PCC staff developed the curriculum. The entire group recently met to update the course outline based on EMC current needs. PCC staff recruits and screens applicants, provides the training, case manages participants and provides support services. Company representatives interview applicants and select those to receive training. The companies give tours of their facilities, make presentations in class and will be providing some of the instruction in future classes. To help sustain the program, the companies pay a fee when they hire graduates.

Since the project's inception, here's what's been accomplished:

- 133 students enrolled in seven classes and 130 graduated
- 117 of the graduates have been placed in jobs (a 90% placement rate)
- 109 of the graduates are still employed (a 93% retention rate)
- 86 of the graduates obtained jobs in the high-tech industry with 71 hired by EMC companies

—WORKSYSTEMS, INC. AND
PORTLAND COMMUNITY COLLEGE
CAPITAL CAREER CENTER





TUGBOAT COOKS GET CULINARY TRAINING ANYWHERE IN THE WORLD

Southwestern Oregon Community College (SOCC) has partnered with Sause Brothers Ocean Towing Company to provide educational and training opportunities for its seagoing workforce.

Sause Brothers is a leader in the towing and tugboat industry, and one of the largest employers on Oregon's South Coast.

Since opening in the 1940s, Sause Brothers has been owned and operated by family members. Currently, the firm is directed by Dale Sause, a third-generation tugboat owner. With his commitment and leadership, Sause Brothers has created minimum standards for their seagoing cooks, which may also become the national model.

There has been a serious need for training and retaining quality cooks on tugboats because the job is not for everyone. Sea voyages can be one to several weeks in length, depending on where the cargo is being towed. The work is physically challenging and cooks have been known to suffer from loneliness, seasickness and homesickness.

The problem of finding people suited for the cook position is coupled with the problem of finding a suitable training venue. In order for the vessels to operate, cooks have to be onboard. For Dale Sause, such a dilemma raised the question of, how do we train a team of cooks who are always at sea?

To answer the question, Sause partnered with SOCC who created an online training and safety program that is accessed while tugs are in port anywhere in the world. Now, tugboat cooks can take a 30-hour online course that prepares them to get their Food Handlers Card and offers professional training in the culinary arts.

—SOUTHWESTERN OREGON
COMMUNITY COLLEGE



Clusters also help guide state workforce policy. For example, one criterion for receiving an Employer Workforce Training Fund current worker grant is being in a targeted cluster.

In response to this emerging cluster approach, the Oregon Business Plan launched the Oregon Cluster Network in 2004-2005. Through the network, groups of businesses have the opportunity to:

- Share best practices for increased efficiency and productivity
- Develop plans to achieve a regional collaborative advantage
- Connect industry leaders with a wide variety of resources in both the private and public sectors
- Use cluster organizations to generate new prospects for business recruitment, develop relevant economic and market data and guide public policy

To find out more about industry clusters online, go to:

www.OregonClusters.org

Partnering with the Oregon Economic and Community Development Department

More and more, Oregon's workforce development system is a key partner in economic development. At the same time, economic development professionals are gaining a greater understanding of the value of human development in Oregon's ability to attract and retain business. Evidence for this shift in thinking includes the following:

- The workforce system is using the cluster approach and combined business needs to guide workforce training
- Economic development entities are a required partner in the Workforce Response Teams and therefore help make regional decisions regarding incumbent worker training
- Economic development entities are a major player in the new strategic planning effort, which will be making decisions about how the state's workforce system will function in the future
- The workforce system is using economic drivers to make strategic decisions and to focus investment (for example, the importance of the manufacturing sector to the state's economy is the major driver behind developing a Manufacturing Workforce Strategy)
- Workforce development efforts are supported through the agency's involvement with the Oregon Manufacturing Extension Partnership, Oregon Innovation Council and the Small Business Development Centers

Helping small businesses thrive

According to the U.S. Small Business Administration (SBA), small businesses are the backbone of the nation's economy. In 2001, according to "SBA: Small Business Profile for Oregon," Oregon had almost 83,000 small businesses (defined as fewer than 500 employees). At that time, these businesses employed almost 56% of the state's non-farm private workforce.

With so many small business owners in Oregon providing goods and services, it is important that the workforce development system find ways to help this sector thrive.

Small Business Development Centers (SBDCs) have more than 20 years experience making a difference in the performance of Oregon's small businesses through their advising and coaching services. The centers advise around 6,000 and train about 8,000 entrepreneurs a year. Businesses advised by SBDCs generate an average of 3,195 new jobs a year and, on average, \$80,000,000 in new wages.

SBDC advisors help businesses succeed through coaching and linking them to resources. Specifically, SBDCs throughout Oregon provide direct assistance to small businesses in developing business and marketing plans, improving financial management, developing new products or services, obtaining loans and capitalization, managing personnel and the many other issues small business owners deal with every day. This assistance helps small businesses grow sales, profitability, jobs and wages.

In 2005 the SBDC network added new tools by creating new and expanded channels of service. The e-SBDC, slated for launch in 2006, will provide online real-time advising and resources to small businesses. SBDCs now also advise technology and knowledge businesses in the areas of intellectual property, capital formation and commercialization.

Training current workers through the Employer Workforce Training Fund

Sixty-five percent of the Employer Workforce Training Fund (EUTF) is allocated to the Regional Workforce Response Teams (WRTs) to develop and provide training for current workers. With support from the EUTF, the WRT process increases local decision-making and develops capacity in a joint economic and workforce development partnership that impacts and strengthens local economies, which in turn makes Oregon strong.

The workforce system established the WRTs in response to the challenge of stimulating job growth and developing a highly skilled workforce. The WRTs were created in 2003 to connect economic and workforce development practitioners, services and resources within the 15 regions in Oregon. The main purpose of the WRTs is to evaluate regional economies, identify critical training needs and provide existing businesses with training opportunities for current workers.

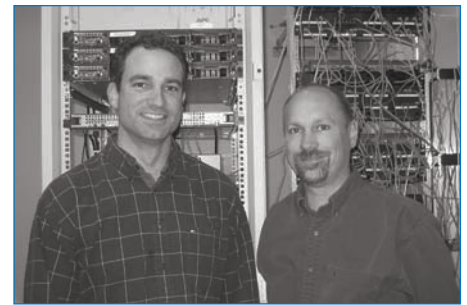
How it works

Each WRT is allocated a specific amount each year from Workforce Investment Act funds to invest in training to expand businesses, retain workers and/or increase wages. Each region develops an investment plan to guide the decisions and work of the WRT. The goal is to invest in elevating the skills of workers in businesses that have the largest economic impact on the local area. Businesses that are awarded grants must provide a dollar-for-dollar match.

Funding priority is given to projects that are aligned with the regional investment plans and meet criteria that include:

- Companies in clusters formed around traded sectors
- Training in occupations where skill shortages exist
- Training in skills that advance a firm's technological capabilities or enhance productivity
- Multiple employer, worker or industry association-led projects
- Projects that make a conscious attempt to utilize existing curricula/training
- Training workers who exceed the median hourly wage in their county
- Opportunities for wage gains or career ladder development

Results of the Employer Workforce Training Fund appear in the boxed insert on the next page.



GL SUITE USES GRANT TO INCREASE EFFICIENCY AND CREATE NEW JOBS

GL Suite software opened for business in 1997. Its first commercial installation occurred in February 1999. Since then, GL Suite has provided the highest quality software available to help government regulatory agencies improve the quality and efficiency of public service.

In 2004–2005, GL Suite founders Bill Moseley and Eric Staley applied for and received an Employer Workforce Training Fund grant from the WorkSource Central Oregon Workforce Response Team. The company used the grant to develop and implement a workforce-related training program. Direct results of funding include enhanced technical and project management skills of employees. The grant also led to a newly written training curriculum, the addition of 10 new technical staff positions and increased profitability.

To complement its training program, GL Suite worked with the Business Resource Network (BRN) of Central Oregon, a group of front-line WorkSource partners who offer solutions to a variety of businesses and industries. The BRN evaluated the requirements of GL Suite's enlarged workforce and assisted with strengthening administration. The BRN also helped GL Suite identify third-party resources to help tackle human resource and personnel challenges confronting a small and growing company.

—CENTRAL OREGON
WORKFORCE INVESTMENT BOARD





CONGO NATIVE IMPROVES HER ENGLISH AND LANDS A GREAT JOB

Twenty-four-year-old Florence Koukola was born in the Congo and lived for a time in the Ukraine, where she was enrolled in a Bachelor Degree equivalency program in International Economics. She moved to Oregon in 2004 and though she spoke French, Russian and Ukrainian fluently, she had limited English skills. Florence needed to improve her English, and she needed to find work. In February 2005, she sought help from the Clackamas County workforce system.

The workforce development staff at Clackamas Community College (CCC) helped Florence enroll in an intermediate English as a Second Language (ESL) class.

The staff also helped her create a résumé to highlight her clerical and language skills and focus on securing employment with a government agency. The job developer worked with Florence to help her understand the needs of local businesses and the business culture, and to practice interviewing skills.

The job developer also arranged for Florence to do a work experience internship with the college's language arts department. Her tasks included

helping the department chair prepare for meetings and coordinate several projects. Upon completion of the work experience, the job developer arranged a job interview for Florence at Mercy Corp, NW. Following one month of on-the-job training, Florence began working as Cultural and Business Liaison to the Russian community.

Thanks to Florence's language skills, her commitment to moving ahead, and the hard work of CCC's workforce development staff, Florence has landed her first job in the United States. She is earning \$12.50 per hour with benefits in a position that matches her original interests.

—CLACKAMAS COUNTY
WORKFORCE SYSTEM,
REGION 15



CHALLENGE NO. 2: *Close the Skills Gap*

Despite the number of people looking for work in Oregon, many employers say they have difficulty finding workers with needed skills. In a 2002 survey of Oregon's employers, conducted at a time when the unemployment rate was even higher than in recent months, more than two out of five employers felt the shortage of skilled workers in Oregon made it difficult to fill job openings.¹ At least half the employers had a medium or high level of difficulty finding job applicants with the desired levels of work ethic, problem solving and critical thinking skills, and interpersonal skills.

Statistics from the 2000 census also point to skills gap problems in our labor force. For example:

- In Oregon, one in every six adults (defined as those who are 16 and older and not enrolled in school) do not have a high school diploma or equivalent
- More than 56,000 adults with a high school diploma have limited English proficiency

Employer Workforce Training Fund Regional Grants: 2003-2005

During 2003-2005, 226 grants were awarded and 11,000 individuals were trained. The table below shows the number of projects awarded by industry.

Healthcare.....41	Biosciences.....2
Metals.....27	Applied Materials.....1
Wood Products.....25	Creative Services.....1
High Tech/Software.....17	Display.....1
Transportation Equipment.....12	Insurance.....1
Food Processing.....9	Plastics.....1
Financial Services.....6	Software.....1
Agriculture.....5	Telecommunications.....1
Recreation.....3	Other.....72
Aerospace.....2	

Now that we're experiencing job growth and our unemployment rate is somewhat lower, it is likely that employers are having even more difficulty finding qualified workers. And as baby boomers retire, large numbers of highly skilled older workers will be leaving the labor force, which could further accentuate the skills gap problem.

The employer survey results cited above, together with the census information regarding the number of adults who lack a high school diploma or equivalent, suggest that Oregon's workforce does not have the skills that numerous jobs require. Many students and workers are either inadequately prepared for current and future jobs, or they do not understand that their skills may become outdated if they don't engage in a process

of continuous improvement and learning both personally and within their companies. This skills gap has the potential to change the structure of our national and state economy if we do not respond decisively with creative and targeted strategies.

Fortunately, Oregon is uniquely positioned to respond to this critical workforce challenge. The strategies and practices described in this section include:

- Investing in our labor force
- Building skills and capacity through the Employer Workforce Training Fund
- Training qualified healthcare workers
- Developing a highly skilled manufacturing workforce
- Expanding high performance manufacturing practices
- Increasing basic skills

¹ *Portrait of the Workforce: An Oregon Employer Perspective*, WorkSource Oregon Employment Department, October 2002.

Investing in the labor force

We must invest in our labor force if we expect to close the skills gap and succeed in the marketplace. To address the gap between our workers' skills and the skills demanded by business, Oregon has focused on training and educating its citizens so they can successfully compete for high skill, high wage jobs. The key elements of this investment and promotion strategy involve:

- Increasing access to, affordability of and excellence in the education system (such as the increase in financial aid Opportunity Grants through the Oregon Student Assistance Commission) so Oregonians are prepared for skilled jobs
- Assisting businesses to hire and train skilled workers to increase productivity
- Providing businesses with the resources to train their existing workforce, which increases efficiency and competitiveness
- Providing focused workforce training in high demand and critical occupations such as those identified by the Governor's Healthcare Workforce Initiative

Building skills and capacity through the Employer Workforce Training Fund

With an investment of \$6 million annually for training Oregon's private-sector incumbent workers, the Employer Workforce Training Fund (EWTF) helps elevate the skills of individual employees and increases Oregon's overall capacity to provide comprehensive workforce development services. Additionally, EWTF investments make Oregon businesses more competitive and enhance the quality of life for citizens because targeted training results in improved productivity, promotions and pay raises.

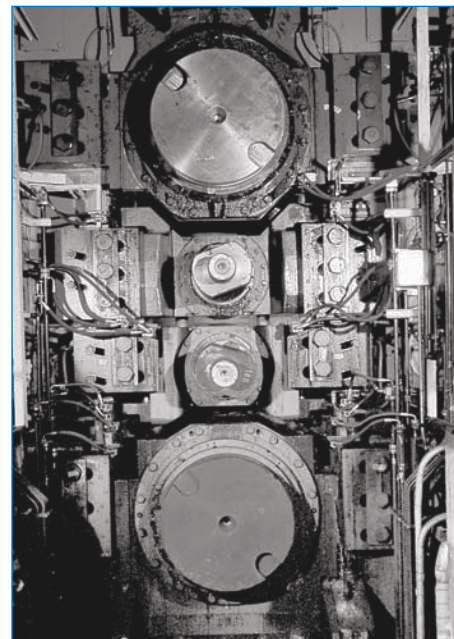
Funds are derived through the Workforce Investment Act (WIA). As explained earlier in "Training current workers through the Employer Workforce Training Fund," 65% of these funds go directly to Workforce Response Teams in Oregon's 15 regions. The remaining funds are ear-marked to build capacity in industries. For example, in 2004-2005, the state invested in:

- Expanding Oregon's ability to deliver healthcare training through the Governor's Healthcare Workforce Initiative
- Making 'lean' manufacturing with English as a Second Language (ESL) available through multiple community colleges
- Helping to build Pathways to Advancement throughout the state's education system including, for example, the short-term trainings offered by Portland Community College and Mt. Hood Community College in 15 entry-level occupations such as HVAC Installer, Manufacturing Technician and Corrections Clerk

Anticipated outcomes for Employer Workforce Training Fund projects include:

- Creating and retaining living wage jobs
- Developing a highly skilled workforce, especially for knowledge-based industries
- Making Oregon businesses globally competitive, based on the skills of their workforce

In 2004-2005, the Oregon Community College Business and Industry Training System (BITS) successfully contracted with a host of employers throughout Oregon. BITS has created and initiated innovative training and educational services to continue to assist Oregon businesses during the ups and downs of the economy.



RECRUITING PARTNERSHIPS AND GRANT FUNDING ASSIST EXPANSION AT OREGON STEEL MILLS

Oregon Steel Mills, Inc. (OSM) is one of the most diversified minimills in the U.S. The firm produces a broad line of specialty and commodity steel products for domestic and global markets. In the summer of 2004, OSM announced the construction of a spiral weld double submerged arc weld pipe-making facility in Portland. Upon completion in early 2006, this facility will expand the capacity of OSM by 170,000 tons, and position the company as a key domestic producer of pipe primarily used to transport natural gas and oil.

OSM plans to hire between 150 and 170 people over the next 18 months. The new positions will offer family wages, full benefits and profit-sharing, with technical positions requiring varying levels of certification to meet national standards.

In July 2005, when Worksystems, Inc. heard about the planned increase in hiring, they connected the company with the Business Specialists at Mt. Hood Community College Workforce Connections and with representatives from the North Portland Employment Department. These agencies led a very successful WorkSource Portland Metro Partners' recruiting effort.

In August 2005, OSM was awarded a \$145,000 Employer Workforce Training Fund grant. This grant will be used to train approximately 90 workers in non-destructive testing and visual inspection training and certification, equipment operations, specialized software applications and equipment maintenance. Trained employees may see promotions and will gain skills to make them become more competitive in the wider job market.

—WORKSYSTEMS, INC., MT. HOOD COMMUNITY COLLEGE WORKFORCE CONNECTIONS, NORTH PORTLAND OREGON EMPLOYMENT DEPARTMENT AND REGION 2 WORKFORCE RESPONSE TEAM





ASSISTANCE HELPS MAKE CAREER TRANSITION TO HEALTHCARE POSSIBLE

In November of 2003, financial aid staff at Linn-Benton Community College (LBCC) referred Georgia Jones to Community Services Consortium (CSC) to document her status as a dislocated worker. Georgia had been affected by Hewlett Packard's downsizing, going from a \$20 per hour position as a technician to a residential care worker making \$10 an hour.

The up side of her new job was that it confirmed Georgia's interest in healthcare. When she came to CSC, she was a scholarship student enrolled in the pre-nursing track at LBCC and working part time as a Personal Care Assistant. She learned from CSC's staff that she qualified for case management and supportive services to assist her with her goals.

Georgia's initial plan was to be accepted into the highly competitive nursing program at LBCC in fall 2004, but it didn't happen. Despite her disappointment, Georgia continued to strategize for success. Later in June, CSC staff helped her write a résumé and cover letter, and coached her on interviewing skills. Soon after, Georgia accepted a casual position at Good Samaritan Health Services (GSHS). Meanwhile, she remained on call with the senior facility and continued taking classes.

In September 2004, GSHS hired Georgia for a status position that would fit her school schedule, as she planned to reapply for the nursing program in February 2005. As a part-time employee of the hospital while in nursing, Georgia was eligible to apply for education benefits, which would cover 50% of the tuition fees.

In May 2005, Georgia was accepted into LBCC's nursing program. She continues to work part-time at the hospital and will graduate June 2007.

—COMMUNITY SERVICES
CONSORTIUM



Meeting the demand for qualified healthcare workers

The Governor's Healthcare Workforce Initiative

Most of Oregon's fastest-growing occupations are in healthcare. The shortage of workers in that field continues to present a challenge. To overcome the shortfall, and the economic consequences of inadequate health-related services, the Governor created the Healthcare Workforce Initiative in 2003.

The Governor in partnership with the Oregon Workforce Investment Board, two legislative task forces and many community partners identified the workforce needs of the industry and set in motion methods for meeting the challenges. As a result, Oregon now offers training, incentives and programs for the healthcare industry.

Accomplishments of the Governor's Healthcare Workforce Initiative include:

- The creation of the Oregon Simulation Alliance, which resulted in 14 simulation centers around the state that provide shared use of facilities and equipment to expedite the training of healthcare workers and increase clinical training experience
- Increasing training opportunities for nurses and multiple grants to upgrade the skills of current healthcare staff to fill nursing positions
- Working with industry and education partners to pass Senate Bill 882 in the 2005 legislative session, which establishes a process for reporting the needs of Oregon healthcare professionals, provides for developing and approving educational programs to address identified needs and creates a seamless transfer approach for anatomy and physiology courses

Increasing training opportunities for nurses: The N2K Nursing Capacity Building Model

Thirty-two of the top thirty-five fastest growing occupations in Oregon are in healthcare. As our population grows, and as baby boomers age and retire, we can expect to see greater shortages in our healthcare workforce, particularly in the critical nursing profession.

Jobs already go unfilled, yet many Oregonians are interested in entering this well-paid, satisfying profession. Oregonians attempting to pursue a career in healthcare often find it difficult to enter education programs. There are too few student slots available at our universities and community colleges. For example, more than 900 qualified students applied for the 90 slots available in Portland Community College's fall 2004 nursing program.

To address this shortage of training opportunities for nurses, the Oregon Health Career Center developed the N2K Nursing Capacity Building Model, a public-private sector partnership among hospitals, colleges and universities. The model is comprised of several key components, such as:

- Identifying and selecting high performing incumbent workers for nurse training
- Diversifying the nursing workforce with a specific focus on bilingual/bicultural employees
- Modifying course schedule and training modality to better meet the work and academic needs of participating employees
- Increasing the training capacity of the participating nursing school
- Providing strong student support services

The N2K effort has resulted in resourceful partnerships with Kaiser Permanente, three community colleges and nine potential health system partners. Projects in development will bring 75-100 new nursing students into these training programs over the next three years.

Oregon Simulation Alliance creates network of simulation centers

Through an Oregon Workforce Investment Board grant, the Oregon Simulation Alliance created a national model for a statewide network of simulation centers to expedite the training of healthcare workers. The Oregon Simulation Alliance's goal is to meet drastic staffing shortages within five years by building simulation capacity into healthcare curricula.

To date, the Oregon Simulation Alliance has helped form 14 regional healthcare coalitions around the state. The Alliance's focus is on using simulation as a training tool to increase the quality and quantity of healthcare workers in the state.

In addition, the Oregon Simulation Alliance has promoted the concept of 24/7 access to the simulation equipment. This provides opportunities for use in the community, such as training for local volunteer EMT and fire personnel.

Developing a highly skilled manufacturing workforce

To build a stronger statewide voice for manufacturers and a more coordinated and effective workforce strategy, the Oregon Workforce Investment Board appointed a Manufacturing Workforce Committee. The Committee is comprised of industry and labor leaders from the manufacturing sectors of food processing, forest products, high technology, transportation equipment and metals. It is assisted by a core group of technical experts representing all education levels, multiple industry associations and specialists in high performance practices. This Committee produced a set of statewide workforce strategies to help the manufacturing sector develop a highly skilled labor force that is employed at globally competitive companies.

Grants support Healthcare Initiative

The Oregon Workforce Investment Board, through Workforce Investment Act (WIA) funds, granted \$600,000 to the Governor's Healthcare Workforce Initiative and the Oregon Simulation Alliance in 2003. The grants were leveraged to develop an additional \$300,000 from a Department of Labor grant and \$100,000 from a Department of Human Services Bioterrorism grant. The Alliance has helped the coalitions purchase simulation equipment, train their regional trainers and utilize simulators for training in a wide variety of health occupations.

Oregon's Manufacturing Workforce Strategy recommends actions in four major focus areas:

- Embrace high performance manufacturing practices
- Create a world-class manufacturing workforce with skills that meet employer and worker needs
- Connect regional manufacturing centers of excellence
- Raise awareness about the value of Oregon's manufacturing industry and its many career opportunities

http://egov.oregon.gov/WORKSOURCE/sos/docs/manufwkfcrep_final_12-22-05.doc

Expanding high performance manufacturing practices

As part of the effort to embrace high performance manufacturing practices, WorkSource Oregon has partnered with the Northwest High Performance Enterprise Consortium (NWHPEC). NWHPEC represents a cross-section of Oregon and Southwest Washington businesses that share and disseminate information regarding best practices in high performance.

NWHPEC's mission is to provide a forum for education and the exchange of information regarding ways to develop, implement and improve practices and processes of enterprises in the Pacific Northwest. The organization has 65 member companies supporting the following efforts:



YOUTH PROGRAM MOTIVATES SINGLE TEEN MOTHER TO LOOK TO THE FUTURE

BobiSue Campbell, single teen mother, joined the Lane Workforce Partnership's youth program in the fall of 2003. With guidance, she enrolled in classes at Cottage Grove High School that would help her obtain the credits she lacked to graduate. During high school, BobiSue also attended an Employment Skills class and took part in informational interviewing, job shadowing and other research to narrow down her career choices. As a result, BobiSue identified an interest in becoming a legal secretary or administrative assistant.

In February of 2004, IITR Truck Driving School in Cottage Grove hired BobiSue as a part-time administrative assistant. She graduated from high school that June and by September enrolled at Lane Community College where she began working toward a certificate as a legal assistant.

But as a single mother paying for school, she needed a higher income. In December 2004, she applied for and was hired as a part-time secretary for Ackley, Melendy, and Kelly law firm. BobiSue got the job in her career field because of her reputation as an excellent employee with a great work ethic.

BobiSue completed one full year at Lane Community College and is currently taking a year off to work and move into her own home with her daughter. She now works part-time at both jobs and plans on finishing college. As her counselor said, "BobiSue is now so motivated and goal oriented that I have no doubt that she will succeed in her dream."

—LANE WORKFORCE PARTNERSHIP



- Developing 'lean' principles and tools to increase sustainability and productivity
- Forming the Southern Oregon HPEC to include advice and information
- Providing learning opportunities to members
- Offering innovative training for workers
- Conducting quarterly forums with keynote speakers

Increasing basic skills to help people get and hold jobs

In Oregon, nearly 393,000 adults (defined as age 16 and older and not in school) do not have a high school diploma or equivalent. To effectively close the skills gap, Oregon provides learning opportunities for those who do not have a high school diploma or GED. Adult education and literacy are essential components of Oregon's education and workforce system—they provide access to jobs and to other opportunities available through the network.

Through adult education, adults can obtain the knowledge and skills necessary for work, further education, family self-sufficiency and community involvement. Adult basic skills education is especially critical for workforce success during challenging economic periods when those with minimal abilities and/or limited English have the hardest time finding employment and are often among the first to be laid off. In better economic times, improving basic skills opens doorways to job opportunities for the unemployed. For those already employed, adult education increases chances for advancement and wage increases.

Who are basic skills students?

Adult education programs serve a diverse population of adults, some of whom are under-prepared students, unemployed and underemployed. Others are disabled, single-parent displaced homemakers, welfare clients, the incarcerated and immigrants without English literacy. These students encompass a broad age range, 16 years and above, and represent a wide variety of social, economic and cultural backgrounds.

According to the 2000 census, nearly 17% of Oregon's adult population (defined as age 16 and older and not in school) does not have a high school diploma or equivalent. In this group:

- Sixteen percent are in the 16 to 24 age range; 35% are in the 25 to 44 age range
- Forty-three percent are currently employed
- Thirty percent live at or below 125% of the poverty level

These statistics do not include adults with a high school diploma who lack the basic skills needed for employment retention or job skills improvement.

Grants expand the work of NWHPEC

The U.S. Department of Labor awarded NWHPEC a grant that provides 'lean' principles training and implementation for members.

NWHPEC also received a Region 2 Workforce Response Team grant that provides 'lean' English as a Second Language (ESL) training to Spanish, Vietnamese and Russian/Ukrainian speakers. Future plans include providing lean ESL training to Cambodians.

Basic skills services expand opportunities

The basic skills system targets skills below the secondary level, including reading, writing, mathematics, speaking/listening in English, critical thinking and basic computer literacy. Oregon's adult education programs coordinate with public and private agencies throughout the state to assist adults in increasing the education and skills they need in order to be successful as employees, citizens and family members. Employees with strong skills strengthen Oregon's workforce and the state's ability to compete in a global economy.

Programs across the state are developing strategies to improve the numbers of students transitioning to work and post-secondary education including:

- Connecting curriculum and occupation-specific content with learning basic academic skills (health careers, trades, nursing, manufacturing, technology, early child development)
- Linking services to employer and labor market needs
- Providing workplace basic skills instruction
- Connecting students with college and external partner support services
- Aligning exit standards with next-step entrance requirements
- Offering courses at WorkSource Oregon Centers
- Ensuring all students have an education and career plan
- Increasing access and available hours of instruction convenient for working adults

Measuring basic skills

In 2004-2005 more than 21,600 Oregonians enrolled in basic skills courses. Of these students, 46% completed at least two grade levels and moved to the next level. Sixty-six percent of those enrolled in a Secondary Education level completed that level.

As shown in the table, basic skills instruction falls into three distinct categories: Adult Basic Skills Development, Secondary Education and English Language Literacy.

To track and monitor the success of basic skills education, students in each category are administered state approved pre-and post-tests. The results of these two tests—one administered before instruction and the other after instruction—measure skill gains for individuals. Individual results are then combined to demonstrate state performance by skill level and by instructional program.

Demonstrated Improvement in Basic Skills 2004-2005

	AVERAGE PERFORMANCE TARGET	ACTUAL PERFORMANCE	ADULTS COMPLETING AT LEAST ONE LEVEL
Adult Basic Skills Development	46%	47%	4,569
Secondary Education	57%	66%	968
English Language Literacy	29%	30%	3,443
TOTALS	44%	41%	8,980

CHALLENGE NO. 3:

Provide Access to the Network

For job seekers and employers to take advantage of the services available through the WorkSource Oregon network, they have to be able to access it. Our challenge is to raise public awareness of the broad array of services offered to employers and workers, and have the mechanisms in place that allow people to access the network.



FAMILY RELOCATES THANKS TO WORKSOURCE OREGON ONLINE RESOURCES

When Manuel Guerra's wife graduated in California, the couple decided to relocate to Oregon. Manuel was familiar with California's one-stop workforce development system. So, he began a search on the Internet and found WorkSource Oregon's web site, along with its 24/7 resources.

Manuel also visited the Working-In-Oregon site, which features Oregon's award-winning online job matching tool, iMatchSkills. In addition, he gathered demographic information on the Oregon Labor Market Information (OLMIS) site.

These online resources helped Manuel find information about the area, WorkSource Oregon Centers, job opportunities and the labor market, all while living in California.

Prior to moving to the Willamette Valley, Manuel entered his skills and abilities in the iMatchSkills job matching site. When he arrived in Oregon, he immediately met with staff at three WorkSource Oregon Centers, including Oregon City, Salem and Woodburn. During his visits, he fine tuned his résumé, updated his iMatchSkills information, found job opportunities and was soon matched to an employment specialist position.

"It's difficult to move from one state to another when you're thinking it's a crazy move—but meeting the folks at the offices made it all worthwhile. It put me at ease," Manuel said. "I give WorkSource Oregon a ten."

What advice would Manuel offer the job seekers with whom he now works?

"I'd recommend WorkSource Oregon to anybody. A portion of the web site is done in Spanish, and I will promote that to my clients so they can look for work from home or on their own."

—WORKSOURCE OREGON
EMPLOYMENT DEPARTMENT



The strategies and practices described in this section include:

- Building awareness through branding of WorkSource Oregon and through the web portal (www.WorkSourceOregon.org)
- Promoting online job matching using iMatchSkills
- Providing access for adults, dislocated workers and youth
- Connecting people with disabilities with jobs and resources
- Assisting veterans with job searches
- Providing farmworkers with enhanced workforce services
- Contacting local WorkSource Oregon Centers
- Improving industry access to the network through employer consortia projects
- Helping Oregonians with child care
- Promoting local boards and their statewide association, the Oregon Workforce Partnership

Building awareness—getting the word out

Branding offers more than a promise

In all regions of the state, WorkSource Oregon Centers are now co-branded or fully branded so it is easier for businesses and job seekers to identify and access services. Trainings have been conducted for workforce system staff to build a cadre of WorkSource Oregon marketers around the state.

After three years of developing and implementing marketing strategies to increase awareness of the WorkSource Oregon brand, we're seeing significant results. A recent survey² shows that more people than ever before are recognizing the name and understanding the function of the WorkSource Oregon network. Of those surveyed, 20% recognized the name WorkSource Oregon, a 10% increase from the previous two years. Awareness of the new iMatchSkills name reached 24% after just one year.

A great brand is a promise—a pact with a customer about quality, reliability, innovation and even community. As WorkSource Oregon continues to improve and expand its services, the network will increase the brand's value and equity. In addition, the Oregon Workforce Investment Board has adopted standards to assure that customers know what services will be offered consistently at WorkSource Oregon Centers throughout the state.

Update on the WorkSource Oregon web portal

With one of the most comprehensive web portals in the nation, information about WorkSource Oregon's services, trainings, staff, networking opportunities, resources, partners and data management can be found with a few clicks of a mouse button.

The web site, www.WorkSourceOregon.org, includes a search engine that finds specific words or guides visitors to different topics. With it, you can learn more about the Governor's Workforce Initiatives or be led to different workforce-related links such as iMatchSkills or Pathways to Advancement.

² Household Survey of Employment Issues, Gilmore Research Group for the Oregon State Employment Department, August 2005.

Promoting online job matching through iMatchSkills

Oregon's online job-matching system made its debut in 2004. Since then, 200,000 people have created profiles and thousands of job openings have been listed. iMatchSkills is a state-of-the-art computer program that matches job seekers to occupations based on skills and experience. In 2004-2005, the system received two national awards for its innovation and government-to-business application:

- In May, the American Council of Technology (ACT) awarded Oregon's iMatchSkills online system the 2005 Intergovernmental Innovation Award. To win over 60 other applicants, iMatchSkills was reviewed by a committee of government and industry Information Technology professionals.
- In October, the Center for Digital Government selected iMatchSkills as the Best Government-to-Business Application in the nation. The award recognizes the best electronic services and publications that serve both the government and public entities.

To view iMatchSkills online, go to: www.iMatchSkills.org
or link to it from: www.WorkSourceOregon.org

Providing access for adults, dislocated workers and youth

Providing training and workforce services to adults, dislocated workers and youth is the core mission of Title I-B Workforce Investment Act programs. Title I-B serves thousands of people across Oregon in their search for training and employment. Here are some of the results for 2004-2005 describing what occurred when adults, dislocated workers and youth accessed the network:

- **Number of participants served** During this program year, 15,318 people were served by the Title I-B program. Almost 36% were adults, 35% were dislocated workers and 29% were older and younger youth.
- **Satisfied customers** Each year, we ask a sample of employers and participants from across the state whether they were satisfied with the services they received. On a scale of 1 to 100, participants rated WorkSource Oregon's performance at 82.2 and employers expressed a satisfaction rating of 73.5. Both ratings exceeded the negotiated performance level.
- **Dislocated workers who found jobs** Eighty-four percent of the dislocated workers who received Title I-B services found employment, which was only 1% less than anticipated—a noteworthy result considering the recession.
- **Adults who found jobs** Eighty-three percent of the adults in the Title I-B program found jobs, which exceeded the anticipated level by 8%.
- **Older youth who found jobs** Slightly more than 74% of the older youth (ages 19 to 21) found employment—6% more than expected.
- **Younger youth who obtained a diploma or equivalent** Of the younger youth (ages 14 to 18), 69% obtained a diploma or equivalent.

Detailed data for each population and each region appears in "The Tables: Workforce Investment Act—Title I-B, Title II and Title III." At the time the annual report is distributed, this document is included in the pocket on the back cover of the report.



IMATCHSKILLS SAVES MONEY AND SIMPLIFIES HIRING FOR MARQUIS COMPANIES

Lee Whitlock has been a hiring manager for 18 years. Currently, she supervises all hiring for the Marquis Companies, which employs 3,000 people in 10 different senior care businesses in six states. Over the years, Lee has spent millions of corporate dollars on advertising and software to recruit and hire employees. But recently, she discovered the benefits of using iMatchSkills.

Created through the WorkSource Oregon Employment Department, iMatchSkills provides Lee with a viable, state-of-the-art method for filling open positions, and it doesn't cost Marquis a dime. The award-winning online software matches Lee's employee requirements with the specific skills of individuals.

"All hiring managers, no matter what industries they are from, are looking for quality individuals in a low cost way. iMatchSkills actually gave us a no-cost way," said Lee. "I suggest that before companies start spending any advertising dollars to be looking at all of their free resources in Oregon and the Portland Metro area. And the first one on their list should be iMatchSkills."

To date, Lee has hired certified nursing assistants (CNAs), housekeeping staff, laundry workers, receptionists, a social service director, a maintenance manager and an office manager through iMatchSkills. In addition, all Marquis employees have been urged to post their profiles on the web-based system. This way, when a position opens up at Marquis, the current workforce is among the candidates.

In addition to the free skill matching resource, WorkSource Oregon provided Marquis with nearly \$20,000 in training grants through the Employer Workforce Training Fund and local Workforce Response Teams. This training ensured that Marquis staff remained up to date with current technology and industry practices.

—WORKSOURCE OREGON
EMPLOYMENT DEPARTMENT



WHERE DO WE STAND:

REGION 1

Clatsop, Columbia, Tillamook

PLACEMENT RATE	72%
EMPLOYMENT RETENTION RATE	58%
AVERAGE WAGE GAIN	\$.84

REGION 2

Multnomah, Washington

PLACEMENT RATE	77%
EMPLOYMENT RETENTION RATE	64%
AVERAGE WAGE GAIN	\$1.19

REGION 3

Marion, Polk, Yamhill

PLACEMENT RATE	76%
EMPLOYMENT RETENTION RATE	60%
AVERAGE WAGE GAIN	\$1.09

REGION 4

Benton, Lincoln, Linn

PLACEMENT RATE	74%
EMPLOYMENT RETENTION RATE	63%
AVERAGE WAGE GAIN	\$1.14

REGION 5

Lane

PLACEMENT RATE	76%
EMPLOYMENT RETENTION RATE	62%
AVERAGE WAGE GAIN	\$1.22

REGION 6

Douglas

PLACEMENT RATE	75%
EMPLOYMENT RETENTION RATE	60%
AVERAGE WAGE GAIN	\$1.23

REGION 7

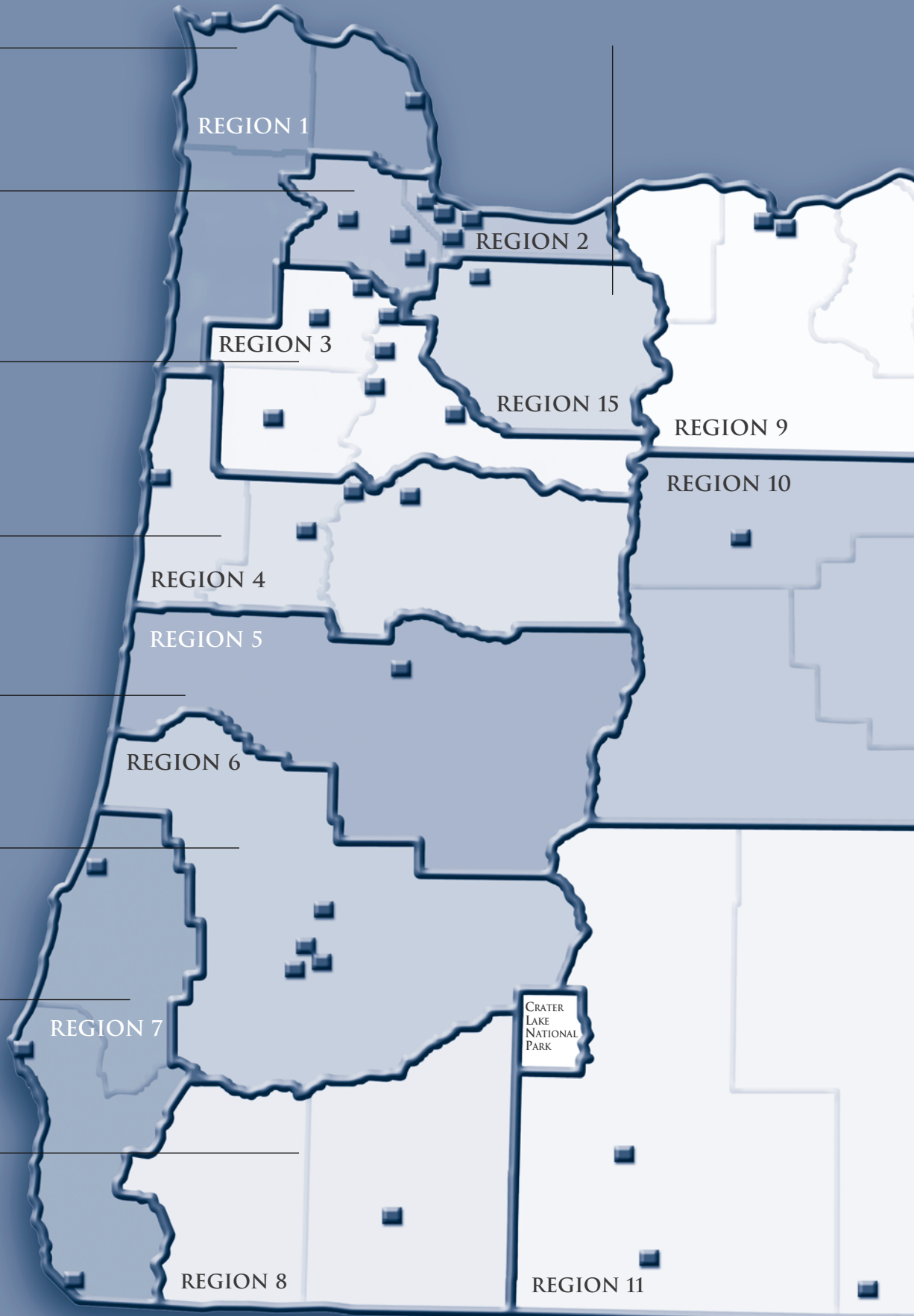
Coos, Curry

PLACEMENT RATE	75%
EMPLOYMENT RETENTION RATE	57%
AVERAGE WAGE GAIN	\$.89

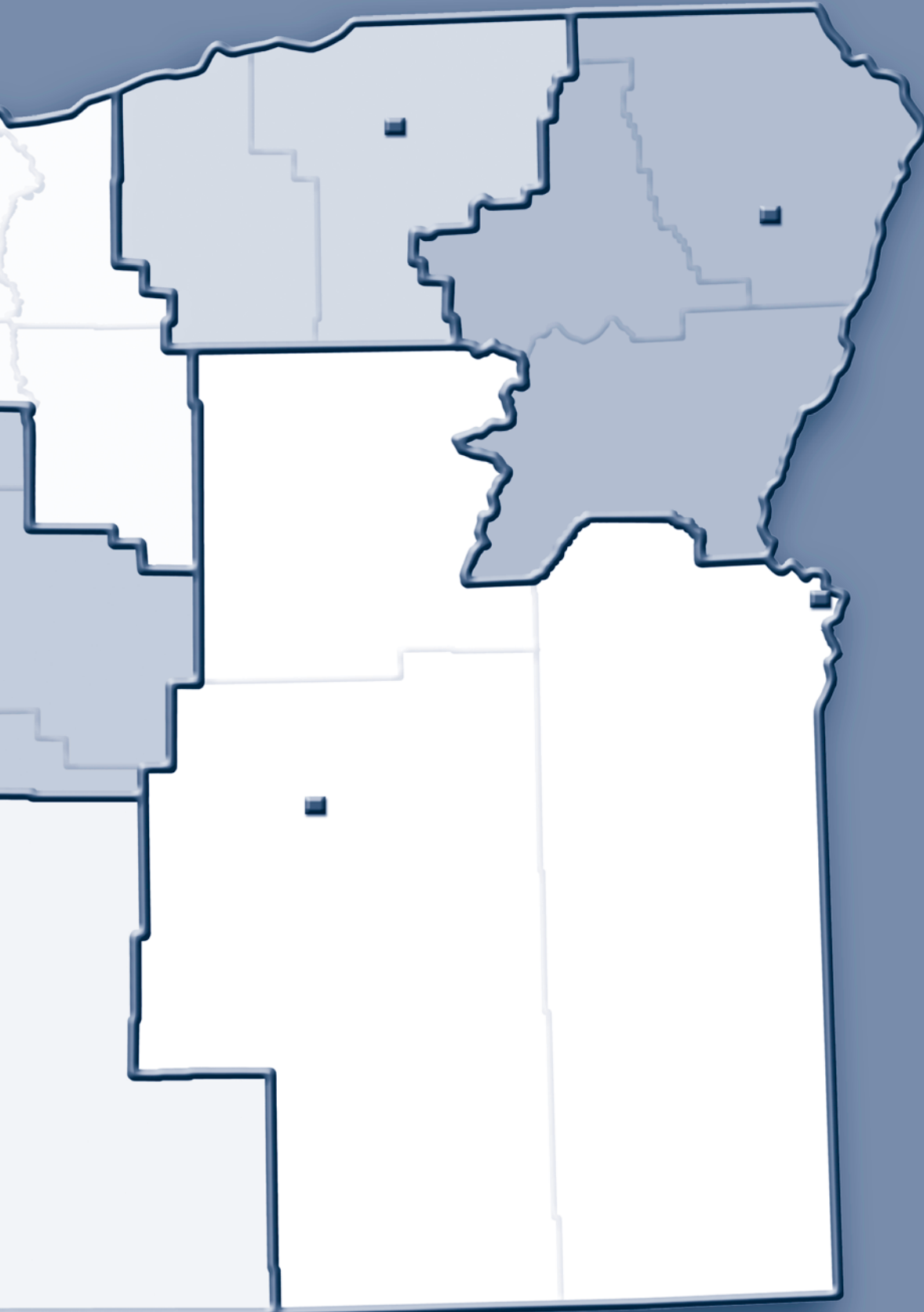
REGION 8

Jackson, Josephine

PLACEMENT RATE	76%
EMPLOYMENT RETENTION RATE	59%
AVERAGE WAGE GAIN	\$.88



RESULTS BY REGION





CAR INJURIES LEAD TO DREAM JOB AT THE DMV

Delightful and determined are adjectives that best describe Karen O'Neal, who suffered injuries in an automobile accident in December 2003 and was forced to relinquish her five-year position as a Dental Lab Technician.

In October 2004, Karen walked into the Salem Job and Career Center to connect with Vocational Rehabilitation Services. Karen immediately began attending workshops and completing the START (Start Thinking About Rehabilitation Transition) workshop and the Discover program to help identify a new path. She soon realized that her dream job would be working for the DMV.

Both her Vocational Rehabilitation counselor, Martha Dodsworth, and her WIA employment specialist, Mary Lucas, had their work cut out for them, as did Karen, because she had extremely limited computer skills and little office experience. After much research, Karen enrolled in a short-term Office Specialist I training program at DePaul Industries. She was also given an on-the-job training opportunity at Chemeketa Community College. In addition, Karen was provided with a surplus computer to help her practice clerical skills at home.

Karen rode a bus to DePaul every day and to many workshops through the Salem Job and Career Center. She learned how to write a résumé and developed interviewing and application skills that gave her confidence.

In November 2005, Karen interviewed with the DMV. She informed them that it was her dream job and that she was determined to work for the agency. The committee couldn't resist and Karen was hired. "With all the tools and resources that were available for me, I am now an eager, enthusiastic and important part of the workforce," Karen says. "Most of all, I am having fun in my life again."

—SALEM JOB AND CAREER CENTER AND OREGON'S OFFICE OF VOCATIONAL REHABILITATION SERVICES



Connecting people with disabilities with jobs and resources

Providing access to the workforce development network for people with disabilities represents a special challenge. To make their job search easier, Oregon workforce partners received funding to create the Disability Program Navigator Initiative (DPN). Each of Oregon's seven workforce areas has at least one Navigator to connect individuals with disabilities with the resources and services they need to find and retain work.

Since July 2004, Navigators have worked with more than 2,700 people with disabilities. In addition, the Navigators have provided training and education to WorkSource Oregon staff and local employers in working with and serving people with disabilities.

Oregon is one of 17 states that applied for and was granted funding for the Disability Program Navigator Initiative. The project is jointly managed by the Department of Community Colleges and Workforce Development and the Office of Vocational Rehabilitation Services (OVR).

Assisting veterans with job searches

Easing the transition from military to civilian work is a top priority for WorkSource Oregon. This is accomplished by providing job search services exclusively for veterans of the U.S. Armed Forces. Through a grant provided by the Department of Labor, veterans specially trained to help other veterans with their job search, the Disabled Veteran Outreach Program (DVOP) and Local Veteran Employment Representatives (LVER) are available in 26 WorkSource Oregon Centers around the state.

Returning Oregon National Guard members and their families also receive a comprehensive review of veterans' benefits as part of a cooperative effort that includes veterans' representatives from the U.S. Department of Labor, the U.S. Veterans Administration, Oregon Employment Department, Oregon Department of Veterans' Affairs, the Department of Community Colleges and Workforce Development and local community colleges.

Specific WorkSource Oregon services for veterans include:

- Access to iMatchSkills, Oregon's award-winning online job search program
- Job referrals and application assistance
- Job search workshops
- Vocational guidance
- Career exploration tools
- Referrals to related services and training programs

Providing farmworkers with enhanced workforce services

Given the importance of agriculture in the state's economy, and the fast-growing horticulture and vineyard business sectors, the Oregon Human Development Corporation (OHDC) and WorkSource Oregon partners are focusing on farmworkers. For example:

- This year's Pacific Northwest Farmworker Summit provided information on effective practices to workforce partners and staff. The event also featured innovative training programs that combine English language learning with skill training for farmworkers.
- Oregon's National Farmworker Job Training program sponsored by OHDC is located in the WorkSource Oregon Centers, which increases access for farmworkers to WorkSource Oregon services.

Using WorkSource Oregon Centers to access the network

WorkSource Oregon Centers, under the leadership and guidance of Local or Regional Workforce Investment Boards, provide a variety of services for both businesses and job seekers. These services are provided by the highly skilled workforce partners who staff the WorkSource Oregon Centers. The following is just a sampling of the information and assistance available at the WorkSource Oregon Centers:

- Some of the services available to businesses in a WorkSource Oregon Center include help finding the right worker for a job opening, help with expansion or connection to training for current workers. Staff provides information about unemployment insurance, employer taxes and other information such as employee incentives and child care. Staff also shares statistics about the local labor market or provides information on what is happening statewide. In addition, staff provides referrals to small business services and assistance, or access to customized training services and certification programs.
- For job seekers, WorkSource Oregon Centers help people find jobs, get training and learn new skills. Staff provides career assistance such as coaching, resume writing and basic skills development. Job seekers take classes to build interview skills, or register online at iMatchSkills to match their skills and experience with online job listings. Individuals use computers and software to conduct job searches and obtain referrals to specialized skills training or education in high-demand occupations. Staff assists job seekers based on their personalized knowledge of the labor market and local employer needs.

Providing industry access to the network through employer consortia projects

Meeting the challenge of providing employer access to the network is crucial. One statewide strategy to involve more employers as significant partners in WorkSource Oregon involves forming employer consortia. WorkSource Oregon partners around the state have been engaged in organizing and supporting employer consortia to address the needs of regional industry clusters. This year produced some notable consortia work in which companies who joined together increased their competitiveness and responded to specific industry-related training needs. The following are a few examples of consortia successes in 2004-2005.

Portland Workforce Alliance

To create a working model with a solid infrastructure that connects education with the needs of business, Governor Kulongoski approved a \$100,000 grant in April 2005 for the Portland Workforce Alliance. The Alliance, a new partner in the WorkSource Oregon system, was created to strengthen relationships among labor, business, schools and other workforce entities.

The Portland Workforce Alliance project will prepare students for employment success in the 21st century while meeting the region's future workforce needs. It is funded through the Governor's Strategic Training Fund, and is sponsored by the Portland Schools Foundation, the area's public schools, community college and university system. The Alliance builds bridges between labor and industry partners.

The Northwest Agriculture Consortium

The Northwest Agriculture Consortium, in partnership with the Farmworker Institute for Education and Leadership Development, received a statewide capacity-building grant from the Governor's Strategic Training Fund. The Consortium, comprised of Bear Creek Corporation, Arlie Winery, Tillamook Creamery and several other Oregon firms, set out to conduct innovative research on the training and education needs of farmworkers and agricultural employers. Findings

OREGON VETERANS RECEIVE NEW BENEFITS IN 2005

- As part of a package of benefits for returning Oregon National Guard and Reserve members, Governor Kulongoski and the Oregon University System announced the creation of a new tuition assistance program to help them pursue their higher education goals. Voyager Tuition Assistance (Volunteer Guard and Reserve) will cover all tuition costs for returning Oregon National Guard and Reserve members that are not covered by the federal tuition benefit provided to members of the U.S. military.
- House Bill 5163 provides funds to the Oregon Employment Department to pay for transportation related to the employment, training and education of veterans.
- House Bill 3504 creates the Oregon Veterans' Emergency Financial Assistance Fund within the Department of Veterans' Affairs to provide emergency financial assistance to veterans and their immediate families for temporary housing, food, transportation or medical costs.
- House Bill 2681 requires school districts to issue high school diplomas to veterans since the Korean War who did not complete high school because of wartime military service, and who request their diplomas.
- Senate Bill 233 supports home ownership for Oregon veterans by expanding a home loan and assistance program in the Oregon Department of Veterans' Affairs.
- Senate Bill 1100 allows the Oregon Military Department to provide hardship grants and loans to Oregon National Guard members on active duty and their immediate families and includes a tax refund check-off option so Oregonians can contribute to the fund.



RV CONSORTIUM CREATING A CENTER OF EXCELLENCE FOR RV MANUFACTURING TRAINING

With a workforce of over 4,500 and industry growth projections of 19% through 2014, RV manufacturing companies in Oregon are challenged to recruit and retain skilled workers. Lane County alone is second to Elkhart, Indiana, in its concentration of RV manufacturers.

Faced with the potential loss of a major RV manufacturer to Indiana, Lane County recently took stock of its RV manufacturing workforce infrastructure and training capacity.

With an infusion of funds from the Governor's Strategic Training Fund, and the leadership of the Lane Workforce Partnership, an industry-led RV Manufacturing Consortium was formed.

Originally brought together by the Oregon Economic and Community Development Department and Lane Metro Partnership, a round table of coach companies met in late 2004 to discuss the industry's needs. This initial

fact-finding mission led to the formation of the RV Consortium. Consortium members include Deanna Ota, Human Resources Director of Monaco Coach Corporation (far left photo), Carol Taylor Clay, Employee Development Manager of Country Coach (far right photo), Mike Warner, VP Human Resources of Marathon Coach (center photo), along with a representative of Lane Community College and others.

With the Lane Workforce Partnership as convener, the RV Consortium designed a regional RV manufacturing workforce and training program. The group is currently working to identify workforce training needs and gaps, provide oversight in the development of curriculum, identify career pathways in the industry and assist in awareness activities targeting emerging workers.

One of the Consortium's long-term goals is for Lane County to become the RV training hub for the entire state. The Consortium is also developing a Best Practices model to share with other businesses and industries in Oregon and beyond. Ultimately, the work of the RV Consortium will contribute to a local and globally competitive manufacturing workforce that will support business success, job retention and job creation.

—LANE WORKFORCE PARTNERSHIP



from this research will be used to develop workforce and economic development programs that will strengthen Oregon's agricultural sector.

Oregon Bioscience Association Skills Survey

The Oregon Bioscience Association (OBA), in partnership with Portland Community College and the Oregon Economic and Community Development Department, conducted a Skills Gap Survey for the bioscience industry in Oregon. Companies participating in the survey included AcryMed, Invitrogen, Cascade Biologics, Electrical Geodisics, Inc. and Welch Allyn. As a result of the survey, OBA is working with its workforce partners to develop classes for the industry, specifically in FDA Regulatory Training.

Recreational Vehicle Manufacturing Consortium

The RV Manufacturing Consortium was created to support the workforce development needs of Oregon RV manufacturers, starting in Lane County. The Consortium, in partnership with Lane Community College and Lane Workforce Partnership, will ensure that access to specialized state-of-the-art training will benefit the region and employers. It also opens doors to the continued development of future training opportunities. Since the RV Manufacturing Consortium model is replicable and the training curriculum is available to other regions in Oregon, the investment will impact the entire state.

The Oregon child care industry:

- Generates more than \$639 million in gross annual revenues
- Employs at least 14,420 Oregonians in 7,900 small businesses
- Provides some 90,297 families—almost half of all dual-earner and single-parent families and nearly one-third of families with children under 13—with child care
- Enables the production of exports each year that support \$5.75 billion in sales, 52,000 Oregon jobs and \$1.99 billion in income

Making child care available

Today, single parents and dual wage earners are in the workforce in record numbers as families strive for economic stability. As a result, child care has become a basic need. About 164,000 Oregon children—27% of all Oregon children under age 13—are in paid child care settings.

But growth in the child care industry has not kept pace with the demand. As a result, there is a shortage of services, particularly for children with special needs and for infants and toddlers.

Since the demand for child care exceeds the available supply, increasing access to paid child care could increase the size of the Oregon labor force. If all parents who need paid child care could afford or access it, an estimated 23,700 additional Oregonians could participate in the labor force.

The child care industry, which is an important element in the Oregon economy, plays three specific roles:

1. Early care and education prepares thousands of children for future success in school and business.
2. Child care is an important workforce support for workers and employers.
3. The industry generates millions in annual revenues.

With this in mind, serious discussions have taken place to address the major challenges the child care industry faces. In 2004–2005, the Child Care Division of the Oregon Employment Department prepared a report titled “The Economic Impact of Oregon’s Child Care Industry.” This 27-page document presents an overview of the child care industry, current demographic and economic trends and the role that child care plays in preparing the future workforce of Oregon and economic development strategies. A copy of this report can be found at http://www.oregon.gov/EMPLOY/CCD/eco_study.shtml.

Managing child care through the Child Care Resource and Referral Network (CCR&R)

To manage child care matters for the state, the Child Care Division contracts with the Oregon Child Care Resource and Referral Network (CCR&R). The CCR&R is a statewide network of 17 community-based resource and referral agencies that work to improve the quality, accessibility and affordability of child care for all Oregon families. A partial list of services includes:

- Training, technical assistance and support to member agencies
- The creation of projects to build quality child care
- Interaction with policy makers, businesses and the public on child care related issues
- Advocating for child care professionals and for families with children
- Connecting parents with child care resource and referral agencies throughout the state
- Collecting and disseminating information on needs of children in communities
- Teaching employers about the challenges working families face
- Informing business owners about the availability and use of Oregon’s child care tax credits

Promoting Local Workforce Investment Boards and the Oregon Workforce Partnership

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

The OWP mission is to build and deliver an effective and responsive workforce system for our state that meets the needs of both businesses and job seekers. Over the past year OWP has joined with:

- The Oregon Workforce Investment Board and Oregon Employment Department to further the public awareness and branding of WorkSource Oregon

Workforce Investment Boards support and assist regions

The Workforce Investment Act (WIA), a federal law, requires the establishment of policy boards at the state and local level. In Oregon, the statewide board, known as the Oregon Workforce Investment Board (OWIB), is made up of representatives from business, government, community organizations and organized labor. The OWIB is the state’s primary policy-setting body on workforce development.

In Oregon, there are 15 workforce regions. Under the WIA, seven local boards have been established. More than 160 business leaders from around the state serve on these local boards. In rural Oregon, a local board called the Oregon Workforce Alliance (OWA) has been established to provide support and assistance for nine regional boards. Each board has the authority to determine how services will be delivered within its local area/region.



**AT-RISK STUDENT GRADUATES,
GETS A JOB AND NOW BELIEVES
HE'S 'FORD TOUGH'**

By eighth grade, there was concern that Jeff Groner would end up a high school dropout. To prevent that from happening, the staff at Canby High School took a special interest in Jeff as a person, and in his academic successes. Looking back on his high school experience, Jeff remembers attending the first few years of high school, though he admits to not being totally present.

Jeff's senior year further tested his determination with several family losses and personal tragedies. But with a strong support system of friends and staff, and the insistence of the WorkSource Oregon partners, Jeff earned his driver's license in May 2005 and by June, he had graduated.

On hand to celebrate his graduation were proud relatives and Canby High School staff members, one who commented that he was now able to retire the 'poking stick' he used solely to keep Jeff headed in the direction of that diploma.

Today Jeff is gainfully employed at D & L Machines, a machine shop located in Molalla, where he enjoys working with his hands and can make his way into the next stage of his life. And Jeff wants everyone to know that he is straight up country folk and believes he is Ford Tough.

—C-TEC YOUTH SERVICES
REGION 15



- The Department of Community Colleges and Workforce Development to improve the operation of the Employer Workforce Training Fund and increase the productivity of WIA programs and investments
- The Oregon Economic Development Association to deliver a presentation at their annual "Back to Business" Conference highlighting effective partnerships between local economic development and workforce development organizations and activities

CHALLENGE NO. 4:
Measure Outcomes and Performance

One way to know how we're doing is to measure our workforce system performance. The system outcomes are measured through PRISM (Performance Reporting Information System). Member agencies who submitted data to PRISM during the time period covered by this report are the Department of Community Colleges and Workforce Development (Title I-B and Title II), the Oregon Employment Department and the Department of Human Services (Office of Vocational Rehabilitation Services and Children, Adults and Families, including Temporary Assistance for Needy Families).

The results presented below show that more than 75% of those seeking jobs through WorkSource Oregon are finding them, more people are remaining employed and the average hourly wage is once again increasing—all signs that we are meeting the challenge.

Job placement percentages are up

WorkSource Oregon offers job seekers a variety of opportunities to find jobs that utilize their skills and provides ways for employers to find skilled workers. The data for job placement³ shows that 179,729 people completed workforce development services during this timeframe with the goal of finding a job. Of that number, slightly more than 75% succeeded. In addition, the job placement rate increased in all 15 regions.

The following regions experienced the greatest increase in their job placement rate:

REGIONS WITH THE GREATEST INCREASE IN JOB PLACEMENT RATES	REGIONAL JOB PLACEMENT RATE	
	2003-04	2004-05
Region 2 (Multnomah and Washington counties)	72%	77%
Region 4 (Benton, Lincoln and Linn counties)	69%	74%
Region 5 (Lane County)	72%	76%
Region 9 (Gilliam, Hood River, Sherman, Wasco and Wheeler counties)	76%	80%
Region 14 (Grant, Harney and Malheur counties)	64%	68%
Region 15 (Clackamas County)	73%	78%

The placement results for all regions appear on the map on pages 16-17.

³ The most recent PRISM job placement data covers the period beginning July 1, 2004 and ending March 31, 2005.

Job retention percentages are up

The data for job retention indicates the percentage of people who worked a full year (four continuous quarters) after receiving services from WorkSource Oregon. The most recent job retention data⁴ indicates that 61.7% of the people employed as of July 1, 2003 were still working as of June 30, 2004. Another sign that the recession has truly ended is that more people are working a full year compared with last year (61.7% vs. 57.5%).

All 15 regions either exceeded or almost matched the job retention rates from one year ago. Region 15 (Clackamas County) showed the biggest gain in job retention (from 61.3% to 67.1%). Overall, six regions had job retention rates above the statewide rate of 61.7%.

REGIONS WITH JOB RETENTION RATES HIGHER THAN THE STATEWIDE RATE	REGIONAL JOB RETENTION RATE
Region 2 (Multnomah and Washington counties)	64%
Region 4 (Benton, Lincoln and Linn counties)	63%
Region 5 (Lane County)	62%
Region 9 (Gilliam, Hood River, Sherman, Wasco and Wheeler counties)	65%
Region 10 (Crook, Deschutes and Jefferson counties)	62%
Region 15 (Clackamas County)	67%

Wage gain results are up

Statewide, the average hourly wage increased by \$1.09 from \$12.08 to \$13.17.⁵ The \$1.09 increase is higher than the wage gain of \$.82 reported last year. The starting wage is also higher: \$12.08 as opposed to \$11.81.

A look at wages at the end of the period shows all 15 regions had higher ending wages than they did a year earlier. In almost three-fourths of the regions, the average hourly wage gain was higher than the previous year.

The six regions that had wage gains higher than the statewide average wage gain of \$1.09 are:

REGIONS WITH WAGE GAINS HIGHER THAN THE STATEWIDE AVERAGE	REGIONAL WAGE GAIN
Region 2 (Multnomah and Washington counties)	\$1.19
Region 4 (Benton, Lincoln and Linn counties)	\$1.14
Region 5 (Lane County)	\$1.22
Region 6 (Douglas County)	\$1.23
Region 10 (Crook, Deschutes and Jefferson counties)	\$1.18
Region 15 (Clackamas County)	\$1.18



'CAN DO' ATTITUDE EARNS TANF RECIPIENT A GOOD JOB WITH A GREAT SALARY

Kim Birman was a single parent who had been unemployed for more than a year. She was receiving food stamps and a TANF grant from the Department of Human Services under their self-sufficiency program called JOBS.

The JOBS representative within the Community Services Consortium (CSC) had considerable contact with Kim, which allowed her to observe Kim's 'can do' attitude and work ethic. This observation prompted both the JOBS representative and the Employment Specialist 2 from the Newport Regional Office to recommend co-enrolling Kim in the Workforce Investment Act (WIA), along with a partner agency. After attending and completing orientation and assessment, Kim was enrolled with CSC and began receiving WIA support.

As part of her activities in the JOBS program, Kim was a volunteer with the Retired and Senior Volunteer Program (RSVP). As a volunteer, she also worked with and learned about the special needs of service veterans. Eventually, the position of Veteran Services Officer became open. Initially, Kim was reluctant to submit an application. However, after updating her résumé and receiving some coaching on interviewing techniques from her case manager, Kim applied.

And, as they say, the rest is history. Kim presented herself well and was selected for the job. She is now the Veteran Services Officer for Lincoln County where she receives excellent benefits and the highest salary she has ever earned.

-COMMUNITY SERVICES CONSORTIUM



⁴ The most recent PRISM job retention data covers the period beginning July 1, 2003 through June 30, 2004.

⁵ The period of reporting for the most recent PRISM wage gain data is from July 1, 2003 through March 31, 2004.

Working for the preferred future

On November 30, 2005, the Oregon workforce development system kicked off its comprehensive strategic planning process with a Preferred Future Think Tank event attended by nearly 100 people representing all stakeholders in Oregon's workforce system. Ongoing activities through May 2006 include gathering input from WorkSource Oregon partners and focus groups around the state, and preparing for implementation.

CHALLENGE NO. 5: *Plan for the Future*

Planning for the future is a multi-dimensional task; it requires both depth and breadth. We must sustain successful activities while we design and initiate new ones. We need to maintain momentum for current projects while we tackle new areas.

The strategies and practices described in this section include:

- Developing a comprehensive plan for Oregon's workforce system
- Planning for new technology solutions for information and reporting
- Oregon Workforce Investment Board initiatives
- Education initiatives

Developing a comprehensive plan for Oregon's workforce system

Partners in Oregon's workforce system, under the direction of Governor Kulongoski, continue to look ahead. In April 2004, the partners submitted a two-year plan to the Department of Labor. Although this was a Workforce Investment Act compliance plan, it detailed some strategies for improving Oregon's workforce development system.

During the planning process, participants agreed that a comprehensive strategic plan for all system partners was necessary to clearly define partner roles and expectations. As a result, the partners, led by a Strategic Planning Committee of the OWIB, are at work identifying and developing strategies to meet critical issues facing the system. For the planning process, the 'workforce system' is defined widely and includes workforce service providers and all levels of education, economic development entities and business groups. The participation of all these partners and stakeholders is necessary to arrive at a preferred future to assure long-term economic vitality.

Planning for new technology solutions for information and reporting

Part of planning for the future includes a search for technology solutions that will allow WorkSource Oregon to share data more efficiently and generate reports that can be used for state and local decision-making. This project, called the Integrated Management Information System (IMIS), will identify the WorkSource Oregon information and reporting needs, and then recommend both short-term and long-term technology solutions.

Oregon Workforce Investment Board initiatives

The OWIB has a number of initiatives underway for the coming year.

The Manufacturing Workforce Strategy initiative

Working with business and industry leaders, the Oregon Workforce Investment Board and its Manufacturing Committee proposed a new initiative to be included in the Oregon Business Plan for the coming year. This initiative, called "Oregon's

How to review and comment on the initiatives in the Oregon Business Plan

The Oregon Business Plan provides the strategic framework for Oregon's business and elected leaders to build a stronger, more competitive state economy. Developers of the Oregon Business Plan welcome your feedback on the initiatives under consideration.

To review the initiatives, visit:
www.oregonbusinessplan.org

Manufacturing Workforce Strategy," includes the majority of the committee's recommended strategies for the manufacturing sector. The initiatives four focus areas are:

- Embrace high performance manufacturing practices
- Create a world-class manufacturing workforce with skills that meet employer and worker needs
- Connect regional manufacturing centers of excellence
- Raise awareness about the value of Oregon's manufacturing industry and its many career opportunities

Additional initiatives focus on education and innovation

Other OWIB recommendations have also been incorporated into Oregon Business Plan initiatives. These initiatives are called "Increase the Education Attainment and Skills of All Oregonians" and "Expand Oregon's Capacity for Economic Innovation."

The OWIB is working closely with the State Board of

Education to support their efforts to take a comprehensive approach to education reform and to give the high school diploma renewed value in the workplace. They are also exploring the feasibility of a statewide work readiness assessment and certificate.

Project and staff development authorized

In 2004-2005, the OWIB Statewide Opportunity Committee conducted an evaluation of its work and received recommendations on how to increase effectiveness of investments. Based on those recommendations, the OWIB took action in June 2005 to allocate resources for project and staff development.

Education initiatives

Education continues to be a priority focus in Oregon. In 2005 the legislature, the Governor, Joint Boards of Education and many non-profit groups such as the Chalkboard Project, Oregon Business Council and Employers for Education Excellence (E3) suggested policies to realign Oregon's education system. In spite of resource challenges, the public education system is on track for a future that meets the needs of students of all ages. The following initiatives reflect the progress.

"When I talk to business owners about expanding here or re-locating to Oregon, I get the same question over and over. It is not about tax breaks or regulations; it is about whether we have a skilled workforce that can compete in a global economy. This grant is critical to our work to ensure that we can always answer, 'Yes.'"

— GOVERNOR KULONGOSKI
in response to receiving a
\$1.7 million grant from the
Bill and Melinda Gates Foundation



VOICE RECOGNITION SOFTWARE TAKES THE PLACE OF TYPING HANDS

Paul was born with Cerebral Palsy that left one of his hands useless and caused one leg to twist so that he had a limp. In his adult life he found that if he became overly tired, he would faint or pass out.

In the past, Paul was employed at church camps and the Outdoor School. His favorite job was at Moreland Hardware, a family-run operation where he increased sales and developed a client base of "Soccer Moms" as he called them. After working there for more than five years, the owner decided to close the business due to family issues.

Paul received Social Security Disability Insurance (SSDI) for a time, but then decided to try working again. To get started, he went to Workforce Connections. He expressed concern that many jobs used computers for online applications, but that he had limited typing skills with the use of only one hand. With Workforce Connections and a WIA Navigator, Paul mapped out an employment plan, which included talking with Oregon's Office of Vocational Rehabilitation Services (OVRs) about training and funding.

A referral was made to OVRs and Paul began working with a Vocational Counselor. OVRs provided computer training and arranged for the purchase of Naturally Speaking, a voice recognition software program.

Paul completed the training at Computer Skills Plus in October 2005. He worked with a job development specialist before making contact with a friend in the hardware business. Within three weeks, Paul was working at a company with a family atmosphere and respectful employers. He was also working the hours he preferred.

Paul's successes are due to his diligence and the partnership between WIA, the Oregon Department of Vocational Rehabilitation and Mt. Hood Community College's Workforce Connections.

—OREGON'S DEPARTMENT OF
VOCATIONAL REHABILITATION SERVICES
AND MT. HOOD COMMUNITY COLLEGE'S
WORKFORCE CONNECTIONS



EMERGING PLANS FOR LINKING LIFELONG LEARNING SYSTEMS

Last year, the Governor's Office of Education and Workforce Policy developed a strategic plan intended to link lifelong learning systems with workforce and economic development. Nine specific goals were included in the plan and listed in the 2003-2004 report.

Throughout this year's annual report, we describe the actions and strategies that directly address these goals. This tells us that we are on target and that Oregon is *Meeting the Challenge* of linking lifelong learning to jobs and careers. Linking the education and workforce systems into an education enterprise is important because it helps students get education and training, when and where they need it, so they can increase skills and be fully prepared for college and work.

Some of the successes accomplished this year include:

- Increasing the Oregon Opportunity fund by 74% and providing financial aid for the first time for part-time students
- Receiving support and funding to begin work on an integrated data system for education
- Increasing student access and acceleration to post-secondary learning through the passage of Senate Bill 342
- Establishing a dual enrollment framework between the Oregon University System (OUS) and community colleges
- Developing a common first-year transfer module for all Oregon public two- and four-year colleges and universities
- Supporting emerging technologies and innovation such as Oregon Nanoscience and Microtechnology Institute (ONAMI) nanotechnology

Governor champions a PK-20 educational enterprise

Understanding that quality education is vital to growing Oregon's economy and to the lifestyle of citizens, Governor Kulongoski is advocating the development of a seamless education enterprise (PK-20). The enterprise would serve all Oregonians and would encompass all education sectors, stretching from pre-school through graduate school.

During the 2005 legislative session, the Governor supported a number of education efforts to improve school system efficiencies, secure the infrastructure for community colleges and universities and expand funding for the Oregon Opportunity Grant, which ensures access and affordability for low-income students.

In 2005, the Bill and Melinda Gates Foundation awarded Oregon a \$1.7 million grant to accelerate efforts that would ensure all Oregon students have the education and skills

necessary to compete and succeed in the 21st century. Grant funding will assist in four key areas, including:

- High school graduation/diploma requirements
- Systems alignment and integration
- PK-20 budget and system performance measures
- Communication

Lifelong learning at the heart of workforce development

With lifelong learning in mind, Governor Kulongoski and the Office of Education and Workforce Policy have been deeply engaged in the design and implementation of a seamless education system. In their efforts to build a stronger education enterprise for pre-kindergarten through post-secondary education (PK-20), they have partnered with the State Board of Education, the Board of Higher Education, the Joint Boards of Education and the Oregon Workforce Investment Board.

In 2004-2005 significant progress was made in the education and workforce system. For example:

- We have found new ways for Oregon's Educational Service Districts to provide core services to students in local districts
- We are setting up an integrated data transfer system for K through 20 so that student transcripts will now be easily available electronically

SB 5584: Oregon student assistance commission budget

In 2004-2005, the legislature appropriated \$77.7 million in General Funds to the Oregon Opportunity Grant program for 2005-2007, a \$31 million increase over the previous biennium. The increased funding will allow Oregon, in the first year of the biennium, to serve all full-time eligible students at Oregon University System institutions and community colleges and 70% of all full-time eligible students at private institutions. In the second year of the biennium, 100% of all full-time

"When we raise the bar for our high school students—as this grant will help us do—we must be sure that we keep those well-educated students in our state. They will be the backbone of our workforce in the future and, without them, we are unable to attract family wage jobs."

— GOVERNOR KULONGOSKI

eligible students at private institutions will be funded. The state will expand eligibility to part-time students enrolled at least half-time (six credit hours), with award levels at half the full-time student award amounts.

Electronic transfer of student records speeds up transcript transfer

In the next two years, the Oregon educational system—from high schools through post-secondary institutions—will be able to electronically transfer student records from one site to another. This is possible because in 2005, the Oregon legislature appropriated funds for each of the three education sectors to begin designing and implementing an Integrated Data Transfer System (IDTS). The IDTS will facilitate electronic transfer of transcript records among Oregon public high schools and post-secondary institutions.

Electronic transcript transfer will save institutions time compared to preparing, sending and receiving paper records, and students will benefit from a faster and more reliable system. The timely transfer of data will provide a foundation for schools, colleges and universities to initiate policies that better inform instruction and address the needs of our mobile student population. The implementation of an electronic transcript transfer system is the first step toward a common student information sharing system among districts, post-secondary institutions and state agencies.

Community colleges remain focused on the student

Even with restrained resources, Oregon’s community colleges continue working to provide learning opportunities for students. This includes workforce training, distance learning and industry certification courses as well as transfer programs to universities.

Students at community colleges have also seen increases in tuition. During 2004-2005, tuition and fee costs rose by 5%. In the previous year, costs escalated by 22%.

In spite of resource pressures, community colleges remain committed to providing quality learning. The following are a few examples:

- This year’s tuition and fee increase was significantly lower than in 2003-2004
- Course sections increased this year by more than 2,300
- The total number of students is on the rise again, increasing by 15,600 in one year

Dual Credit and Tech Prep help high school students achieve college credit

Many high school juniors and seniors are simultaneously enrolled in an Oregon community college while completing their high school graduation requirements. In Oregon, we’re actively expanding this Dual Credit and Tech Prep program to make sure it is available to high school students across the state. Similarly, students attending an Oregon community college that has a dual enrollment agreement with a four-year institution can earn credits at either institution and have those credits recognized by both the community college and the university.

Students attending a community college that does not have a dual enrollment agreement can obtain an Oregon Transfer Module, which means up to 45 credits of general education classes can be transferred to any public institution in Oregon.

Dual Credit and Tech Prep Enrollment, 2004-2005

COLLEGE	DUAL CREDIT	TECH PREP
Blue Mountain	215	534
Central Oregon	0	409
Columbia Gorge	185	34
Chemeketa	1,429	1,202
Clackamas	1,278	587
Clatsop	14	329
Klamath	0	0
Lane	809	1,751
Linn-Benton	916	802
Mt. Hood	841	348
Oregon Coast	0	80
Portland	976	859
Rogue	588	377
Southwestern Oregon	230	47
Tillamook Bay	0	0
Treasure Valley	201	26
Umpqua	368	31



BLEND OF CAREER PLANNING AND SKILLS TRAINING RESULTS IN JOB HUNTING SUCCESS

James Erickson had worked his way up the career ladder in the high tech industry. Starting as a Programmer, he advanced through positions in Engineering, Software Development and eventually landed in Management. Following the downturn in the industry a few years ago, James was laid off. Six months later, he was hired as a Supervisor at another high tech company, but in just over one year was out of work again.

The job market had shifted for James. Employers were now requiring credentials for the supervisory and management jobs he'd been doing for years.

In addition, James learned that his software development skills were outdated since he had been coordinating and supervising work but had limited hands-on experience in recent years.

James learned about the Portland Community College/Mt. Hood Community College Career Pathways Computer Support Technician training through the Dislocated Workers Program. The Career Pathways training was supported by Worksystems, Inc., the local Workforce Investment Board for the City of Portland and Multnomah and Washington counties.

Originally, James enrolled in the program to update his skills and add credentials to his résumé. But in addition, the program required that he spend 33 hours in a Career Planning course that teaches students how to market themselves to employers and plan for ongoing education and training once employed.

Though James was less enthusiastic about the Career Planning course, he now believes that the skills training and career planning classes were equally valuable in helping him land his current job. James is putting all of his new skills to work as a Microcomputer Analyst with Clackamas County Community Corrections.

—WORKSYSTEMS, INC. AND
PORTLAND COMMUNITY COLLEGE/
MT. HOOD COMMUNITY COLLEGE
CAREER PATHWAYS PROGRAM



Pathways to Advancement: outcomes and mission

Oregon's Pathways to Advancement plan focuses on two key outcomes: opportunity and access for all Oregonians. The mission is to 'transform the education and workforce delivery system to be customer-focused and responsive to changing student, worker and business demands—customized, just in time, just enough, just for me.'

To find out more about Pathways to Advancement, visit:

www.WorkSourceOregon.org/pathways

Pathways to Advancement extends opportunities

Pathways to Advancement is one of the Governor's strategies to address economic, workforce and education challenges. Through pathways, students can combine work and learning to create education and career-related stepping stones that lead to skills and certificates in high-demand jobs. All 17 of Oregon's community colleges are now improving or developing pathways, and are linking them to high schools, workforce, human services, adult basic education programs and the Oregon university system.

Through pathways, Oregonians have improved opportunities to attain post-secondary skills and credentials for high-demand occupations tied to the needs of industry. Business benefits from more targeted training of students for current jobs. Citizens also have the promise of increased access and affordability to pursue educational opportunities around a career focus.

Professional Technical Education prepares students for the workplace

In Oregon, vocational and career training are generally referred to as Professional Technical Education (PTE). This program of study integrates technical and career skill proficiencies with general education subjects such as math, writing and science in order to prepare students for the workplace, further education, training, and family and community roles.

In 2004-2005, the Department of Community Colleges and Workforce Development and the Department of Education worked together to administer PTE. With Carl Perkins grant funding, high schools and colleges focused on improving, developing or enhancing the use of technology in PTE. Funds are also used to support programs that meet the PTE challenges including developing a quality assurance process and an evaluation framework. For Oregon to remain competitive, it is critical that students have access to professional technical training at high schools and community colleges.

DEAR FRIENDS AND PARTNERS:

I am honored to have been appointed the new Chair of the Oregon Workforce Investment Board. My goal is to continue the momentum of the Board by implementing the workforce development, education and economic development strategies of Governor Kulongoski, and to forge new partnerships and connections to better meet the workforce development needs of business and workers.

In the past year, the Board has taken on major initiatives that required a huge investment of time and thought. Oregon's economy is in recovery and our engagement with business has resulted in a better trained and educated workforce, and more career opportunities that pay well. Yet it's just the beginning as programs and opportunities evolve and as we continue moving forward to identify needs and develop innovative approaches to meeting those needs.

Our past efforts have paid off. This year, the annual report describes what's actually happening because we have taken giant steps forward. Our plans are now becoming reality. We have funded and moved ahead with projects to meet the demand for healthcare professionals. We have articulated a manufacturing strategy that promises to develop and maintain high-paying jobs for Oregonians. Our branding of the workforce system services, WorkSource Oregon, has been truly effective in connecting business with education, training and the labor force. Our new strategic planning effort will identify the issues facing Oregon's workforce system and will result in innovative ways we can meet the needs of employers and workers around the state.

A portion of *Meeting the Challenge* includes updates from previous years. But you will also be introduced to new partners, new programs, new alliances and the latest success stories that illustrate the accomplishments in 2004 and 2005.

Get ready for next year as Oregon creates new models of innovation and connection.

Sincerely,



ELIZABETH KING
Chair, Oregon Workforce Investment Board



WORKSOURCE OREGON CENTERS

In the past, we called our service locations One-Stop Centers. As the WorkSource Oregon name has gained in familiarity, our Centers now share a common brand and are called WorkSource Oregon Centers. The name WorkSource Oregon lets us be clear about who we are and what we do, and to better identify our locations.

Region 1: Clatsop/Columbia/Tillamook

WORKSOURCE OREGON
CLATSOP COUNTY CENTER
450 Marine Drive
Suite 140
Astoria, 97103
503-325-9511

WORKSOURCE OREGON
COLUMBIA COUNTY CENTER
500 N. Columbia River Highway
St. Helens, 97051
503-397-6495

Region 2: Multnomah/Washington

CAPITAL CAREER CENTER
18624 NW Walker Road
Room 1522
Beaverton, 97006
503-533-2713

**SE WORKS, INC.
6927 SE Foster Rd.
Portland, 97206
503-772-2302

**CENTRAL CITY CONCERN,
WEST PORTLAND ONE STOP
2 NW 2nd Avenue
Portland, 97209
503-226-7387

**PORTLAND METROPOLITAN WORKFORCE
TRAINING CENTER
5600 NE 42nd Avenue
Portland, 97217
503-943-2000

**GOALPOST ONE STOP CAREER CENTER
6443 N. Lombard
Portland, 97203
503-240-5600

**WORKFORCE CONNECTIONS
4510 NE 102nd
Portland, 97220
503-252-0758

**FOREST GROVE EMPLOYMENT
AND TRAINING CENTER
2801 Pacific Avenue
Forest Grove, 97116
503-992-7384

Region 3: Marion/Polk/Yamhill

WORKSOURCE OREGON WINEMA CENTER
4001 Winema Place NE
Suite 200
Salem, 97305
503-399-2300

WORKSOURCE OREGON
MCMINNVILLE CENTER
370 NE Norton Lane
McMinnville, 97128
503-472-5928

WORKSOURCE OREGON NEWBERG CENTER
2251 E. Hancock Street
Suite 106
Newberg, 97132
503-538-8970

WORKSOURCE OREGON SALEM CENTER
605 Cottage Street NE
Salem, 97301
503-378-8389

WORKSOURCE OREGON POLK CENTER
580 Main Street SE
Suite B
Dallas, 97338
503-831-1950

WORKSOURCE OREGON SANTIAM CENTER
11656 Sublimity Road SE
Sublimity, 97385
503-316-3212

WORKSOURCE OREGON WOODBURN
CENTER
120 East Lincoln Street
Suite 115
Woodburn, 97071
503-982-2817

Region 4: Benton/Lincoln/Linn

LINCOLN WORKFORCE
DEVELOPMENT CENTER
120 NE Avery Street
Newport, 97365
541-265-8505

BENTON WORKFORCE
DEVELOPMENT CENTER
545 SW 2nd Street
Corvallis, 97333
541-757-4261

EAST LINN WORKFORCE
DEVELOPMENT CENTER
44 Industrial Way
Lebanon, 97355
541-259-5787

LINN WORKFORCE
DEVELOPMENT CENTER
139 4th Avenue SE
Albany, 97321
541-967-2171

**Denotes affiliate sites

Region 5: Lane

THE WORKFORCE NETWORK
2510 Oakmont Way
Eugene, 97401
541-686-7601

Region 6: Douglas

WORKSOURCE OREGON
EMPLOYMENT DEPARTMENT
846 SE Pine Street
Roseburg, 97470
541-440-3344

UMPQUA TRAINING & EMPLOYMENT CENTER
760 NE Hill Avenue
P.O. Box 1429
Roseburg, 97470
541-672-7761

UMPQUA COMMUNITY COLLEGE
WORKFORCE TRAINING
2555 Diamond Lake Highway
Roseburg, 97470
541-440-4668

DHS CAF (CHILDREN, ADULTS
AND FAMILY) SERVICES
1937 W. Harvard
Roseburg, 97470
541-440-3301

Region 7: Coos/Curry

HANSCAM CENTER
16399 Lower Harbor Road
P. O. Box 2338
Harbor, 97415
1-800-481-7761
541-469-5306

Region 8: Jackson/Josephine

EDUCATION AND RESOURCE CENTER
1600 N. Riverside
Rogue Valley Mall
Suite 1101
Medford, 97501
541-779-2489

*Region 9: Gilliam/Wasco/
Hood River/Sherman/Wheeler*

STATE OFFICE BUILDING
700 Union Street
The Dalles, 97058
541-296-5435 x 231

MID-COLUMBIA COUNCIL OF GOVERNMENTS
1113 Kelly Avenue
The Dalles, 97058
541-298-4101

Region 10: Crook/Deschutes/Jefferson

WORKSOURCE REDMOND
2158 SE College Loop
Buildings 2 and 3
Redmond, 97756
541-504-2955

Region 11: Klamath/Lake

WORK & CAREER CONNECTION
1940 S. 6th Street
Klamath Falls, 97601
541-850-3115

WORK & CAREER CONNECTION
520 Center Street
Lakeview, 97630
541-947-4334

THE WORK AND CAREER CONNECTION
210 First Avenue
Chiloquin, 97624
541-783-2015

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

MALHEUR COUNTY ONE-STOP CENTER
375 SW 2nd Avenue
Ontario, 97914
541-889-5394

Region 15: Clackamas

CLACKAMAS COUNTY ONE-STOP
RESOURCE CENTER
506 High Street
Oregon City, 97045
503-657-2122



**DEPARTMENT OF LABOR GRANT
TARGETS OREGON VETERANS**

Clackamas County is home to more than 37,000 veterans, yet many may not know about services to help them find jobs, acquire skills and education, plan a career and provide information about benefits. That's why Community Solutions for Clackamas County (CSCC) applied for, and received, one of only two Department of Labor (DOL) grants offered nationally for marketing and outreach. The purpose of Clackamas County's grant is to market workforce services to job-seeking veterans and to employers interested in hiring them.

CSCC, a workforce service provider, collaborates with other partners to offer services through their Clackamas County One-Stop Resource Center in Oregon City. Representatives help veterans find the resources they need to be successful and return to work.

The \$300,000 DOL grant will fund a media campaign highlighting the services of the veterans' representatives in Clackamas County. It works in tandem with a national effort to return veterans to work by the President's National Hire Veterans Committee within the Department of Labor. So far, the campaign features transit advertising, banners, outdoor advertising and public service announcements from Governor Kulongoski and other public officials.

Last year alone, 1500 veterans visited the Clackamas County One-Stop Resource Center, 858 veterans were placed in jobs at an average wage of \$11.97 an hour, and 55 employers listed openings as a direct result of the marketing efforts. Figures starting in July 2005 indicate that more veterans will receive services this year than last.

—COMMUNITY SOLUTIONS FOR
CLACKAMAS COUNTY



WORKSOURCE OREGON PARTNERS

State Agencies

- **Governor's Office of Education and Workforce Policy**
- **Oregon Economic and Community Development Department**
- **Oregon Employment Department**
- **Department of Community Colleges and Workforce Development**
- **Department of Human Services,** which includes the Office of Vocational Rehabilitation Services and Temporary Assistance for Needy Families
- **Department of Education - Professional Technical Education**
- **Oregon University System**
- **Oregon Disabilities Commission**
- **Commission for the Blind**

Local Workforce Boards

- **Workforce Investment Council of Clackamas County**
(Clackamas County)
- **Region 4 Workforce Investment Board**
(Linn, Benton, Lincoln counties)
- **Lane Workforce Partnership**
(Lane County)
- **Enterprise for Employment and Education**
(Marion, Polk, Yamhill counties)
- **Rogue Valley Workforce Development Council**
(Jackson, Josephine counties)
- **Region 2 Workforce Investment Board**
(Multnomah, Washington counties and the City of Portland)
- **The Oregon Consortium & Oregon Workforce Alliance**
(Baker, Clatsop, Columbia, Coos, Crook, Curry, Deschutes, Douglas, Grant, Gilliam, Harney, Hood River, Jefferson, Klamath, Lake, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, Wheeler counties)

Oregon's Vision

Oregon will have a
world-class workforce—

well educated, skilled, and working—

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



Published by

**DEPARTMENT OF COMMUNITY COLLEGES
AND WORKFORCE DEVELOPMENT**

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Annual Report

The Tables

Workforce Investment Act

Title I-B, Title II and Title III • 2004 - 2005



**COMMUNITY
COLLEGES AND
WORKFORCE
DEVELOPMENT**
WORKSOURCE OREGON

December 31, 2005
 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

WORKFORCE
INVESTMENT ACT
TITLE I-B

CORE
PERFORMANCE
MEASURES
THAT APPLY
TO THE
ADULT,
DISLOCATED
WORKER
AND
YOUTH
FUNDING
STREAMS

www.oregon.gov/ccwd

TITLE I-B TABLES

Introduction

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

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

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

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

Oregon's nonfarm payroll employment grew rapidly between July 2004 and June 2005, but the state's unemployment rate remained one of the highest in the nation. During the 12-month period, monthly employment levels were between 2.5 percent and 4.1 percent higher than year-earlier levels, entailing over-the-year gains of between 38,000 and 64,000 jobs.

Meanwhile, the unemployment rate drifted downward from 7.5 percent in August 2004 to 6.5 percent in June 2005. Despite the decline, Oregon's rate was among the six highest of all 50 states in every month during this period.

The State Demographer estimates Oregon's population grew by 1.2 percent or by about 44,000 people between 2004 and 2005. Motor Vehicle Division records show

about 70,000 people surrendered their out-of-state driver's licenses to obtain Oregon licenses between July 2004 and June 2005, about 11 percent more than did so one year earlier. Population growth is one of several factors likely to keep Oregon's unemployment rate higher than many other states' rates. High unemployment rates have decreased the Oregon workforce development system's ability to fully achieve the desired performance measures.

Cost of Activities vs. Effect on Performance

This section addresses the cost of workforce investment activities relative to the effect of those activities on the performance of participants. The performance data comes from the four quarters of the Workforce Investment Act (exits of participants from October 1, 2003 through September 30, 2004).

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

Oregon exceeded its negotiated levels of customer satisfaction with both participants and employers during this time period. (Table A).

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

The adult program results (Table B) show that Oregon exceeded the Entered Employment Rate, the Earnings Change in Six Months and the Employment and Credential Rate but fell slightly short (82.1%) of the Employment Retention Rate (83.0%).

The dislocated worker program results (Table E) indicate that the state met the Employment Retention Rate and exceeded the Employment and Credential Rate but fell short (84.3%) of the Entered Employment Rate (85.0%). Oregon also fell short (83.3%) of the Earnings Replacement in Six Months Rate (85.0%).

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.

Earnings – Adults and Dislocated Workers

A comparison between adults who received training services and individuals who received only core and intensive services (Tables D and G) shows that adults who received training services experienced significantly higher Earnings Change in Six Months than those who received only core and intensive services. This did not hold for dislocated workers, however, where individuals who received training services had a wage replacement rate of 82% and those who received core and intensive services had a wage replacement rate of 84%.

Entered Employment and Employment Retention Rates – Adults and Dislocated Workers

Table D shows that adults who received training services had a higher Entered Employment Rate (84.9%) than those who received core and intensive services (82.7%). Adults who received training services also had a higher

Employment Retention Rate (88.0%) than those who received core and intensive services (80.6%). Table G indicates that dislocated workers who received training services had a slightly higher Employment Retention Rate (90.7%) than those who received only core and intensive services (89.6%). However, the Entered Employment Rate of those who received core and intensive services (85%) was higher than those who received training services (83.1%).

State Evaluation

Oregon continues to evaluate the impacts of the workforce system. Initiatives include a renewed interest in further developing Oregon's long-standing systemwide performance measurement system and data warehousing, continued emphasis on WIA performance analysis and improvement, and an ambitious strategic planning process that will lead to systemic change.

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

- Data from our systemwide performance measures continues to be available for the employment-related indicators, basic skills attainment, and TANF caseload management. Our experience in using this information for the narrative portion of the Annual Report has been positive and continues for the current report. This systemwide performance data is available at www.prism.state.or.us. The site includes analysis of the data.
- Oregon is a leading state in the Integrated Performance Information (IPI) project, funded by USDOL and managed by the state of Washington and the National Governor's Association. The project developed an ideal set of measures and has issued a "blueprint" for states to follow in developing their own common measures. The IPI project also

sponsored a well-attended conference on data warehousing. Concepts from the knowledge gained throughout the IPI process are influencing Oregon's continued development of systemwide data for evaluative purposes.

- Partly as a result of Oregon's participation in the IPI project, we are beginning discussions that will lead to the development of Oregon's "next generation" data system. Other factors influencing the discussions are connecting with a planned data warehouse for Oregon's K-20 education system, a desire for more flexible reporting on systemwide data, and warehousing data for the reporting of common measures for federal compliance.
- The Oregon Workforce Investment Board completed a formal evaluation of the capacity-building impacts of the state level portion of the Employer Workforce Training Fund, Oregon's incumbent worker training program. The suggestions from the evaluation's final report are now being incorporated into the program, including a focus on consortia-building projects and follow-on funding to sustain the capacity-building projects. Plans now include setting aside a portion of the funding for continued evaluation of program impacts.
- Oregon is poised to begin a strategic planning process to set direction for the entire workforce system. The process will be inclusive of education, economic development and workforce partners at all levels, and promises to result in real systemic change. The plan for the process includes a continued emphasis on metrics, accountability and program impacts and results.
- State staff review local area and statewide performance quarterly. Local areas are contacted about various aspects of their operations and their effect on performance. In-depth analysis of

WIA TITLE I-B DEFINITIONS

local performance includes the continued use of Performance Matters, a performance management on-line service, which has greatly improved efforts to analyze WIA IB performance.

- Annual quality assurance reviews address multiple aspects of program compliance and program improvement.
- Oregon has participated in various evaluation efforts, including a multi-state evaluation funded by the US Department of Labor on the use of performance information.
- Oregon's Labor Market Information system continues to be responsive to state and local Workforce Investment Board needs, and supplies information and analysis to assist with evaluation initiatives. Recent studies have included job and industry growth analysis, industry cluster analysis, studies of the occupational needs and growth of various industries and industry groupings, and local/regional profiles, all of which assist in the evaluation of the effectiveness of workforce programs in the state.

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 Surveys Completed

Actual number of surveys returned.

No. of Customers Eligible for the Survey

The number of participants/employers in the group (sample frame) from which the customer sample was drawn. This information is needed to aggregate customer satisfaction across all states.

No. of Customers Included in the Sample

The number of customers selected in the sample.

Response Rate

Percentage completing the survey.

THE TABLES

TABLE A

Workforce Investment Act Customer Satisfaction Results

CUSTOMER SATISFACTION	NEGOTIATED PERFORMANCE LEVEL	ACTUAL PERFORMANCE LEVEL—AMERICAN CUSTOMER SATISFACTION INDEX	NO. OF SURVEYS COMPLETED	NO. OF CUSTOMERS ELIGIBLE FOR THE SURVEY	NO. OF CUSTOMERS INCLUDED IN THE SAMPLE	RESPONSE RATE
PARTICIPANTS	75	82.2	1,304	11,085	1,864	70.0%
EMPLOYERS	71	73.5	1,414	21,078	1,994	70.9%

TABLE B

Adult Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL	ACTUAL PERFORMANCE LEVEL	
ENTERED EMPLOYMENT RATE	75.0%	83.1%	<u>2,934</u> 3,531
EMPLOYMENT RETENTION RATE	83.0%	82.1%	<u>3,160</u> 3,850
EARNINGS CHANGE IN SIX MONTHS	\$2,980	\$3,227	<u>\$10,887,173</u> 3,374
EMPLOYMENT AND CREDENTIAL RATE	60.0%	65.0%	<u>489</u> 752

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	76.9%	<u>70</u> 91	83.8%	<u>217</u> 259	82.8%	<u>255</u> 308	77.0%	<u>251</u> 326
EMPLOYMENT RETENTION RATE	83.9%	<u>78</u> 93	80.4%	<u>262</u> 326	84.1%	<u>275</u> 327	82.0%	<u>223</u> 272
EARNINGS CHANGE IN SIX MONTHS	\$4,227	<u>\$325,443</u> 77	\$1,816	<u>\$499,344</u> 275	\$3,152	<u>\$895,246</u> 284	\$1,731	<u>\$394,610</u> 228
EMPLOYMENT & CREDENTIAL RATE	66.7%	<u>20</u> 30	71.2%	<u>37</u> 52	60.9%	<u>53</u> 87	66.7%	<u>38</u> 57

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	84.9%	<u>496</u> 584	82.7%	<u>2,438</u> 2,947
EMPLOYMENT RETENTION RATE	88.0%	<u>663</u> 753	80.6%	<u>2,497</u> 3,098
EARNINGS CHANGE IN SIX MONTHS	\$4,007	<u>\$2,716,626</u> 678	\$3,031	<u>\$8,170,547</u> 2,696

TABLE E
Dislocated Worker Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL	ACTUAL PERFORMANCE LEVEL
ENTERED EMPLOYMENT RATE	85.0%	84.3% <u>4,019</u> 4,767
EMPLOYMENT RETENTION RATE	90.0%	90.0% <u>4,040</u> 4,488
EARNINGS REPLACEMENT IN SIX MONTHS	85.0%	83.3% <u>\$47,692,946</u> \$57,271,458
EMPLOYMENT AND CREDENTIAL RATE	60.0%	63.3% <u>1,138</u> 1,799

TABLE F
Outcomes for Dislocated Worker Special Populations

REPORTED INFORMATION	VETERANS		INDIVIDUALS WITH DISABILITIES		OLDER INDIVIDUALS		DISPLACED HOMEMAKERS	
ENTERED EMPLOYMENT RATE	89.0%	<u>430</u> 483	87.2%	<u>273</u> 313	79.7%	<u>570</u> 715	79.1%	<u>68</u> 86
EMPLOYMENT RETENTION RATE	89.5%	<u>442</u> 494	89.8%	<u>256</u> 285	89.3%	<u>507</u> 568	84.1%	<u>69</u> 82
EARNINGS REPLACEMENT RATE	79.4%	<u>\$6,019,756</u> \$7,581,872	78.6%	<u>\$2,369,098</u> \$3,014,524	73.5%	<u>\$5,570,459</u> \$7,580,785	174.9%	<u>\$513,177</u> \$293,408
EMPLOYMENT & CREDENTIAL RATE	69.1%	<u>121</u> 175	57.8%	<u>78</u> 135	54.4%	<u>105</u> 193	68.6%	<u>24</u> 35

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	83.1%	<u>1,500</u> 1,804	85.0%	<u>2,519</u> 2,963
EMPLOYMENT RETENTION RATE	90.7%	<u>1,519</u> 1,674	89.6%	<u>2,521</u> 2,814
EARNINGS REPLACEMENT RATE	82.0%	<u>\$17,598,588</u> \$21,452,391	84.0%	<u>\$30,094,358</u> \$35,819,067

TABLE H
Older Youth Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL		ACTUAL PERFORMANCE LEVEL	
ENTERED EMPLOYMENT RATE	68.0%		74.2%	<u>216</u> 291
EMPLOYMENT RETENTION RATE	80.0%		82.8%	<u>227</u> 274
EARNINGS CHANGE IN SIX MONTHS	\$2,985		\$3,961	<u>\$930,805</u> 235
CREDENTIAL RATE	50.0%		54.0%	<u>198</u> 367

TABLE I
Outcomes for Older Youth Special Populations

REPORTED INFORMATION		PUBLIC ASSISTANCE RECIPIENTS		VETERANS		INDIVIDUALS WITH DISABILITIES		OUT-OF-SCHOOL YOUTH	
ENTERED EMPLOYMENT RATE	71.1%	<u>27</u> 38		0.0	<u>0</u> 0	77.6%	<u>38</u> 49	75.0%	<u>189</u> 252
EMPLOYMENT RETENTION RATE	79.4%	<u>27</u> 34		100.0%	<u>1</u> 1	79.6%	<u>43</u> 54	83.3%	<u>200</u> 240
EARNINGS CHANGE IN SIX MONTHS	\$2,879	<u>\$83,495</u> 29		\$7,830	<u>\$7,830</u> 1	\$3,378	<u>\$131,731</u> 39	\$3,667	<u>\$751,795</u> 205
CREDENTIAL RATE	41.0%	<u>16</u> 39		0.0%	<u>0</u> 1	46.7%	<u>28</u> 60	51.1%	<u>157</u> 307

T A B L E J
Younger Youth Program Results At-A-Glance

	NEGOTIATED PERFORMANCE LEVEL		ACTUAL PERFORMANCE LEVEL	
SKILL ATTAINMENT RATE	75.0%		85.0%	<u>3,332</u> 3,919
DIPLOMA OR EQUIVALENT ATTAINMENT RATE	55.0%		69.0%	<u>594</u> 861
RETENTION RATE	58.0%		67.7%	<u>665</u> 982

T A B L E K
Outcomes for Younger Youth Special Populations

REPORTED INFORMATION	PUBLIC ASSISTANCE RECIPIENTS		INDIVIDUALS WITH DISABILITIES		OUT-OF-SCHOOL YOUTH	
SKILL ATTAINMENT RATE	86.0%	<u>361</u> 420	88.8%	<u>1,010</u> 1,138	83.9%	<u>915</u> 1,091
DIPLOMA OR EQUIVALENT ATTAINMENT RATE	68.1%	<u>64</u> 94	71.0%	<u>171</u> 241	49.8%	<u>162</u> 325
RETENTION RATE	63.7%	<u>58</u> 91	60.6%	<u>152</u> 251	66.7%	<u>266</u> 399

T A B L E 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	56.0% <u>2,192</u> 3,914	\$1,945 <u>\$6,131,276</u> 3,153	2.9% <u>84</u> 2,934	\$4,344 <u>\$11,654,893</u> 2,683	46.6% <u>231</u> 496
DISLOCATED WORKERS	63.9% <u>2,773</u> 4,342	75.5% <u>\$38,850,282</u> \$51,468,681	1.5% <u>60</u> 4,019	\$6,026 <u>\$22,211,771</u> 3,686	48.8% <u>729</u> 1,495
OLDER YOUTH	53.4% <u>135</u> 253	\$3,139 <u>\$656,001</u> 209	1.9% <u>4</u> 216	\$2,551 <u>\$477,067</u> 187	— —

Table L: Other Reported Information

Placements of Participants in Nontraditional Employment

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

Training-Related Employment

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

Wages at Entry Into Employment

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

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

Table M: Participation Levels

Total Participants

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

Total Exitors

The total number of WIA registrants who exited WIA in the program year. (Exiters may not be identified for up to 90 days after the exit date.)

Each individual becomes part of an exit cohort, a group that is determined to be the "exiters" within a particular quarter and is looked at together for measurement purposes. There are two ways to determine exit:

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

T A B L E M
Participation Levels

	TOTAL PARTICIPANTS SERVED	TOTAL EXITERS
ADULTS	5,486	3,876
DISLOCATED WORKERS	5,350	3,927
OLDER YOUTH	895	398
YOUNGER YOUTH	3,587	1,605

TABLE N
Cost of Program Activities

PROGRAM ACTIVITY	TOTAL FEDERAL SPENDING
LOCAL ADULTS	\$12,244,053
LOCAL DISLOCATED WORKERS	\$13,817,673
LOCAL YOUTH	\$13,472,444
RAPID RESPONSE (Up to 25%) §134(a)(2)(A)	\$3,232,882
STATEWIDE REQUIRED ACTIVITIES (Up to 25%) §134(a)(2)(B)	\$7,896,016
STATEWIDE ALLOWABLE ACTIVITIES (134(a)(3))	\$0
Total of all Federal spending listed above	\$50,663,068

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).

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: 2004 ANNUAL REPORT DATE: 9/30/05					
PARTICIPATION SUMMARY			PROGRAM OUTCOMES					
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERE.	NEG. LEVEL	MANDATORY PERE. LEVEL (80%)
PROGRAM REGISTRANTS:	15,318	100.0%	ADULT MEASURES:					
ADULTS	5,486	35.8%	ENTERED EMPLOYMENT RATE	2,934	3,531	83.1%	75.0%	60.0%
DISLOCATED WORKERS	5,350	34.9%	RETENTION RATE	3,160	3,850	82.1%	83.0%	66.4%
YOUNGER YOUTH	3,587	23.4%	EARNINGS CHANGE	10,887,173	3,374	\$3,227	\$2,890	\$2,312
OLDER YOUTH	895	5.8%	EMPLOYMENT & CREDENTIAL RATE	489	752	65.0%	60.0%	48.0%
PROGRAM EXITERS:	9,806	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	3,876	39.5%	ENTERED EMPLOYMENT RATE	4,019	4,767	84.3%	85.0%	68.0%
DISLOCATED WORKERS	3,927	40.0%	RETENTION RATE	4,040	4,488	90.0%	90.0%	72.0%
YOUNGER YOUTH	1,605	16.4%	EARNINGS CHANGE (POST/PRE)	47,692,946	57,271,458	83.3%	85.0%	68.0%
OLDER YOUTH	398	4.1%	EMPLOYMENT & CREDENTIAL RATE	1,138	1,799	63.0%	60.0%	48.0%
TIME PERIODS:			OLDER YOUTH MEASURES:					
REGISTRANTS	Jul-04	Jun-05	ENTERED EMPLOYMENT RATE	216	291	74.2%	68.0%	54.4%
EXITERS	Apr-04	Mar-05	RETENTION RATE	227	274	82.8%	80.0%	64.0%
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	EARNINGS CHANGE	930,805	235	\$3,961	\$2,985	\$2,388
RETENTION RATE	Apr-03	Mar-04	CREDENTIAL RATE	198	367	54.0%	50.0%	40.0%
EARNINGS CHANGE	Apr-03	Mar-04	YOUNGER YOUTH MEASURES:					
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04	SKILL ATTAINMENT RATE	3,332	3,919	85.0%	75.0%	60.0%
CUSTOMER SATISFACTION	Jan-04	Dec-04	DIPLOMA OR EQUIVALENT RATE	594	861	69.0%	55.0%	44.0%
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05	RETENTION RATE	665	982	67.7%	58.0%	46.4%
SKILL ATTAINMENT RATE	Apr-04	Mar-05	CUSTOMER SATISFACTION					
			SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	1,304	70.0%	82.2	75.0	60.0
			EMPLOYER SATISFACTION	1,414	70.9%	73.5	71.0	56.8
			CUSTOMER SATISFACTION					
			PARTICIPANT SATISFACTION	SAMPLE SIZE				
			EMPLOYER SATISFACTION	1,864				
				1,994				

Performance on the WIA Measures: The Oregon Consortium

STATE: OREGON LWA: THE OREGON CONSORTIUM (REGIONS 1,6,7,9-14)			PERIOD: 2004 ANNUAL REPORT DATE: 9/30/05					
PARTICIPATION SUMMARY			PROGRAM OUTCOMES					
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERE.	NEG. LEVEL	MANDATORY PERE. LEVEL (80%)
PROGRAM REGISTRANTS:	5,192	100.0%	ADULT MEASURES:					
ADULTS	2,064	39.8%	ENTERED EMPL RATE	1,075	1,187	90.6%	72.2%	57.8%
DISLOCATED WORKERS	1,729	33.3%	RETENTION RATE	1,126	1,351	83.3%	81.2%	65.0%
YOUNGER YOUTH	1,166	22.5%	EARNINGS CHANGE	3,923,951	1,200	\$3,270	\$2,000	\$1,600
OLDER YOUTH	233	4.5%	EMPL & CREDENTIAL RATE	141	220	64.1%	60.0%	48.0%
PROGRAM EXITERS:	2,899	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	1,340	46.2%	ENTERED EMPL RATE	835	940	88.8%	83.0%	66.4%
DISLOCATED WORKERS	851	29.4%	RETENTION RATE	982	1,075	91.3%	88.8%	71.0%
YOUNGER YOUTH	615	21.2%	EARNINGS CHANGE (POST/PRE)	11,010,724	11,836,858	93.0%	86.0%	68.8%
OLDER YOUTH	93	3.2%	EMPLOYMENT AND CREDENTIAL RATE	261	405	64.0%	60.0%	48.0%
TIME PERIODS:			OLDER YOUTH MEASURES:					
REGISTRANTS	Jul-04	Jun-05	ENTERED EMPLOYMENT RATE	54	69	78.3%	69.0%	55.2%
EXITERS	Apr-04	Mar-05	RETENTION RATE	65	82	79.3%	81.0%	64.8%
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	EARNINGS CHANGE	387,399	75	\$5,165	\$2,985	\$2,388
RETENTION RATE	Apr-03	Mar-04	CREDENTIAL RATE	44	82	53.7%	50.0%	40.0%
EARNINGS CHANGE	Apr-03	Mar-04	YOUNGER YOUTH MEASURES:					
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04	SKILL ATTAINMENT RATE	1,151	1,327	86.7%	75.0%	60.0%
CUSTOMER SATISFACTION	Jan-04	Dec-04	DIPLOMA OR EQUIVALENT RATE	238	310	76.8%	57.0%	45.6%
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05	RETENTION RATE	217	338	64.2%	58.0%	46.4%
SKILL ATTAINMENT RATE	Apr-04	Mar-05	CUSTOMER SATISFACTION					
			SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	158	54.1%	79.0	75.0	60.0
			EMPLOYER SATISFACTION	216	74.5%	75.4	71.0	56.8
			CUSTOMER SATISFACTION					
			PARTICIPANT SATISFACTION	SAMPLE SIZE				
			EMPLOYER SATISFACTION	292				
				290				

Performance on the WIA Measures: Worksystems, Inc.

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

PERIOD: 2004 ANNUAL REPORT
DATE: 9/30/05

PROGRAM PARTICIPATION	TOTAL	PCT.	PROGRAM OUTCOMES			REPORTED PERE	NEG. LEVEL	MANDATORY PERE LEVEL (80%)
			PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR			
PROGRAM REGISTRANTS:	4,196	100.0%	ADULT MEASURES:					
ADULTS	1,536	36.6%	ENTERED EMPL RATE	1,246	1,591	78.3%	80.0%	64.0%
DISLOCATED WORKERS	1,731	41.3%	RETENTION RATE	1,317	1,666	79.1%	85.1%	68.1%
YOUNGER YOUTH	670	16.0%	EARNINGS CHANGE	4,742,767	1,447	\$3,278	\$3,000	\$2,400
OLDER YOUTH	259	6.2%	EMPL & CREDENTIAL RATE	172	274	62.8%	60.0%	48.0%
PROGRAM EXITERS:	3,717	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	1,507	40.5%	ENTERED EMPL RATE	2,090	2,578	81.1%	86.0%	68.8%
DISLOCATED WORKERS	1,899	51.1%	RETENTION RATE	1,900	2,175	87.4%	90.6%	72.5%
YOUNGER YOUTH	212	5.7%	EARNINGS CHANGE (POST/PRE)	24,637,619	31,267,689	78.8%	85.0%	68.0%
OLDER YOUTH	99	2.7%	EMPLOYMENT AND CREDENTIAL RATE	492	850	58.0%	60.0%	48.0%
			OLDER YOUTH MEASURES:					
			ENTERED EMPLOYMENT RATE	68	90	75.6%	68.5%	54.8%
			RETENTION RATE	56	67	83.6%	81.0%	64.8%
			EARNINGS CHANGE	207,134	51	\$4,061	\$2,985	\$2,388
			CREDENTIAL RATE	58	108	53.7%	50.0%	40.0%
TIME PERIODS:			YOUNGER YOUTH MEASURES:					
REGISTRANTS	Jul-04	Jun-05	SKILL ATTAINMENT RATE	540	602	89.7%	75.0%	60.0%
EXITERS	Apr-04	Mar-05	DIPLOMA OR EQUIVALENT RATE	101	171	59.1%	55.0%	44.0%
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	RETENTION RATE	141	204	69.1%	58.0%	46.4%
RETENTION RATE	Apr-03	Mar-04						
EARNINGS CHANGE	Apr-03	Mar-04						
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04						
CUSTOMER SATISFACTION	Jan-04	Dec-04						
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05						
SKILL ATTAINMENT RATE	Apr-04	Mar-05						
			CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	189	86.7%	80.8	75.0	60.0
			EMPLOYER SATISFACTION	205	68.1%	68.5	71.0	56.8
			CUSTOMER SATISFACTION	SAMPLE SIZE				
			PARTICIPANT SATISFACTION	218				
			EMPLOYER SATISFACTION	301				

Performance on the WIA Measures: Region 15

STATE: OREGON
LWA: CLACKAMAS COUNTY (REGION 15)
PARTICIPATION SUMMARY

PERIOD: 2004 ANNUAL REPORT
DATE: 9/30/05

PROGRAM PARTICIPATION	TOTAL	PCT.	PROGRAM OUTCOMES			REPORTED PERE	NEG. LEVEL	MANDATORY PERE LEVEL (80%)
			PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR			
PROGRAM REGISTRANTS:	891	100.0%	ADULT MEASURES:					
ADULTS	223	25.0%	ENTERED EMPL RATE	58	117	49.6%	75.0%	60.0%
DISLOCATED WORKERS	224	25.1%	RETENTION RATE	129	150	86.0%	80.1%	64.1%
YOUNGER YOUTH	368	41.3%	EARNINGS CHANGE	501,273	147	\$3,410	\$3,200	\$2,560
OLDER YOUTH	76	8.5%	EMPL & CREDENTIAL RATE	15	42	35.7%	60.0%	48.0%
PROGRAM EXITERS:	275	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	57	20.7%	ENTERED EMPL RATE	141	199	70.9%	86.0%	68.8%
DISLOCATED WORKERS	97	35.3%	RETENTION RATE	163	181	90.1%	90.0%	72.0%
YOUNGER YOUTH	94	34.2%	EARNINGS CHANGE (POST/PRE)	2,092,583	2,632,876	79.5%	81.0%	64.8%
OLDER YOUTH	27	9.8%	EMPLOYMENT AND CREDENTIAL RATE	66	118	56.0%	60.0%	48.0%
			OLDER YOUTH MEASURES:					
			ENTERED EMPLOYMENT RATE	8	14	57.1%	65.0%	52.0%
			RETENTION RATE	14	18	77.8%	72.0%	64.1%
			EARNINGS CHANGE	42,399	17	\$2,494	\$2,985	\$2,388
			CREDENTIAL RATE	9	17	52.9%	50.0%	40.0%
TIME PERIODS:			YOUNGER YOUTH MEASURES:					
REGISTRANTS	Jul-04	Jun-05	SKILL ATTAINMENT RATE	238	296	80.4%	75.0%	60.0%
EXITERS	Apr-04	Mar-05	DIPLOMA OR EQUIVALENT RATE	29	58	50.0%	51.0%	40.8%
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	RETENTION RATE	70	100	70.0%	58.0%	46.4%
RETENTION RATE	Apr-03	Mar-04						
EARNINGS CHANGE	Apr-03	Mar-04						
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04						
CUSTOMER SATISFACTION	Jan-04	Dec-04						
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05						
SKILL ATTAINMENT RATE	Apr-04	Mar-05						
			CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	111	61.3%	78.7	75.0	60.0
			EMPLOYER SATISFACTION	194	65.1%	73.6	71.0	56.8
			CUSTOMER SATISFACTION	SAMPLE SIZE				
			PARTICIPANT SATISFACTION	181				
			EMPLOYER SATISFACTION	298				

Performance on the WIA Measures: Mid-Willamette Workforce Network

STATE: OREGON LWA: MID-WILLAMETTE WORKFORCE NETWORK (REGION 3)			PERIOD: 2004 ANNUAL REPORT DATE: 9/30/05					
PARTICIPATION SUMMARY			PROGRAM OUTCOMES				MANDATORY PERE	
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERE	NEG. LEVEL	MANDATORY PERE LEVEL (80%)
PROGRAM REGISTRANTS:	2,061	100.0%	ADULT MEASURES:					
ADULTS	724	35.1%	ENTERED EMPL RATE	212	246	86.2%	75.0%	60.0%
DISLOCATED WORKERS	603	29.3%	RETENTION RATE	220	251	87.6%	85.1%	68.1%
YOUNGER YOUTH	575	27.9%	EARNINGS CHANGE	684,050	221	\$3,095	\$1,875	\$1,500
OLDER YOUTH	159	7.7%	EMPL & CREDENTIAL RATE	36	50	72.0%	60.0%	48.0%
PROGRAM EXITERS:	1,143	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	399	34.9%	ENTERED EMPL RATE	270	311	86.8%	85.0%	68.0%
DISLOCATED WORKERS	326	28.5%	RETENTION RATE	289	301	96.0%	90.5%	72.4%
YOUNGER YOUTH	317	27.7%	EARNINGS CHANGE (POST/PRE)	2,892,122	3,437,089	84.1%	86.0%	68.8%
OLDER YOUTH	101	8.8%	EMPLOYMENT AND CREDENTIAL RATE	63	100	63.0%	60.0%	48.0%
			OLDER YOUTH MEASURES:					
			ENTERED EMPLOYMENT RATE	37	57	64.9%	68.0%	54.4%
			RETENTION RATE	27	30	90.0%	81.0%	64.8%
			EARNINGS CHANGE	70,788	24	\$2,950	\$2,985	\$2,388
			CREDENTIAL RATE	34	78	43.6%	50.0%	40.0%
TIME PERIODS:			YOUNGER YOUTH MEASURES:					
REGISTRANTS	Jul-04	Jun-05	SKILL ATTAINMENT RATE	556	741	75.0%	75.0%	60.0%
EXITERS	Apr-04	Mar-05	DIPLOMA OR EQUIVALENT RATE	129	191	67.5%	55.0%	44.0%
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	RETENTION RATE	93	124	75.0%	58.0%	46.4%
RETENTION RATE	Apr-03	Mar-04						
EARNINGS CHANGE	Apr-03	Mar-04						
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04						
CUSTOMER SATISFACTION	Jan-04	Dec-04						
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05						
SKILL ATTAINMENT RATE	Apr-04	Mar-05						
			CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	237	72.7%	84.2	75.0	60.0
			EMPLOYER SATISFACTION	198	72.8%	74.2	71.0	56.8
			CUSTOMER SATISFACTION	SAMPLE SIZE				
			PARTICIPANT SATISFACTION	326				
			EMPLOYER SATISFACTION	272				

Performance on the WIA Measures: Community Services Consortium

STATE: OREGON LWA: COMMUNITY SERVICES CONSORTIUM (REGION 4)			PERIOD: 2004 ANNUAL REPORT DATE: 9/30/05					
PARTICIPATION SUMMARY			PROGRAM OUTCOMES				MANDATORY PERE	
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERE	NEG. LEVEL	MANDATORY PERE LEVEL (80%)
PROGRAM REGISTRANTS:	693	100.0%	ADULT MEASURES:					
ADULTS	202	29.1%	ENTERED EMPL RATE	90	95	94.7%	77.0%	61.6%
DISLOCATED WORKERS	256	36.9%	RETENTION RATE	125	136	91.9%	85.1%	68.1%
YOUNGER YOUTH	169	24.4%	EARNINGS CHANGE	273,335	117	\$2,336	\$2,400	\$1,920
OLDER YOUTH	66	9.5%	EMPL & CREDENTIAL RATE	15	23	65.2%	60.0%	48.0%
PROGRAM EXITERS:	386	100.0%	DISLOCATED WORKER MEASURES:					
ADULTS	95	24.6%	ENTERED EMPL RATE	194	202	96.0%	86.5%	69.2%
DISLOCATED WORKERS	184	47.7%	RETENTION RATE	203	212	95.8%	90.5%	72.4%
YOUNGER YOUTH	73	18.9%	EARNINGS CHANGE (POST/PRE)	2,236,208	2,533,319	88.3%	85.5%	68.4%
OLDER YOUTH	34	8.8%	EMPLOYMENT AND CREDENTIAL RATE	49	62	79.0%	60.0%	48.0%
			OLDER YOUTH MEASURES:					
			ENTERED EMPLOYMENT RATE	18	21	85.7%	69.0%	55.2%
			RETENTION RATE	16	20	80.0%	81.0%	64.8%
			EARNINGS CHANGE	67,710	16	\$4,232	\$2,985	\$2,388
			CREDENTIAL RATE	18	30	60.0%	50.0%	40.0%
TIME PERIODS:			YOUNGER YOUTH MEASURES:					
REGISTRANTS	Jul-04	Jun-05	SKILL ATTAINMENT RATE	157	180	87.2%	75.0%	60.0%
EXITERS	Apr-04	Mar-05	DIPLOMA OR EQUIVALENT RATE	33	43	76.7%	50.0%	40.0%
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	RETENTION RATE	46	64	71.9%	58.0%	46.4%
RETENTION RATE	Apr-03	Mar-04						
EARNINGS CHANGE	Apr-03	Mar-04						
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04						
CUSTOMER SATISFACTION	Jan-04	Dec-04						
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05						
SKILL ATTAINMENT RATE	Apr-04	Mar-05						
			CUSTOMER SATISFACTION	COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX		
			PARTICIPANT SATISFACTION	219	73.7%	81.7	75.0	60.0
			EMPLOYER SATISFACTION	208	70.7%	74.2	71.0	56.8
			CUSTOMER SATISFACTION	SAMPLE SIZE				
			PARTICIPANT SATISFACTION	297				
			EMPLOYER SATISFACTION	294				

Performance on the WIA Measures: Lane Workforce Partnership

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

PERIOD: 2004 ANNUAL REPORT
DATE: 9/30/05

PARTICIPATION SUMMARY			PROGRAM OUTCOMES				MANDATORY PERFE.		
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERFE.	NEG. LEVEL	MANDATORY PERFE. LEVEL (80%)	
PROGRAM REGISTRANTS:			ADULT MEASURES:						
ADULTS	1,246	100.0%	ENTERED EMPL RATE	124	136	91.2%	78.0%	62.4%	
DISLOCATED WORKERS	430	34.5%	RETENTION RATE	95	123	77.2%	85.1%	68.1%	
YOUNGER YOUTH	512	41.1%	EARNINGS CHANGE	315,195	98	\$3,216	\$3,200	\$2,560	
OLDER YOUTH	269	21.6%	EMPL & CREDENTIAL RATE	43	53	81.1%	60.0%	48.0%	
	35	2.8%							
PROGRAM EXITERS:			DISLOCATED WORKER MEASURES:						
ADULTS	639	100.0%	ENTERED EMPL RATE	255	277	92.1%	86.0%	68.8%	
DISLOCATED WORKERS	245	38.3%	RETENTION RATE	264	285	92.6%	90.5%	72.4%	
YOUNGER YOUTH	317	49.6%	EARNINGS CHANGE (POST/PRE)	2,623,282	2,937,610	89.3%	86.0%	68.8%	
OLDER YOUTH	71	11.1%	EMPLOYMENT AND CREDENTIAL RATE	110	145	76.0%	60.0%	48.0%	
	6	0.9%							
TIME PERIODS:			OLDER YOUTH MEASURES:						
REGISTRANTS	Jul-04	Jun-05	ENTERED EMPLOYMENT RATE	4	7	57.1%	68.0%	54.4%	
EXITERS	Apr-04	Mar-05	RETENTION RATE	17	20	85.0%	81.0%	64.8%	
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	EARNINGS CHANGE	49,958	16	\$3,122	\$2,985	\$2,388	
RETENTION RATE	Apr-03	Mar-04	CREDENTIAL RATE	5	8	62.5%	50.0%	40.0%	
EARNINGS CHANGE	Apr-03	Mar-04							
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04	YOUNGER YOUTH MEASURES:						
CUSTOMER SATISFACTION	Jan-04	Dec-04	SKILL ATTAINMENT RATE	248	293	84.6%	75.0%	60.0%	
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05	DIPLOMA OR EQUIVALENT RATE	44	52	84.6%	60.0%	48.0%	
SKILL ATTAINMENT RATE	Apr-04	Mar-05	RETENTION RATE	71	113	62.8%	58.0%	46.4%	
			CUSTOMER SATISFACTION			COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX	
			PARTICIPANT SATISFACTION	190	62.5%	83.3	75.0	60.0	
			EMPLOYER SATISFACTION	203	72.2%	73.3	71.0	56.8	
			CUSTOMER SATISFACTION			SAMPLE SIZE			
			PARTICIPANT SATISFACTION	304					
			EMPLOYER SATISFACTION	281					

Performance on the WIA Measures: The Job Council

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

PERIOD: 2004 ANNUAL REPORT
DATE: 9/30/05

PARTICIPATION SUMMARY			PROGRAM OUTCOMES				MANDATORY PERFE.		
PROGRAM PARTICIPATION	TOTAL	PCT.	PERFORMANCE MEASURE	NUMERATOR	DENOMINATOR	REPORTED PERFE.	NEG. LEVEL	MANDATORY PERFE. LEVEL (80%)	
PROGRAM REGISTRANTS:			ADULT MEASURES:						
ADULTS	1,039	100.0%	ENTERED EMPL RATE	129	159	81.1%	78.0%	62.4%	
DISLOCATED WORKERS	307	29.5%	RETENTION RATE	148	173	85.5%	84.1%	67.3%	
YOUNGER YOUTH	295	28.4%	EARNINGS CHANGE	446,602	144	\$3,101	\$2,980	\$2,384	
OLDER YOUTH	370	35.6%	EMPL & CREDENTIAL RATE	67	90	74.4%	60.0%	48.0%	
	67	6.4%							
PROGRAM EXITERS:			DISLOCATED WORKER MEASURES:						
ADULTS	747	100.0%	ENTERED EMPL RATE	234	260	90.0%	86.0%	68.8%	
DISLOCATED WORKERS	233	31.2%	RETENTION RATE	239	259	92.3%	90.5%	72.4%	
YOUNGER YOUTH	253	33.9%	EARNINGS CHANGE (POST/PRE)	2,200,408	2,626,017	83.8%	86.0%	68.8%	
OLDER YOUTH	223	29.9%	EMPLOYMENT AND CREDENTIAL RATE	97	119	82.0%	60.0%	48.0%	
	38	5.1%							
TIME PERIODS:			OLDER YOUTH MEASURES:						
REGISTRANTS	Jul-04	Jun-05	ENTERED EMPLOYMENT RATE	27	33	81.8%	68.0%	54.4%	
EXITERS	Apr-04	Mar-05	RETENTION RATE	32	37	86.5%	81.0%	64.8%	
ENTERED EMPLOYMENT RATE	Oct-03	Sep-04	EARNINGS CHANGE	105,417	36	\$2,928	\$2,985	\$2,388	
RETENTION RATE	Apr-03	Mar-04	CREDENTIAL RATE	30	44	68.2%	50.0%	40.0%	
EARNINGS CHANGE	Apr-03	Mar-04							
EMPLOYMENT & CREDENTIAL RATE	Oct-03	Sep-04	YOUNGER YOUTH MEASURES:						
CUSTOMER SATISFACTION	Jan-04	Dec-04	SKILL ATTAINMENT RATE	442	480	92.1%	75.0%	60.0%	
DIPLOMA OR EQUIVALENT RATE	Apr-04	Mar-05	DIPLOMA OR EQUIVALENT RATE	20	36	55.6%	50.0%	40.0%	
SKILL ATTAINMENT RATE	Apr-04	Mar-05	RETENTION RATE	27	39	69.2%	58.0%	46.4%	
			CUSTOMER SATISFACTION			COMPLETE SURVEYS	RESPONSE RATE	CSI INDEX	
			PARTICIPANT SATISFACTION	200	81.3%	85.4	75.0	60.0	
			EMPLOYER SATISFACTION	190	73.6%	73.5	71.0	56.8	
			CUSTOMER SATISFACTION			SAMPLE SIZE			
			PARTICIPANT SATISFACTION	246					
			EMPLOYER SATISFACTION	258					

WORKFORCE
INVESTMENT ACT
TITLE II

CORE

PERFORMANCE

MEASURES

THAT APPLY

TO THE ADULT

EDUCATION

AND FAMILY

LITERACY

FUNDING

STREAM

www.oregon.gov/ccwd

TITLE II TABLES

Introduction

Adult education and literacy are essential components of Oregon's education and workforce system. The Department of Community Colleges and Workforce Development administers the Federal Adult Education and Family Literacy Act with the purpose of assisting adults in obtaining the knowledge and skills necessary for work, further education,

family self-sufficiency and community involvement. Basic skills include reading, writing, math, speaking/listening in English, and basic computer literacy. This section of the report contains a program overview, a picture of the students served by the program, and an explanation of the program evaluation process. In addition, there is a description of state activities, definitions of the adult basic skills measures, and illustrations of the tables that show student data performance.

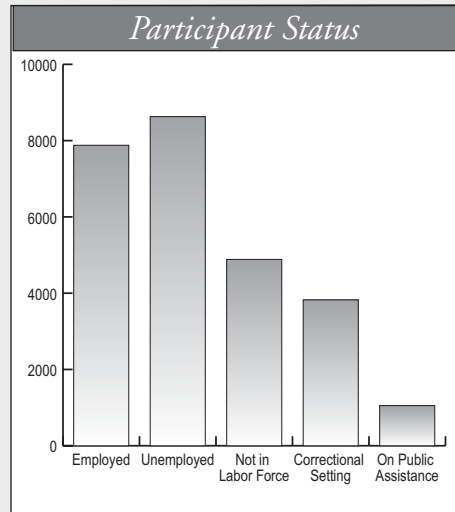
Program Overview

To continue to prosper in today's complex world, Oregon needs educated adults who have living wage jobs, and who are active citizens and responsible family members. Oregon's adult education programs coordinate with public and private agencies throughout the state to increase the number of adults who possess the education and skills necessary to take advantage of the opportunities Oregon has to offer. Last year, programs served more than 21,600 adults in three major areas:

- Adult Basic Education (ABE) – reading, math, writing, and technology
- Adult Secondary Education – General Educational Development (GED) and Adult High School Diploma (AHSD)
- English Language Literacy (ESL)

Services below the postsecondary level are provided to assist adults:

- To become literate and obtain the basic knowledge and skills (reading, math, writing, speaking and listening in English) necessary for employment and self-sufficiency



- In the completion of a secondary school education
- To obtain the educational skills necessary to become full participants in the educational development of their children

Over the past decade in Oregon, there has been an increase in the number of adult basic skills students and in the need for English language instruction due to

a change in demographics and an economic downturn. Adult education and family literacy services are delivered through four primary grants:

- **Comprehensive Services grants** provide direct classroom instruction in ABE, ESL, GED, and AHSD across service districts.
- **Volunteer Literacy Tutoring grants** provide volunteer-based instruction to students in one-to-one or small group settings. Students are often in outreach areas, on waiting lists for classroom programs, or have special needs.
- **Corrections grants** include both community and state corrections services that provide the skills inmates need to be successful following release.
- **English Language (EL)/Civics grants** provide focused instruction on civics education for non-native English speakers. Civics education includes both life skills (voting, using public transportation, community participation, locating state assistance offices, using the library system, etc.) and civics instruction, which concentrates on content related to citizenship, such as American history and the constitution.

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

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

Students

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

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

In 2004-2005, Oregon adult education and literacy programs served more than 21,600 people, including almost 11,000 non-native English speakers. Over 60% of those we served were 25 years or older, and more than 35% were employed.

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

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

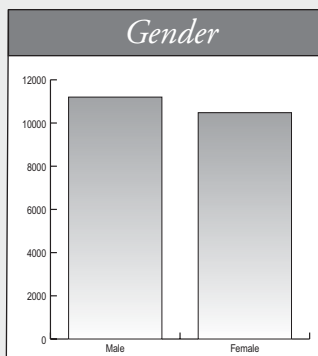
Literacy education supports these major life transitions and witnesses the positive effects this has on students, Oregon's economy, families, and communities. These successes increase student and provider commitment to literacy.

Program Evaluation

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

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

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

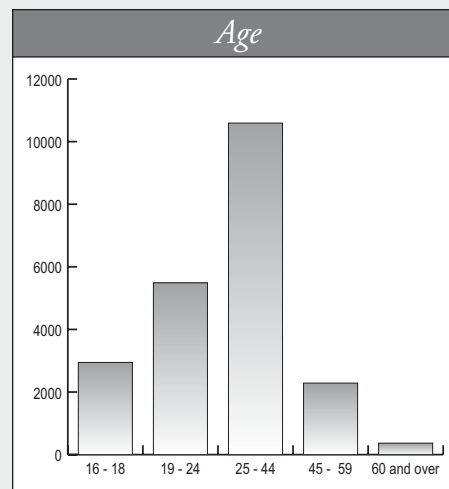
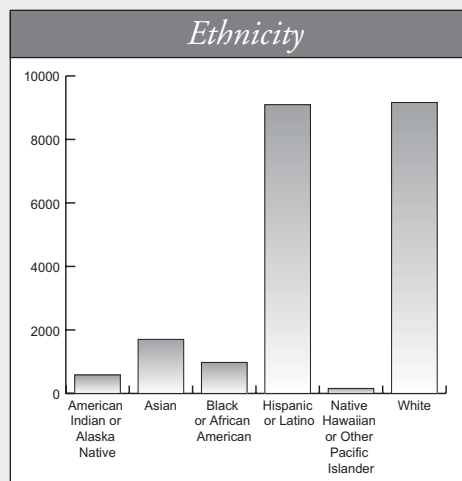


skills to use the data analysis results program evaluation profiles, and improvement plans, and engage in strategic planning. This effort culminates in continuous improvement plans that are part of the annual local program reporting and continuation application requirements.

2. The state provides **technical assistance**, contracts with data analysts/researchers, facilitates state workgroups on assessment and data collection and reporting, and engages in ongoing data analysis in order to ensure **accurate data collection and reporting**.

3. Local programs undertake ongoing **data analysis and program improvement** activities including updating performance management software, annually reviewing the state data quality checklist, participating in database administrators' state training opportunities, and completing annual reporting requirements. Local program directors also identify common performance issues that the Oregon Council of Adult Basic Skills Development and state staff address collectively throughout the year.

4. Local programs have an intensive site evaluation every five years. The review team reviews the program's improvement and performance using the Oregon Indicators of Program Quality (IPQ's). The IPQ's provide a common "language" for program design and services which are shared with workforce and community partners to explain the role of adult basic skills in developing a more highly skilled workforce. The site evaluation consists of a state audit of financial, program, and data reports, and an extensive local self-study, followed by a week of local observation and dialogue with internal and external partners and the evaluation team. The review is finalized with a community exit presentation and written documentation that outline overall commendations and recommendations related to each Indicator of Program Quality.



State Activities

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

- Staff professional development provides training in current instructional and assessment practices.
- Oregon Literacy Survey measures intermediate literacy skills of Oregonians.
- The Reading Initiative allows instructors to participate in cohorts that research best teaching practices and apply them in local programs.
- The Ocean Sciences and Math Collaborative Project builds on the expertise of partner organizations and allows instructors to work together in cohorts to integrate sciences, math, and critical thinking into instruction.
- Oregon Technology Advisory Group worked with a national planning committee to develop a state technology plan for adult basic skills programs in Oregon.
- Literacy Instruction for Tutors (LIFT) is a modular volunteer tutor training curriculum being developed and piloted throughout Oregon.

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

State and local priorities are developed cooperatively with the Oregon Council of Adult Basic Skills Development, a council of program administrators who meet quarterly. State staff works to support and align these activities with state and federal requirements.

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 at entry in the program.
- **Federal Reporting:** Total number of learners who complete an educational level during the program year is reported to compute a percentage of level completion by dividing this total by the total number of students.

Core Outcome Measure 2: Entered Employment

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

Core Outcome Measure 3: Retained Employment

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

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

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

Core Outcome Measure 5: Placement in 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 the end of the program year and who had this goal is reported to compute a placement rate by dividing this total by the total number of learners with a goal of advancing to postsecondary education or training.

Measure I: Educational Gain

AGENCY	# ENROLLED COLUMN A	# COMPLETED COLUMN B	LOCAL PROGRAM'S LEVEL COMPLETION RATE %=B/A COLUMN C	% OF OREGON'S STUDENTS FROM ALL LEVELS %=A/TOTAL(A) COLUMN D	% OF OREGON'S COMPLETIONS AT ALL LEVELS %=B/TOTAL(B) COLUMN E
<i>Small (<401)</i>					
Tillamook Bay Community College*	101	41	41%	0%	0%
Clatsop Community College*	212	88	42%	1%	1%
Oregon Coast Community College*	279	124	44%	1%	1%
Treasure Valley Community College	311	109	35%	1%	1%
Southwestern Oregon Community College	379	130	34%	2%	1%
Columbia Gorge Community College	384	137	36%	2%	2%
<i>Small+ (401-900)</i>					
Klamath Community College*	479	235	49%	2%	3%
Central Oregon Community College*	729	284	39%	3%	3%
Linn-Benton Community College	807	286	35%	4%	3%
Blue Mountain Community College	815	256	31%	4%	3%
<i>Medium (901-1700)</i>					
Umpqua Community College*	1,050	753	72%	5%	8%
Rogue Community College	1,297	416	32%	6%	5%
Clackamas Community College	1,163	446	38%	5%	5%
<i>Medium+ (1701-3000)</i>					
Lane Community College*	1,566	758	48%	7%	8%
Mount Hood Community College*	2,232	1,178	53%	10%	13%
Oregon Department of Corrections*	3,025	1,607	53%	14%	18%
Chemeketa Community College*	2,851	1,122	39%	13%	12%
<i>Large (>3000)</i>					
Portland Community College	3,988	1,010	25%	18%	11%
Statewide Total	21,668	8,980	41%	100.00%	100.00%

*Agency met the state goal

State Goal: 39%

Measure I: Educational Gain State Summary

SUBMEASURES	AVERAGE PERFORMANCE TARGET	ACTUAL PERFORMANCE	ADULTS COMPLETING AT LEAST ONE LEVEL
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.	46%	47%	4,569
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.	57%	66%	968
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.	29%	30%	3,443
Totals	39%	41%	8,980

Measure II: Entered Employment

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	UNEMPLOYED STUDENTS WITH EMPLOYMENT GOAL	SIGNED RELEASE TO CONSENT TO DATA MATCH		# OF STUDENTS WHO GOT A JOB	JOB PLACEMENT JOB PLACEMENT RATE
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH		
<i>Small (<401)</i>					
Tillamook Bay Community College	17	17	100%	8	47%
Clatsop Community College	5	5	100%	2	40%
Oregon Coast Community College	36	36	100%	13	36%
Treasure Valley Community College	76	70	92%	29	41%
Southwestern Oregon Community College*	32	29	91%	16	55%
Columbia Gorge Community College*	34	29	85%	18	62%
<i>Small+ (401-900)</i>					
Klamath Adult Learning Center*	117	109	93%	59	54%
Central Oregon Community College*	43	41	95%	24	59%
Linn-Benton Community College*	41	41	100%	25	61%
Blue Mountain Community College*	54	54	100%	33	61%
<i>Medium (901-1700)</i>					
Umpqua Community College	86	85	99%	43	51%
Rogue Community College	128	128	100%	64	50%
Clackamas Community College	99	99	100%	38	38%
<i>Medium+ (1701-3000)</i>					
Lane Community College*	345	332	96%	196	59%
Mount Hood Community College	49	49	100%	17	35%
Chemeketa Community College*	320	203	63%	126	62%
<i>Large (>3000)</i>					
Portland Community College	748	536	72%	268	50%
Statewide Total	2,230	1,863	84%	979	53%
*Agency met the state goal				Weighted state average reported	53%
				Statewide negotiated performance goal	52%

Measure III: Retained Employment

SERVICE PROVIDER BY TOTAL PROGRAM SIZE	EMPLOYED STUDENTS WITH JOB RETENTION GOAL	SIGNED RELEASE TO CONSENT TO DATA MATCH		# OF STUDENTS WHO RETAINED JOB	JOB RETENTION JOB RETENTION RATE
		# STUDENTS AVAILABLE TO MATCH	% OF STUDENTS AVAILABLE TO MATCH		
<i>Small (<401)</i>					
Tillamook Bay Community College*	12	12	100%	8	67%
Clatsop Community College	0	0	N/A	N/A	N/A
Oregon Coast Community College*	10	10	100%	9	90%
Treasure Valley Community College*	24	22	92%	12	55%
Southwestern Oregon Community College	1	1	100%	0	0%
Columbia Gorge Community College*	4	4	100%	3	75%
<i>Small+ (401-900)</i>					
Klamath Adult Learning Center*	30	28	93%	12	43%
Central Oregon Community College*	13	13	100%	4	31%
Linn-Benton Community College	12	12	100%	3	25%
Blue Mountain Community College	16	16	100%	3	19%
<i>Medium (901-1700)</i>					
Umpqua Community College	9	9	100%	2	22%
Rogue Community College*	39	39	100%	19	49%
Clackamas Community College*	42	42	100%	18	43%
<i>Medium+ (1701-3000)</i>					
Lane Community College	113	110	97%	29	26%
Mount Hood Community College	7	7	100%	1	14%
Chemeketa Community College*	140	85	61%	55	65%
<i>Large (>3000)</i>					
Portland Community College*	188	152	81%	73	48%
Statewide Total	660	562	85%	251	45%
*Agency met the state goal				Weighted state average reported	47%
				Statewide negotiated performance goal	28%

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
<i>Small (<401)</i>					
Tillamook Bay Community College	36	36	100%	10	28%
Clatsop Community College	81	81	100%	30	37%
Oregon Coast Community College*	76	76	100%	37	49%
Treasure Valley Community College*	129	111	86%	55	50%
Southwestern Oregon Community College	174	167	96%	59	35%
Columbia Gorge Community College*	77	71	92%	38	54%
<i>Small+ (401-900)</i>					
Klamath Adult Learning Center*	143	143	100%	87	61%
Central Oregon Community College	158	158	100%	44	28%
Linn-Benton Community College	314	307	98%	110	36%
Blue Mountain Community College*	175	174	99%	90	52%
<i>Medium (901-1700)</i>					
Umpqua Community College	477	477	100%	221	46%
Rogue Community College	233	233	100%	98	42%
Clackamas Community College	160	160	100%	72	45%
<i>Medium+ (1701-3000)</i>					
Lane Community College	280	276	99%	116	42%
Mount Hood Community College	354	258	73%	101	39%
Oregon Department of Corrections*	938	938	100%	658	70%
Chemeketa Community College	382	297	78%	85	29%
<i>Large (>3000)</i>					
Portland Community College	1,282	1,274	99%	301	24%
Statewide Total	5,469	5,237	96%	2,212	42%
*Agency met the state goal			Weighted state average reported	42%	
			Statewide negotiated goal	48%	

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		
<i>Small (<401)</i>					
Tillamook Bay Community College*	11	10	91%	6	60%
Clatsop Community College	49	49	100%	21	43%
Oregon Coast Community College	23	23	100%	3	13%
Treasure Valley Community College	52	50	96%	13	26%
Southwestern Oregon Community College*	48	45	94%	29	64%
Columbia Gorge Community College	37	33	89%	10	30%
<i>Small+ (401-900)</i>					
Klamath Adult Learning Center	35	33	94%	5	15%
Central Oregon Community College	77	71	92%	22	31%
Linn-Benton Community College	91	90	99%	33	37%
Blue Mountain Community College	37	37	100%	7	19%
<i>Medium (901-1700)</i>					
Umpqua Community College*	379	379	100%	372	98%
Rogue Community College*	113	113	100%	91	81%
Clackamas Community College	63	62	98%	12	19%
<i>Medium+ (1701-3000)</i>					
Lane Community College	301	248	82%	86	35%
Mount Hood Community College	7	7	100%	2	29%
Chemeketa Community College	175	133	76%	41	31%
<i>Large (>3000)</i>					
Portland Community College	329	281	85%	55	20%
Statewide Total	1,827	1,664	91%	808	49%

*Agency met the state goal

**Also includes students who reported attending private career schools or joined the military.

Weighted state average reported 47%
Statewide negotiated goal 44%

Oregon Employment Department Statistics for 2004-2005**

Business Contacts	53,183	Individuals Referred to Job Openings	158,599
Job Listings Received	83,872	<i>Total Number of Referrals to Job Openings</i>	<i>725,989</i>
Individuals Receiving Job Search Assistance	267,594	Individuals Referred to Supportive Services	8,284
Individuals Finding Employment with OED Assistance	121,512	<i>Total Number of Referrals to Supportive Services</i>	<i>15,216</i>
Claimants Finding Employment with OED Assistance	43,023	Individuals Referred to Other Training Programs	10,074
Workforce-Related Services Provided to Job Seekers	1,856,142	<i>Total Number of Referrals to Other Training Programs</i>	<i>11,353</i>
Average Monthly Website Visits	471,098	Individuals Referred to Educational Services	8,512
Number of Referral Transactions	725,989	<i>Total Number of Referrals to Educational Services</i>	<i>12,700</i>
Average Monthly Job Seeker Logons to iMatchSkills	48,797	Individuals Referred to Title I-B Partners	12,608
Average Monthly Employer Logons to iMatchSkills*	3,089	<i>Total Number of Referrals to Title I-B Partners</i>	<i>16,667</i>

WORKFORCE INVESTMENT ACT TITLE III

OREGON EMPLOYMENT DEPARTMENT STATISTICS FOR 2004 - 2005

www.WorkinginOregon.org

www.WorkSourceOregon.org

*iMatchSkills was available to all employers beginning November 2004.

**Calendar year 2005 was a transitional year for WorkSource Oregon's Employment Department. While the move to our new labor exchange system, iMatchSkills, began in April of 2004 and was phased in throughout the rest of 2004, the effect of this implementation on customers, staff resources and performance outcomes was experienced throughout 2004 and part of 2005.

Transitioning to iMatchSkills required migrating data to a new computer system. Considerable staff time was spent updating old records to add new information that we had not captured before (skills, licenses, certifications, new occupational codes, etc.). Extensive training was delivered to staff and customers on the use of iMatchSkills. This, along with time and experience, resulted in more proficient users of the system and also generated valuable feedback that resulted in numerous improvements to the system.

The change to iMatchSkills required the development of a new reporting system. The new system is capable of reporting more detail around staff assisted services, job seeker self-referrals, and employer matches. This will give us the opportunity to see trends in service delivery.

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

*Department of
Community
Colleges and
Workforce Development*

www.oregon.gov/ccwd (Title I-B)
www.oregon.gov/ccwd (Title II)
www.WorkinginOregon.org (Title III)
www.WorkSourceOregon.org (Title III)



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