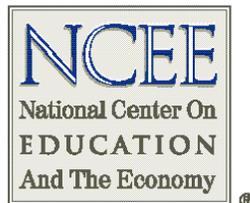


**Workforce Development in the State of Oregon:
An Overview, 2005**

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**Paper prepared for the
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Case Study on the State of Oregon Workforce Development Programs

Introduction

The State of Oregon is considered progressive in the field of workforce development. It has aggressively adopted reform and improvement measures to serve employed and unemployed adults, as well as youth. Oregon has a well-coordinated approach to workforce development, and actively works to integrate the workforce, business and economic development needs across agencies. Unlike many other states, Oregon has a history of collaborative efforts that began with a strategic plan entitled, “Oregon Shines” developed in 1988 to focus social services on outcomes or results.

Significantly, the leadership for Oregon’s workforce investment system starts at the top with the Governor and continues with his Workforce Policy Cabinet, which is composed of the directors and key staff from partner agencies. The Cabinet essentially serves as Oregon’s “virtual workforce agency,” and it makes a critical difference in interagency cooperation and information dissemination. Another example of this State-level coordinated approach is the Governor’s appointments to the Oregon Workforce Investment Board, which are chosen from the State’s designated industry “clusters” to target joint industry and workforce needs. Two other key agencies in Oregon’s workforce system are the Department of Community Colleges and Workforce Development and the Employment Department, which were jointly designated as the lead Workforce Investment Act agencies. (*Source: “The Workforce Investment Act in Eight States: State Case Studies from a Field Network Evaluation,” April 2004, by the Nelson A. Rockefeller Institute of Government.*)

Since his election in 2003, Governor Kulongoski has been personally involved in promoting Oregon, and has made clear that he equates economic development with workforce development. As a part of a draft two-year plan on the state’s “WorkSource Program” he has firmly stated that workforce should not be considered a social services program, but must be viewed and used as an “integral part of Oregon’s economic development strategy.” He goes on to state that, “A highly skilled workforce is the fuel that feeds the engines of economic health and growth.”

A firm and clear focus at the top appears to have impacted the state cultural and organizational environment and insured a collaborative working relationship across multiple agencies. As an example, Oregon is maximizing limited resources by requiring

that “core” job search and training services will be delivered in the WorkSource Oregon one stop centers by the Employment Department within the next two years.

Oregon is a small business state with more than *90 percent* of all businesses employing 20 or fewer people. It has fewer than four million residents and a steadily growing population. Oregon generally has a homogenous and well-educated population. According to the 2000 Census data, 86% of its population is white and its largest ethnic group is Asian, which accounts for 3% of the population. The Census data also indicates a well-educated population with 85% of the State’s residents possessing a high school diploma.

I. WORKFORCE VISION AND PLAN

Oregon’s Two-Year Plan, as required by the Workforce Investment Act, cites the Governor’s “passion” as growing Oregon’s economy, but his “obsession” is creating “family wage jobs.” The Governor’s statement continues by noting that it is not “progress” when “thousands of hard-working Oregonians are losing wages and healthcare and unable to properly care for their families – or contribute to our economy.” Instead, the Governor believes that, “Investing in workforce training – to help low-wage earners start over – *is* progress.”

Oregon’s Two-Year Plan lays out a bold economic and workforce vision for the state and continually emphasizes the governor’s interest and commitment to improving the workforce and increasing employment. (The State plans to use the Two-Year Plan as a baseline for developing a comprehensive plan for 2006 thru 2010.) The vision and objectives in the Two-Year Plan includes a strong emphasis on making the most of public and private partnerships and the recognition that Oregon’s economic vitality depends on:

- A skilled workforce aligned with expectations and needs of business and industry;
- Clearly articulated education and training pathways; and
- Public and private communication and collaboration.

(Source: The State of Oregon’s “WorkSource Oregon” program, a draft two-year plan as required by the Title I of the Workforce Investment Act (WIA) and the Wagner-Peyser Act, July 1, 2005 to June 30, 2007.)

Workforce Policy Cabinet

Oregon’s Workforce System Chart included in the WorkSource Oregon Two-Year Plan is illustrative of the Governor’s commitment and the State’s commitment to workforce education. The flow chart puts the Governor at the top with the State Workforce Investment Board directly below, and positions the state agencies below the State WIB. This type of line authority is seen as crucial to demonstrating authority and power up front, including clarifying decision-making roles among many overlapping interests. (***See Attachment A: Governance Chart.***)

The organization layout of the State's workforce-related agencies is strengthened further by creation of the Workforce Policy Cabinet (WPC), which is another distinction of Oregon's workforce system. "The WPC is lead by the Governor's Office of Education and Workforce Policy (OEWP), coordinated by a staff person from Community Colleges and Workforce Development Department (CCWD), and is represented by the agency heads responsible for the various workforce programs. Current membership in the WPC includes:

- Governor's Workforce Advisor
- Governor's Workforce Policy Coordinator
- Governor's Education Advisor
- Executive Staff to Oregon Workforce Investment Board (OWIB)
- Director, Department of Human Services (DHS)
- Director, Oregon Economic and Community Development Department (OECD)
- Commissioner, Community Colleges and Workforce Development (CCWD)
- Director, Oregon Employment Department (OED)
- Chancellor, Oregon University System (OUS)
- Policy and Program Manager, Vocational Rehabilitation
- Administrator, Commission for the Blind
- Administrator, Office of Self Sufficiency Programs, TANF/Food Stamps
- Representative, Oregon Disabilities Commission
- CCWD Education and Workforce Policy Liaison, Coordinator

While Oregon has not merged agencies for some time, the Workforce Policy Cabinet (WPC) serves as a "virtual workforce agency." The WPC meets monthly to discuss workforce issues, provides leadership, and makes strategic decisions to achieve effective and efficient workforce development results."

Workforce Investment and Economic Development Issues at the State Level

The Governor has a clear vision and firm belief that "workforce development is economic development," demonstrating his firm understanding of the interrelationship through a number of initiatives, including the creation of 15 **Regional Workforce Response Teams**, which serve as cross-functional teams to meet employer and worker needs. The governor contends these needs are met by "operating more effectively and efficiently when there is collective knowledge and utilization of good team skills, process, and procedures." Further, he contends that employers and workers need a "single point of contact for both economic development and training issues," and this has gone a long way toward integrating services and improving cooperation. The regional teams also have a 311 hotline and an extensive website to assist workers and employers. (See Section VII **Small Business and Incumbent Workers** for more details.)

(Source: egov.oregon.gov/WORKSOURCE/WRT/wrt_intro.shtml)

II. WORKSOURCE OREGON

Oregon has developed a system that draws on the strengths and expertise of the state workforce partners in other agencies. This system entitled, *WorkSource Oregon*, is a statewide one-stop and organizational network created to stimulate job growth by connecting businesses and workers with the resources they need to succeed. As noted earlier, Oregon has a history of collaborative efforts, which in some ways, gave it a jumpstart on the WIA One-stop Career Center requirements. Oregon, however, has not used a statewide model for its one-stop, and as a result some regions have not been as aggressive in bringing or keeping key partners at the table. Another criticism noted in the Rockefeller Institute review for U.S. Department of Labor, is that the cost sharing of one-stop services was slow to “materialize” and hindered coordination in some regions. (Source: “*The Workforce Investment Act in Eight States: State Case Studies from a Field Network Evaluation*,” April 2004.)

WorkSource Oregon’s network of public and private partners is intended to:

- Ensure businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry;
- Connect businesses with the resources they need to grow their workforce and their businesses; and
- Provide the resources to help Oregon’s unemployed and under-employed workers get connected with the employers that are right for them, find the jobs they’re looking for and get trained for jobs they want.

Oregon has gone further than most other states in clearly mandating the working relationships at the top across state agencies, assisting in breaking down traditional turf wars. Oregon’s Legislature passed legislation implementing the Workforce Investment Act (ORS 660 et seq.) with significant changes that set it apart from most other states. It mandated that **Temporary Assistance to Needy Families (TANF)** and **Food Stamps** be part of Oregon’s WorkSource Oregon one stop system. Further, it stressed the commitments of the WorkSource Oregon partners not only to co-location, but also to co-delivery of services and integration – much more difficult to achieve. Co-location is the start of a means to the end of achieving integration in service delivery. Co-delivery will streamline the delivery of core services will save and stretch resources. (Source: *Oregon’s WorkSource Two-Year Plan*.) The roles and strengths of these WorkSource partners include:

- *Employment Department* – providing core services such as basic labor exchange, developing a front end of the system, an effective model for providing business services, increased quality of referrals, and labor market data systems.
- *Community Colleges and Workforce Development* – providing access of participants to intensive and training services based on their assessed needs, such as job-finding skills, basic academic and language skills, referral for specialized services, and access to training.
- *Department of Human Services* – providing employment opportunities for public assistance recipients, employment related services for individuals with disabilities

and older workers, and proven expertise in providing technical assistance for one stops.

Services are provided in the *one-stop*, WorkSource system through these partner efforts. There are *four key state agencies* directly responsible for the implementation of the major programs involved in the workforce development system in Oregon. The agencies, and the programs they operate, are as follows:

1. *Oregon Employment Department (OED)*
 - Wagner-Peyser
 - Labor Market Information
 - Trade Adjustment Act
 - Unemployment Insurance (UI)
 2. *Department of Community Colleges & Workforce Development (CCWD)*
 - WIA Title IB
 - WIA Title II – Adult and Family Literacy
 - Carl Perkins Post-Secondary
 3. *Department of Human Services (DHS)*
 - Temporary Assistance to Needy Families (TANF)
 - Food Stamp Employment and Training
 - Vocational Rehabilitation
 - Senior Community Service Employment Program
 4. *Oregon Department of Education (ODE)*
 - Carl Perkins Secondary/Postsecondary
- (Source: *Oregon's WorkSource Two-Year Plan*, P. 72.)

The Goals of WorkSource Oregon

The goal of Oregon's Workforce Policy Cabinet is to streamline and standardize services through co-location and coordinated services to enhance customer access. There are *four goals* for WorkSource Oregon's one-stop system described in Oregon's WorkSource Two-Year Plan. In achieving these goals, Oregon expects to "transform" the workforce services delivery system. These four goals are as follow:

Goal 1 – Co-locating all Employment Service offices and WIA Title IB service offices within two years for improved access, services and results.

- Co-location is a precursor to effective integration for improved service delivery. ("Co-located" means that the full array of workforce development services is housed at that one-stop location.)

Goal 2 – Other Mandatory Partners: Other mandatory partners' service locations will be co-located in two years for improved access, services and results.

- The major partners for co-location (besides ES and WIA Title IB) include TANF, Vocational Rehabilitation, and Adult Education.

Goal 3 – Service Delivery: Core services will be delivered in WorkSource Oregon one stop centers by the Employment Department within two years.

- To eliminate duplication of core services and increase the use of Title IB for intensive services, and especially, training, the Oregon Employment Department will be the agency providing the core services in the local WorkSource Oregon one-stop centers.
- Some core services may continue to be provided by WIA Title IB providers, but such services will be limited and only when justified in terms of cost and customer service in the local plan.
- “Core” services will be delivered consistently statewide.

Goal 4 – Business Services: Business services will be better aligned in two years.

- Using a consistent model, all business services in the workforce system will be coordinated.
- Business services provided by economic and workforce development partners will be aligned.

WorkSource Oregon -- Youth

As discussed in the WIA Two-Year Plan, Governor Kulongoski’s vision for youth opportunity is summed up in the slogan, “*The Oregon Equation: O = C + E2*,” which translates to Oregon’s future equals the sum of its children, its economy and its environment.

The following are ways youth programs are integrated with one stops in Oregon:

- co-location in one stop centers where regular youth services and programs are easily accessible;
- youth counselors as part of the regular one stop staff and make direct referrals when all youth services are not available on site;
- youth specific hours or sections of the center;
- on-site youth-focused work shops;
- summer youth internships that include recruiting and registering youth in the job match system, becoming familiar with laws around youth employment, screening and matching youth jobseekers to jobs and making employer contacts;
- prepare youth to transition to the one stops by field trips to the centers to use the resource rooms and meet the staff who work in the one stops.

As youth become job seekers, they are encouraged to attend adult Job Clubs and adult Networking groups to begin to mix with other job seekers. As Oregon moves towards further co-location and co-delivery of services, more co-enrollment of youth into appropriate programs is anticipated as well as a better exchange and sharing of available one-stop resources and information. (*Source: Oregon’s WorkSource or WIA Two-Year Plan, P. 88.*)

Leveraging Federal, State, local, and private resources

Oregon is aggressive in leveraging WIA Title I funds to maximize Federal, State, local and private resources, and “expanding the participation of workforce investment partners, and some local workforce regions have been more aggressive or successful with leveraging and integrating funds. For example in Workforce Region 3 of the State, there are seven one-stop career centers -- three of these are located in community college buildings, while the other four are located in Employment Department buildings. (Source: “*The Workforce Investment Act in Eight States: State Case Studies from a Field Network Evaluation*,” April 2004).

The state uses WIA Title I funds to leverage the following resources and actions:

- Employer Workforce Training Fund projects require a 100 percent match from the private sector.
- All Employer Workforce Training Fund projects require a capacity-building match and plans to become self-sustaining.
- Many regions use TANF funds to provide support services while clients are job seeking or to provide training for eligible individuals.
- WorkSource Oregon one-stop centers leverage expertise of local partners which may include faith and community based organizations, business organizations such as local Chambers of Commerce and local service organizations.
- Individuals may make contributions into their Individual Training Accounts.
- Dislocated Worker Program and TAA summits are convened to ensure integration of services and efficient use of resources.
- Early Warning meetings are convened with state agencies and labor partners to explore ways to avert layoffs and get early intelligence about potential business challenges.
- Vocational Rehabilitation is exploring ways to link with Career Pathways activities at participating community colleges through joint funding in the Career Workforce Skills Training Project.
- Leveraging of economic development lottery funds at regional and state levels into workforce training projects and systems.
- Oregon will be using ES and Wagner-Peyser funds to provide core services so as to maximize the WIA funding available for intensive and training services.

(Source: *Oregon’s WIA Two Year Plan*.)

III. ECONOMIC DEVELOPMENT

In 2004, Oregon was rated as one of the top ten "business friendly" states in the nation for its “tax structure” (by the Tax Foundation in Washington, D.C.). In December 2004, the Department of Consumer and Business Affairs named Oregon the 10th most affordable in terms of state workers' compensation rates, which was “up seven positions since 2002.”

This “business friendly” affordability assists Oregon’s marketability and economic development efforts.

Oregon Council for Knowledge and Economic Development (OCKED)

Oregon has also been aggressive in bringing business partners to the table to examine growth sectors and the related training needs. Like many others states and countries, information technology programs are of keen interest to business and government leaders alike. The Oregon Council for Knowledge and Economic Development (OCKED) is comprised of 15 members appointed by the Governor and confirmed by the Oregon State Senate. Its mission is to promote knowledge-based economic development, foster collaboration among leadership of public and private institutions of higher education, economic development, and the private sector, and to act as an early warning system for the State of Oregon in the above areas.

Oregon’s Economic and Community Development Department (OECDD), provides economic and community development and cultural enhancement throughout the state, and it awards grants to educational institutions, unions and trade associations in order to help business associations, small groups of companies and even individual firms build training programs that are usually provided by public higher education institutions. By design, these funds are matched by employers with funds and in-kind services, which stretches the funds and demonstrates business commitment to the training. Examples of statewide partnerships of industry, education and government include: the Semiconductor Workforce Consortium; the Food Processors Workforce Committee; the Plastics Education Consortium; the Oregon Metals Industry Council; and the Oregon Precision Metals Fabricators Association.” (Source: *OECDD Website: econ.state.or.us/dept.html*)

Information Technology Occupational Roadmap

In November 2002, the OCKED identified the need for an Information Technology Occupational Roadmap to address one of Oregon’s largest workforce sectors. This recommended roadmap is also consistent with the Oregon Workforce Investment Board’s 2001 Strategic Plan. The OCKED Council and its committees issued a Knowledge Workforce Report in 2002, which was followed by an Information Technology Road Map Report. (Source: *“The Road Ahead For Information Technology Occupations: A Workforce Strategy For Oregon.” Website: <http://www.ous.edu/cpa/OCKED/>*.)

Highlights of the **IT Road Map** above include recognition by OCKED that, like most states, Oregon’s capacity to expand its economy depends on the competitiveness of its businesses and the quality of its workforce. Knowledge-based workers are increasingly the focal point of a state’s workforce given their ability to drive innovation or apply technologies and business practices in ways that improve competitiveness. Information Technology (IT) workers comprise the largest segment of Oregon’s knowledge-workers. “The demand for the knowledge-based workers goes beyond the IT industry, into manufacturing and services, transportation, health care, education and government. The

IT professions are among the fastest growing and highest paying jobs in our economy, and despite the downturn in IT-related industries, there is still demand for highly skilled technical workers.” (Source: “*The Road Ahead For Information Technology Occupations: A Workforce Strategy For Oregon.*”)

The IT Road Map report recommendations that follow are intended to provide strategic direction and focus for the development of priorities for targeted discussions among education and training providers, the Governor’s workforce advisors, state agencies, industry associations and local/regional workforce boards.

- *Aggregate Training for Incumbent Workers:* Training content is widely available for both generic and highly specialized IT needs.
- *Enhance Post-Secondary Programs to Align with Changing Industry Trends:* Develop business enriched computer science and information management systems programs with a core set of business fundamentals, project management and work flow analysis skills, including stronger connections with business schools. Provide seamless educational progression for IT programs. Better connections between certification and degree programs should be explored since professional certification in combination with a degree is the new norm for IT workers. Increase real-world work experience for students by enhancing efforts to engage employers in work-based experiences.
- *Develop A Unique IT Market Niche For Oregon:* Being able to identify the impact of these technologies and then quickly deploying appropriate training could offer Oregon a differentiating niche for both workforce and economic development.
- *Improve the Effectiveness of Workforce Development Funds and Programs:* Provide specific short-term training to unemployed IT workers to increase their immediate productivity to a new employer. Help career guidance counselors and instructors at all levels (high school, colleges, and workforce organizations) to understand today’s IT skills. “The typical IT worker has evolved from the quiet programmer in the corner to a problem-solving communicator with a blend of technical, business and people skills.”
- *Establish A Statewide Focus on IT Issues.* Establish an *Oregon IT Skills Panel* led by employers and aligned with the Governor’s Workforce Development Strategy. A statewide, multi-industry forum should be established to identify critical technology and standardize IT applications within education and government to provide consistent IT delivery to customers, minimize IT infrastructure costs, and maximize investments in IT training.

OCCED narrowed the IT occupations into *five major occupational clusters* based on national skills standards as developed by the US Department of Education, the Information Technology Association of America, and the National Alliance of Businesses. These five clusters are:

- *IT Management, Marketing and Sales;*
- *Network and Infrastructure Service;*
- *Database and Applications;*

- *Interactive Media and Communications; and*
- *Technical Support.*

These five clusters are then divided further into *twelve common job categories* with shared skills and training requirements. Developing these common job categories is an important step in moving to the next level of developing common skill needs and the accompanying training requirements, which will allow for some standardization among training programs, and, in turn, allow for the development of more certification of programs and some uniformity in technology fundamentals.

Attached in Appendix B is the **list of job titles** for each of the five clusters from the “*Career Clusters, Focusing Education on the Future*” report as developed by the U.S. Department of Education, Education Development Center, Information Technology Association of America, National Alliance of Businesses.

Brand Oregon

The Oregon Workforce Investment Board, through its Communications Committee, is implementing a “*branding effort*” under the auspices of *WorkSource Oregon* intended to improve customer access. Multi-level efforts are underway statewide to create a consistent brand, including signage and materials. This branding effort is tied to the State’s broader initiatives to brand and market Oregon as part of the state’s economic development strategy. The marketing effort showcases a skilled workforce. One of the goals of the effort is to: “Promote a statewide comprehensive workforce training system for businesses.” WorkSource Oregon also has developed a website to assist both business and job seeker customers with workforce services, www.oregon.gov/worksource.

As a part of Oregon’s **economic development** goals, business in the State of California is openly targeted to relocate to Oregon and, again, with the Governor’s personal involvement in the recruitment effort. Initiated in 2003, an ad campaign termed “Brand Oregon,” and operated by the Oregon Economic and Community Development Department (OECDD) and the Oregon Economic Development Association, used national business trade magazines and as well as California to appeal particularly to the small- to medium-sized businesses headquartered in California who may consider lower cost business-operation in Oregon.

Brand Oregon is “designed to bring positive economic returns to Oregon businesses and the state's economy as a whole through coordinated communication and marketing efforts.” Brand Oregon has already developed a successful track record, such as with “its Spring 2004 seafood campaign, the Brand helped increase sales of Oregon Seafood at some stores by as much as 76 percent. During its Oregon Bounty campaign in November 2004—a promotion celebrating the state's wine, cheese, pears and hazelnuts—traffic at Oregon wineries increased by as much as 60 percent. Brand Oregon campaigns are possible through multiple public and private enterprise partnerships, plus in-kind donations of media space, creative talent and other marketing resources.”

A six-month media campaign launched in February 2005, is expected to be bolstered by recent news of Oregon's "business friendly" environment. The *Corporation for Economic Development* named Oregon to its "honor roll" of seven states that were graded on 68 economic indices. It ranked the state 10th best for nurturing new companies and *The 2003 Cost of Doing Business Report* by the North American Retail Dealers Association listed Oregon's cost of energy as lower than 40 other states." (Source: www.oregon.gov/BRANDOREGON/)

IV. THE OREGON BUSINESS PLAN

Oregon has also developed a comprehensive business plan entitled, "*Stepping Up: The Oregon Business Plan*." Launched in 2002, the Oregon Business Plan has provided the strategic framework for Oregon's business and elected leaders, working together, to build a stronger, more competitive state economy.

The Oregon Business Plan is guided by a steering committee, which includes key leaders from businesses, business associations, and public agencies with responsibility for Oregon's economic progress. *Each year* the steering committee gathers information from business interviews, industry focus group sessions, regional meetings with business and community leaders, and *updates* its Business Plan at the annual Economic Leadership Summit. The Summit is hosted each year by a bipartisan Oregon Business Plan Leadership Committee, which includes U.S. Senators Ron Wyden and Gordon Smith, Governor Ted Kulongoski, Senate President Peter Courtney, and House Speaker Karen Minnis.

The ability of Oregon's traded-sector industries to produce economic prosperity and quality jobs for Oregonians calls for creating an economic climate with the right mix of education and workforce capabilities, an attractive quality of life, reasonable business costs, and an innovative, entrepreneurial spirit statewide. These ingredients are called the *four Ps – people, place, productivity, and pioneering innovation*. They serve as a way to think about Oregon's economic assets and liabilities, and potential strategies for our economic future. A "fifth P, public finance," is also considered important to long-term success. (Source: www.oregonbusinessplan.org/plan_framework.html)

Key elements of the *Oregon Business Plan* include:

- Retaining existing jobs and businesses and helping businesses expand.
- Recruiting new businesses that align with Oregon's existing and emerging economic strengths and support the long-term sustainability of communities.
- Promoting collaboration of business and higher education in order to commercialize research and encourage entrepreneurship.
- Developing and implementing global competitiveness and market development strategies.
- Providing educational and training opportunities to prepare a qualified workforce.

- Meeting the needs of urban and rural communities.
- Certifying industrial lands for immediate development.
- Providing necessary infrastructure to promote economic development.
- Improving the state's business climate to encourage business activity.

The State also encourages strategies for growing micro-enterprise and small business ventures that provide all individuals, including persons with disabilities, with the opportunity to thrive and to achieve economic self-sufficiency.

Four Goals of the Oregon Business Plan

Four primary workforce goals of the *Oregon Business Plan*, along with the strategies for action or implementation are described below.

Goal I: Advance Business Opportunities

Advance business opportunities by developing strategies that create, expand, and retain jobs; attract new business; and improve the state's business climate.

Strategies:

- A) Assist businesses, both large and small, to create, retain, and expand jobs.
 - Coordinate with businesses to identify and resolve business issues.
 - Provide direct financial assistance and incentives for business development.
 - Promote sustainable business practices and products.
 - Support education and workforce development efforts that deliver qualified workers to meet business needs.

- B) Improve the state's business climate.
 - Quickly identify and resolve regulatory conflicts and ensure objective, timely and informed permitting processes.
 - Coordinate and streamline state agency policies, programs, permits, procedures and actions pertaining to industrial development and siting.

- C) Market Oregon.
 - Promote Oregon through targeted marketing of industry clusters.
 - Market certified and opportunity industrial land sites.
 - Promote a statewide comprehensive workforce training system for businesses.
 - Assist Oregon companies to compete internationally.
 - Coordinate local efforts to market Oregon to attract prospective business opportunities worldwide.

Goal II: Assist Communities To Attract, Retain And Expand Businesses

Assist communities to attract businesses and wealth by designating an adequate supply of industrial and commercial sites; prioritizing state loans, grants, and assistance to local governments and businesses; providing public infrastructure on a timely basis; providing

economic development tools and resources to Oregon communities; and help communities and regions develop economic development plans.

Strategies:

- A) Provide project-ready industrial sites.
 - Help landowners and local governments prepare and certify industrial sites for immediate development.
 - Assist in resolving issues to transfer “opportunity sites” to project-ready status where feasible.
 - Promote redevelopment of brownfields and existing industrial sites.
 - Update state policies relating to development of rural industrial lands.

- B) Provide public infrastructure on a timely basis.
 - Provide loans and grants to develop and plan for infrastructure necessary to support job creation and expansion.
 - Coordinate and collaborate with federal, state and local partners to leverage limited funds and to obtain and deliver federal, private and other funds.
 - Sell revenue bonds to generate additional resources and leverage existing resources.
 - Coordinate and collaborate to provide variety of infrastructure types, including drinking water, wastewater, stormwater, telecommunications and transportation infrastructure.

- C) Provide local communities with economic development tools and resources.
 - Build partnerships with private business, higher education, non-profits and public entities to collaborate on economic, workforce and community development.
 - Coordinate with state and local agencies to address regulatory and land use compliance issues and address constraints to development.
 - Support efforts to build local administrative and technical capacity for economic and workforce development.

Goal III: Increase Innovation and Competitiveness of Traded-Sector Industries

“Traded-sector” businesses are those that sell their products and services outside the state, bringing in dollars to sustain high-paying jobs while spurring growth and good jobs among local suppliers, retailers, and service businesses.

Strategies:

- A) Enhance national and international competitiveness of Oregon traded-sector industries.
 - Work with local and regional economic and workforce development agencies and industry associations to foster job creation and business development in traded-sector industry clusters.
 - Identify and address statewide issues affecting the competitiveness of traded-sector industry clusters.

- Partner with community colleges, universities and workforce development agencies to identify and develop targeted education and training programs for traded-sector industry clusters.

B) Enhance state’s capacity for innovation, technology development and product creation.

- Create and grow Oregon business by increasing the commercialization of technology from Oregon universities and research institutions.
- Enhance Oregon’s entrepreneurial climate by increasing access to seed and venture capital and increasing the depth of start-up management talent.

C) Increase international opportunities for Oregon industries.

- Assist Oregon companies to grow and compete in the global market.
- Attract appropriate foreign investment into Oregon through sites location, joint ventures, or acquisition (venture capital).

Goal IV: Improve Customer Service And Measure Results

Provide funding, permits and technical assistance in a timely and efficient manner.

Strategies:

A) Deliver services efficiently and effectively

- Ensure that state permits, funds, and services are delivered in a streamlined, coordinated and objective manner.
- Ensure that state agencies and other organizations collaborate to provide services that are consistent and clear.

B) Measure results to ensure services are meeting customer needs

- Check with customers to ensure that provided services are meeting required needs of businesses, communities and citizens of Oregon.

V. OREGON’S ECONOMIC AND INDUSTRY PROFILE

As noted earlier, Oregon is a small business state with more than *90 percent* of all business enterprises employing 20 or fewer people. Oregon has a fairly diversified economy, with substantial employment in most major industry categories.

Overall, Oregon non-farm payroll employment grew by almost 28 percent between 1990 and 2004, despite recessions in the early 1990s and early 2000s. The professional and business services industry was a big part of that growth, growing by 73 percent over the same period and rising from 8 percent to 11 percent of total employment. Oregon’s employment in natural resources and mining (primarily logging industry employment) declined by 25 percent between 1990 and 2004, mostly due to changes in federal forest land use during the early 1990s. Manufacturing employment in Oregon was 1.6 percent lower in 2004 than in 1990, after sustaining a large loss in the recession of the early 2000s.

Industries and occupations in the Short Term and Over the Next Decade

Oregon's governor and private-sector business leaders have focused on *industry clusters* as a way to think about the economy when planning for economic development. Major clusters in Oregon include high technology and software, wood and paper products, food processing and agriculture, and transportation equipment. (*Described below under the Economic Summit*).

Oregon's short-term forecast shows the professional and business services industry adding the most jobs over the next two years. Other industries with large short-term projected job gains include: trade, transportation, and utilities; and private education and health services. The natural resources and mining industry is projected to lose jobs. Oregon's recent 10-year forecast (using Standard Industrial Classification (*SIC*) codes) shows the broad services sector adding the most jobs, followed by retail trade.

Health services and business services lead the lists of two-digit SIC industries with the largest expected job growth and of those with the fastest expected job growth between 2002 and 2012. Job openings are expected to be most numerous in Oregon's service, office and administrative support, professional and related, and sales and related occupational groups. The occupations with the most openings are all large occupations, ranging from 11,700 to over 50,000 employed in 2002, and generally require low levels of education and training.

Eighteen of the top 20 fastest growing occupations are related to health care. Several occupations with the largest employment declines between 2002 and 2012 are related to agriculture, forestry, and fishing. Most declining occupations will realize positive net job openings, because of the need to replace workers who are leaving the occupation.

Economic Development Summit

In the *Economic Development Summit of 2003* (referred to above in the *Oregon Business Plan*) key "cluster" occupations were designated. Further, key occupations in the various industry clusters are designated as critical to the success of the cluster, which in turn may be critical to the state's economy. These major clusters include:

- *High tech and software cluster*: software, hardware, electronic, industrial, and materials engineers.
- *Wood and paper products cluster*: fallers, head saw operators, maintenance staff (especially saw filers), and buyers and sellers of logs and wood products; paper goods machine operators in the paper industry.
- *Food processing cluster*: a large, low-skilled seasonal workforce, machinery mechanics, and seasonal demand for refrigerated trucking.
- *Transportation equipment cluster*: welders, machinists, and skilled finish workers for RVs.

(Source: Discussion Paper for the Leadership Summit 2003 “Refocus Economic Development on Industry Clusters by the Oregon Business Plan. Website: oregonbusinessplan.org)

Workforce Industry or Sector Clusters

The Governor has appointed members to the Oregon Workforce Investment Board from the *traded-sector clusters* (discussed above) so it can best address these industry needs. In addition the Oregon WIB has explored ways to increase capacity to train workers in jobs with high occupational shortages. Current training and occupation priorities developed from these *traded-sector clusters* are:

- *Healthcare*: nurses, CNAs, radiology technicians, and other allied health fields, due to serious shortages and lack of educational capacity to meet market needs;
- *Cross-industry manufacturing skills to support multiple clusters*: computer-aided technologies, welding, and high performance processes like lean manufacturing;
- *Engineering and pre-engineering*: the state has been making an additional biannual investment of \$20 million to support high tech, software and multiple other industries and is also exploring development of a center for Advanced Manufacturing and Infrastructure Engineering that will tie research to workforce training;
- *Information technology*: the state is aggregating demands for training to bring cutting-edge training into the state to serve small businesses;
- *Semiconductor technicians*: the Semiconductor Workforce Consortium continues to determine ongoing needs and partners with community colleges to develop training programs;
- *Innovation, Technology Development and Product Creation*: the state has made investments in research and tech transfer to ensure that it builds new companies as an outcome of university and private sector research.

(Source: Oregon WIA Two-Year Plan.)

Workforce Skills Gap

According to the 2004 Oregon Employer Survey, half of Oregon employers offer training to their employees, an indication that workers do not have all of the skills needed to do their jobs, or that their jobs are continuously changing to adapt to new technologies, processes and markets. Eight in ten employers offering training provide hard-skills training (such as equipment operation or product sales information) to their employees.

Current and projected employment levels in the construction trades, combined with the current number of apprenticeship completers, indicate there may be a shortage of trained workers in the trades, although the analysis includes several unknowns such as the effect of migration. The large number of expected retirements in the trades and other occupations will result in the loss of many skilled, experienced workers currently in the workforce.

The statewide demand exceeded the statewide supply for over 100 skills listed in the iMatchSkills data bank in 2004. The majority of the skills in demand were in health-care, followed by financial skills and leadership/management skills.

Workforce Skill Needs

Both high-wage and medium-wage occupations require mathematical skills, information management skills, and the ability to work as a team member. High-wage occupations require mathematical skills to analyze information, while medium-wage occupations require mathematical skills that apply to tasks (e.g., determine dimensions of boards to be cut.) The top high-wage occupations and the high-wage occupations with the highest projected openings include nurses, managers, teachers, carpenters, and accountants. Occupations with the highest projected openings require mathematical, information management, customer service, and teamwork skills.

Occupations with current shortages, measured by the number of job openings to the number of job seekers in iMatchSkills, shows the widest gap for truck drivers, registered nurses, warehouse workers, welders, semiconductor processors, and forest fire fighters. Experienced electronic assemblers, fire fighters, CNC operators, millwrights, civil engineers, and machinists are also experiencing some shortages.

Oregon Workforce Development Issues Based on Economic Analysis

Oregon has identified the following *workforce development* objectives based on economic and labor market analysis:

- Increase available training, at reasonable costs, to help satisfy the demand for workers in specific occupations due to predicted job growth in those occupations.
- Target public training funds to training for high-wage or above-average-wage jobs. Prepare for future retirements.
- Alleviate shortage of nursing teachers due to the fact that nursing teachers earn much less than what they can earn in private industry.
- Alleviate health care workforce shortages. Oregon has had various task forces on this topic and has an assigned staff person in the Governor's office to develop policies and programs in the Governor's Healthcare Workforce Initiative.
- Continue to support *Career Pathways*, which are connected or "chunked" education courses offered in a convenient, accelerated format that helps unemployed or working adults upgrade their skills, complete a credential, or gain an associate's degree. Career Pathways provide "stepping stones," short-term course work and training programs generally from three to nine months long, to help Oregonians gain skills and advance in an occupation or industry.
- Increase focus on the importance of a healthy manufacturing sector: support manufacturing to continue diversifying and growing; commit to "shovel-ready" land; interest in "lean" manufacturing.
- Focus on traded-sector clusters to support the rest of the economy.

The State has followed through on its commitment to focus on *clusters* in its workforce development programs by focusing its state *employment funding* on these clusters for one-stops in all of its 15 workforce regions. Thus far, 159 projects have been funded to train approximately 8,110 individuals in the following areas:

- 15 consortia projects: food processing, recreation, healthcare
 - 21 projects in high performance (lean) manufacturing
 - 32 projects in metals/transportation equipment
 - 32 projects in healthcare
 - 32 projects in wood products
 - 15 projects in agriculture/food processing
 - 13 projects in high tech/software private sector research.
- (Source: *Oregon's WIA Two-Year Plan*, P. 69.)

VI. COMMUNITY COLLEGES

Oregon Community Colleges have over 60 campuses and centers throughout the state and are the largest provider of education via distance technology. The tuition is about half the cost of the Oregon's public universities. Average cost per credit hour is about \$55.21. The average annual tuition (including fees) for a full-time (45 credit hours) student in the year 2004-2005 is \$2,701.00. The Oregon Community Colleges publish a compact "*Viewbook*" that lists all of its approved professional and technical employment and training programs along with what campus provides the course or courses. This is also a helpful reference tool for employers as well as incumbent workers. (See **Community College Viewbook Attachment C.**)

Career Pathways

Oregon's community colleges are pioneering innovative strategies to increase access to post-secondary education for working adults. *Career Pathways* are connected or "chunked" education courses offered in a convenient, accelerated format that helps unemployed or working adults upgrade their skills, complete a credential, or gain an associate's degree. Career Pathways provide "stepping stones" or short-term course work and training programs generally from three to nine months long, to help Oregonians gain skills and advance in an occupation or industry.

Employment Training Provider Report Card

Oregon boasts 17 community colleges. The Department of Community Colleges and Workforce Development publishes a lengthy Employment Training Provider Report Card as a helpful resource guide (also available for free on-line), which lists hundreds of education and training programs, including those at local community colleges, as well as a one-page description on each program. (See **Attached ETR Report Card Sample: Appendix D.**) A lot of information is packed into the one-page including the location, contact information, length of the program, the prerequisite courses or education level

necessary for entrance, the total cost of the program, and most significantly, the outcome data on how many students enter and finished the program. Unfortunately, however, most of the programs do not have current information on performance data, but it is noteworthy that it is being tracked and presumably will be available in future reports.

(Source: www.odccwd.state.or.us/etp/reportcard.shtml)

Community College Funding Formula -- Valuing Non-Credit Learning

The financing of community colleges is typically based on full-time equivalent (FTE) enrollment. In most cases, states reimburse colleges on an FTE basis only for students enrolled in academic programs, and less or not at all for students in non-credit workforce training programs. Reimbursement policy can discourage colleges from serving adult learners who attend college part time or who are enrolled in non-credit workforce training programs. Oregon reimburses community colleges in a way that fairly recognizes their role in serving working adults. It funds non-credit programs (development education and adult education) at the same rate as credit programs, part-time students at an amount proportional to fulltime students. Colleges tally the aggregate amount of time that students spend at the college, with 510 hours translating as one FTE, regardless of the type of course or the number of hours in a course. The “510 hours Divisor,” as it is called, acts as a “great leveler,” giving the system has an incentive to expand its adult basic and part-time offerings. Costs for programs that are more expensive, such as technical courses with lab work, are offset by the greater number of hours that can be billed for such courses.

Oregon has had this formula in place for almost as long as the community college system has had a mission of comprehensive education—for nearly 40 years. Increased demand for ESOL and other adult education programs has kept the formula in place, although pressures to drive funding toward more competitive academic programs have surfaced time and again. At one point, the state legislature considered a formula that would have assigned values to non-credit programs at a designated fraction of academic programs. That was seen as inadequate: it would have continued the under-valuation of some courses relative to academic programs, running counter to the community college goal of enhancing access to all students.

Enrollment in non-academic programs in Oregon community colleges has typically been strong, due in large part to the state’s funding formula. In 1999-2000, nearly 32 percent of the total FTE generated in Oregon community colleges was from non-credit courses; a decade go the figure was 26 percent. (Source: *Jobs for the Future Report on Building Skills.*)

VII. SMALL BUSINESS AND INCUMBENT WORKERS

State Workforce Strategies for Small Business Creation and Growth

Oregon strongly supports the creation, sustainability, and growth of small businesses, particularly since more than 90 percent of all its business enterprises employ 20 or fewer people. The following strategies have been implemented to support *small businesses*:

- Small Business Development Centers at community colleges.
- The Governor's Small Business Advisory Council promotes better connections between Small Business Development Centers and the WorkSource Oregon one-stop centers to get more workforce services to small businesses.
- Workforce Response Teams organize business consortia to assist multiple small businesses with training rather than individual businesses.
- WorkSource Oregon providers hold job fairs that provide a forum for employers to meet job seekers while simultaneously increasing public awareness of their businesses, and provide specialized recruitment services.
- Oregon Economic and Community Development Department uses lottery funds to provide high performance training for small business manufacturers.
- Grants through the Employer Workforce Training Fund are provided for workforce training for small businesses. Of the 343 businesses assisted to date, 68% were to small businesses 100 employees or less.
- Oregon Vocational Rehabilitation Services (OVRs) and the Commission for the Blind both link with WIA partners to access and leverage resources for micro-enterprise and self-employment opportunities for persons with disabilities.
- Expanding use of SEAP, The Self Employment Assistance Program, to support individuals receiving UI who may want to start a business.
- Bilingual Spanish/English account representatives in each local area promote workforce services to the Latino limited-English proficient small business community and help them access services.

Workforce Training Programs for Incumbent Workers

After his election in 2003, Governor Kulongoski sponsored legislation for more workforce training initiatives that was rejected. (Oregon was undergoing tough fiscal times, and the legislature rejected the proposals.) Not to be dissuaded, he then issued an executive order establishing the *Employer Workforce Training Fund* (EWTF) in November 2003. The overall goal of the EWTF is to support the retention and growth of living wage jobs, a skilled workforce, and competitive business in Oregon, including:

- Creating and retaining living wage jobs in Oregon.
- Building a highly skilled workforce, especially in knowledge-based industries.
- Enhancing the global competitiveness of Oregon businesses, based on the skills of their workforce.

Perhaps the most innovative part of the EWTF was the establishment of local *Workforce Response Teams* (WRTs). The teams have managed to bridge the workforce and economic development cultures to focus on developing and training for local jobs. There are 15 WRTs -- one in each workforce region of the state to work collaboratively with both local workforce and economic development boards. These teams empower regional

state agency representatives to make decisions on funding of employer proposals for training, giving each agency a seat at a table “belonging” to all of them. The WRTs provide a single point of contact, set regional priorities for the use of funding they control, and award grants to businesses. To make their decisions to fund training simpler and quicker, the executive order also replaced the previous semi-annual Request for Proposals process with an ongoing approval process. (*Source: Jobs for the Future publication on Building Skills.*)

The purpose of the WRTs is to solve economic, employment and training challenges and help employers and worker associations get the services they need. The intent is to use data and statewide economic development and workforce policies to determine the strategic focus of their regional training funds; to develop strategies to work with multiple employers to maximize regional and statewide impacts; and to solve challenges that businesses face when retaining their workforce or expanding their businesses.

The members of the WRTs have been successful in carrying out demand strategies at the local level. Required members of the WRTs include the community college, the workforce/one stop provider (WIA Title IB), the State Employment Department (Employment Service), the state Economic and Community Development Department Regional Development Officer, and local economic development entities.

The *Employer Workforce Training Fund* (EWTF) supports regional projects at over 100 companies resulting in training for more than 5,500 workers. Funding for statewide initiatives includes supporting projects such as the scale-up of Portland Community College’s Lean ESL program -- in which Spanish speakers learn about lean manufacturing -- to ten community colleges, as well as the initiation of Lean ESL projects at five businesses. In addition, EWTF stakeholders say that stronger partnerships have been forged between workforce and economic development at the regional level, employer relationships have “never been better,” and the melding of workforce and economic development has leveraged funds between the groups, stretching state and federal dollars in a more effective, more efficient system for workers and employers. (*Source: egov.oregon.gov/WORKSOURCE/governormain.shtml.*)

More on Worksource Oregon -- No Wrong Door

The Oregon Workforce Investment Board put into policy the assurance that any customer could go to a WorkSource Oregon one stop and either get core services or get a value-added referral to the core service. It defines a value added referral to be an appointment for that service or assistance in getting an appointment. This policy assures universal access to services and institutionalizes the “no wrong door” approach for all customers regardless of where they access the services. All workforce partners are knowledgeable, understand the core services, and are able to appropriately get the customer an appointment to obtain needed services.

An example of the progress made toward common service delivery is the move of most of the Unemployment Insurance (UI) staff from the Employment Services offices and

into their new "call" centers. This move allowed the one-stop system the opportunity to reconfigure co-location since between a third and half of the Employment Service's office space became available. The Oregon Employment Department has committed to provide financial support to the other partners as they move into co-located facilities.

iMatchSkills

The goal is to achieve a balance between statewide consistency and economies of scale, and local knowledge and community responsiveness. "*iMatchSkills*," WorkSource Oregon's statewide labor exchange system, also serves as the database to manage and record services for both business and job seeking customers. Co-delivery of services will require that WorkSource Oregon staff is able to track services and record comments in iMatchSkills. To facilitate better customer service and flow, a common one-stop informed consent form is available that allows one stop system partners to share customer information.

iMatchSkills, launched April 2004, is Oregon's skill based, statewide, labor market system of record, and the MIS for Wagner-Peyser. iMatchSkills can be used as a coordinated service delivery and case management tool within the workforce and economic development system. Activity recorded in iMatchSkills includes both job seeker and business data and services. iMatchSkills links with a number of systems, such as state wage records, unemployment insurance records and employer tax records. Through these links, staff can readily access data necessary for the efficient and streamlined delivery of services. This gives Oregon the flexibility to use iMatchSkills to support statewide coordinated service delivery.

The Oregon Employment Department's state-of-the-art job matching system, "iMatchSkills," was recognized as a finalist in the Intergovernmental Solutions Awards, given each year by the American Council for Technology. "iMatchSkills uses occupations, licenses, education, and skills to provide a better way for employers to find qualified candidates and for job seekers to find open job opportunities that they might not have realized they are qualified for. There are currently nearly 200,000 active accounts on the system, which each day lists thousands of job openings."

(Cite: egov.oregon.gov/WORKSOURCE/STORIES/imatchskills_finalist.shtml)

VIII. Population and Employment Characteristics of Oregon

As stated earlier, Oregon has fewer than four million residents and a steadily growing population. Oregon generally has a homogenous and well-educated population. According to the 2000 Census data, 86% of its population is white and its largest ethnic group is Asian accounting for 3% of the population. The remainder is comprised of Black, Hispanic and Native American and other.

The 2000 Census data also indicated a well educated population with 85% of its residents possessing a high school diploma or better and 25% of its adult population possessing a bachelor's degree or higher as broken out below:

Educational Attainment:

Population 25 years and over	2,250,998	100.0
Less than 9th grade	111,705	5.0
9th to 12th grade, no diploma	223,106	9.9
High school graduate (includes equivalency)	591,229	26.3
Some college, no degree	610,753	27.1
Associate degree	149,639	6.6
Bachelor’s degree	369,252	16.4
Graduate or professional degree	195,314	8.7
Percent high school graduate or higher	85.1	(X)
Percent bachelor’s degree or higher	25.1	(X)

Demographics of the Workforce

In 2003, Oregon's civilian labor force (age 16 or older) comprised about 1,011,000 men and about 848,000 women. Of the total of 1,859,000 people, an estimated 1,680,000 or 90 percent were white. About 72,000 were Asian and about 28,000 were black or African American. Demographers expect the population of racial minority groups to grow faster than that of whites in the coming decades.

Oregon had about 181,000 workers of Hispanic or Latino ethnicity, regardless of race. Given the relatively young age profile of this group, the population of Hispanics and Latinos should grow more rapidly than that of non-Hispanics during the coming several decades.

Baby boomer retirements will help fuel the need to replace workers who are leaving the labor force. For every job opening created between 2002 and 2012 due to growth, nearly two job openings will occur due to individuals leaving their occupations. Most major occupational groups will have more replacement openings than growth openings. The impending retirement of baby boomers is likely to result in a tight labor market and higher wages in some occupations, although this situation may be softened by increases in worker productivity or by net migration of younger workers to Oregon.

IX. Communication

Strategic direction and policies determined through the OWIB and WPC are carried out through the partnership of participating state agencies. The establishment of a *Transmittal System policy* at the state level is an unusual, but significant step to coordinating the “flow of information between state staff, local boards and one stop staff. The transmittal system provides notification that materials are posted on the appropriate state web page, and that local staff is advised at the time of issuance. The policy defines Department of Labor issuances, including Training and Employment Guidance Letters (TEGLs), Training and Employment Notices (TENs), Questions and Answers and

Technical Assistance Guides as mandatory transmittals, which must be communicated to local board and one stop staff in accordance with the policy.

There is also a State email delivery system that has been enhanced to forward Training and Employment Guidance Letters, Training and Employment Notice information and other guidance from the Department of Labor to Local Workforce Investment Area staff and one stop Center staff. The communication system includes a brief overview of the information and outlines the process for necessary action or implementation. Staff also works closely with designated work groups such as the Dislocated Worker Liaisons via email and during quarterly meetings to share guidance and determine how state staff can best assist in complying with directives, if necessary. State staff have also designated an internal liaison for each workforce region that works on a daily basis with Local Workforce Investment Area staff and one stop Center staff. In addition, workforce partners (at the state and local level) benefit from the regularly distributed *Gov's Notes* Electronic Newsletter as well as *Monday Message* from OED to all stakeholders.” (Source: *Oregon's WIA Two-Year Plan*.)

PRISM -- Performance Management

A single Workforce Information Agency—OED's Workforce and Economic Research Division—has been designated and is recognized and highly respected by workforce partners across the state. The *Performance Reporting Information System* (PRISM) is the workforce data system that meets the objectives of Oregon's Workforce Investment Board and the workforce partner agencies. PRISM was established for the purpose of collecting, analyzing, and sharing statistical and demographic data for the development and reporting of workforce system performance measures, Oregon's common measures. PRISM provides policy-makers and others with important information about the work-related successes of those who receive services from the workforce development system. The system currently produces performance levels for job placement, retention, and wage gain; assessment of performance trends; and compares and contrasts performance based on characteristics such as geographic region, gender, disability, age, and education.

In addition to formalized systems supporting common data sharing and tracking, Oregon has implemented several procedures by which agency staff coordinate service delivery and performance. For example, the annual statewide in-service for vocational rehabilitation professionals actively includes participation from one stop staff statewide, thereby ensuring that one stop staff are up to date in vocational rehabilitation training. Oregon is committed to a vision that links economic development with workforce development and training at the state and local levels. This involves coalescing partners under the WorkSource Oregon umbrella and tying together all program elements into a single, coherent system. WorkSource Oregon is a statewide network of public and private partners linked by the common goal of stimulating job growth by providing a highly skilled, job-ready and well-educated workforce. (Source: *Oregon's WIA Two-Year Plan*, P. 91.)

X. CONCLUSION

The State of Oregon works. It works for a number of reasons, but the primary one is the strong, active and committed leadership at the top – the Governor. The consistent message of collaboration as well as equating workforce development with economic development keeps the numerous partners working together and focused in the same direction. In addition to the Oregon Workforce Investment Board, the governor also has a Workforce Policy Cabinet, which is critical to keeping all state agencies working together in a coordinated and targeted fashion.

The Governor has a clear vision and firm belief that “workforce development is economic development.” Further, he contends that employers and workers need a “single point of contact for both economic development and training issues,” and this has gone a long way toward integrating services and improving cooperation. As the Governor notes, “A highly skilled workforce is the fuel that feeds the engines of economic health and growth.”

In 2003, the Governor established local *Workforce Response Teams* to provide a single point of contact for local business and provide grants to businesses for worker training. These teams have managed to bridge the workforce and economic development cultures to focus on developing and training for local jobs. There are 15 WRTs -- one in each workforce region of the state to work collaboratively with both local workforce and economic development boards.

Oregon also has some distinctive program and promotional activities tied to its economic development efforts, such as the *Brand Oregon* program. Launched in 2003, this “branding” effort is tied to broader Governor’s initiatives to brand and market Oregon as part of the state’s economic development strategy.

Oregon recognizes the need to for improved and expanded education and retraining and is assisted with the more generous reimbursement rate in their community colleges for funding non-credit training, (which is treated the same as their credit courses). The “510 hours Divisor,” as it is called, acts as a great leveler, giving the system an incentive to expand its adult basic and part-time offerings.

Finally, Oregon has done much to keep the business community involved and “at the table.” The Oregon Business Plan, launch in 2002, has provided the strategic framework for a more competitive state economy. Most significantly, its steering committee gathers *each year* and *updates* its Business Plan at the annual Economic Leadership Summit.

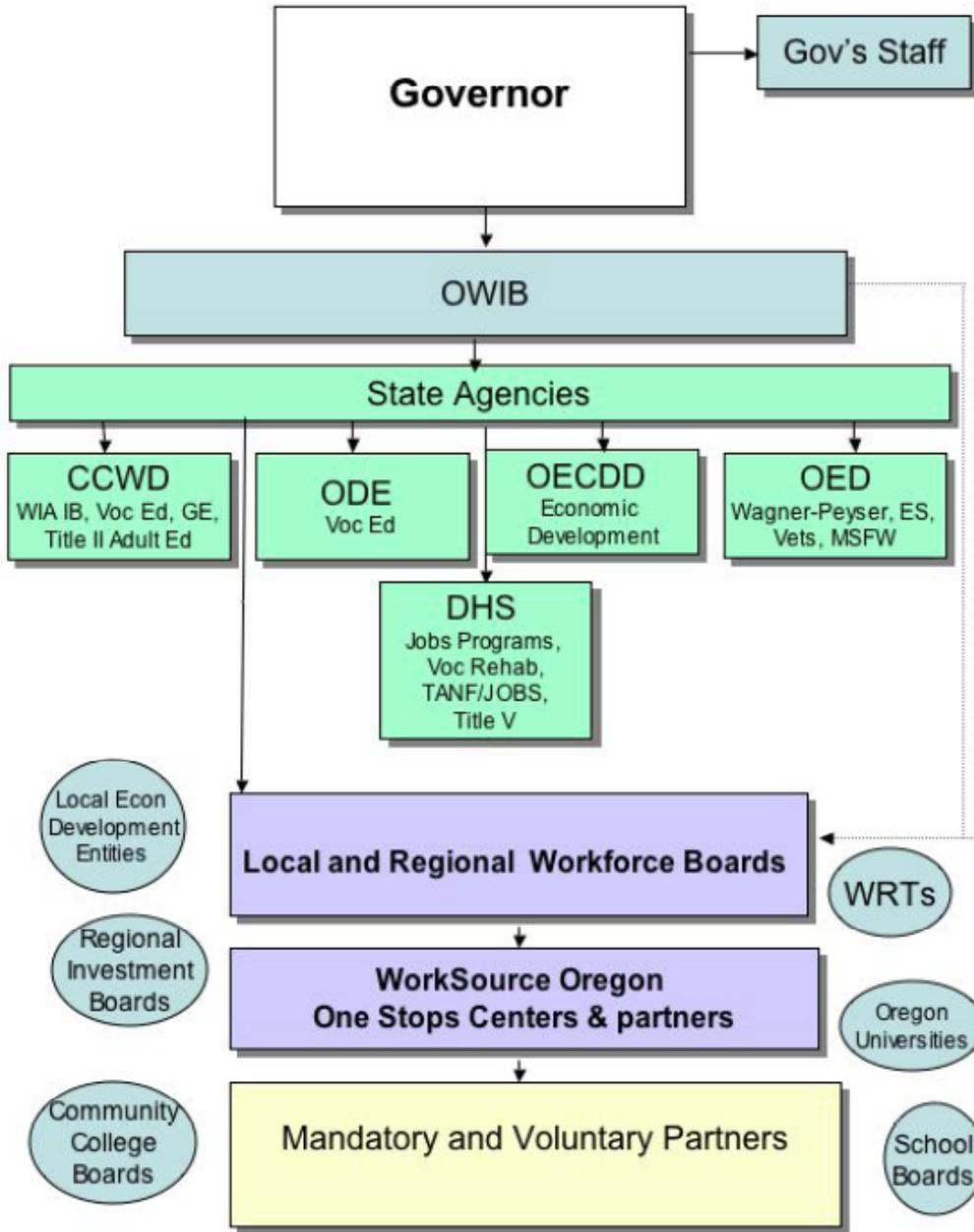
References:

- Draft Two-year Plan for the State of Oregon’s “WorkSource Oregon” program, a requirement of Title I of the Workforce Investment Act (WIA) and the Wagner-Peyser Act, for July 1, 2005 to June 30, 2007. Website: <http://egov.oregon.gov/WORKSOURCE/STAFF/draftplancomments.shtml>
- Jobs for the Future, “Building Skills, Increasing Economic Vitality: A Handbook of Innovative State Policies.” January 2005.
- Discussion Paper for the Leadership Summit 2003 “Refocus Economic Development on Industry Clusters by the Oregon Business Plan (Website: oregonbusinessplan.org).
- “The Road Ahead For Information Technology Occupations: A Workforce Strategy For Oregon”. Website: <http://www.ous.edu/cpa/OCKED/>
- “Stepping Up: A Plan for Growing Quality Jobs And Statewide Prosperity,” the Oregon Business Plan, January 2003.
- “The Workforce Investment Act in Eight States: State Case Studies from a Field Network Evaluation,” for U.S. Department of Labor, Employment and Training Administration, April 2004, as prepared by the Nelson A. Rockefeller Institute of Government.

Web Sites:

- Oregon Economic and Community Development Department (OECD): www.econ.state.or.us/dept.html
- Brand Oregon Website: <http://www.oregon.gov/BRANDOREGON/>
- Oregon Department Community College and Workforce Development: www.odccwd.state.or.us/etp/reportcard.shtml
- Oregon Employment Department’s job matching system, iMatchSkills: gov.oregon.gov/WORKSOURCE/STORIES/imatchskills_finalist.shtml
- WorkSource : www.egov.oregon.gov/WORKSOURCE/WRT/wrt_intro.shtml
- Oregon Business Plan: www.oregonbusinessplan.org/plan_framework.html

Oregon's Workforce System Governance



Source: Draft Two-year Plan for the State of Oregon's "WorkSource Oregon" program, a requirement of Title I of the Workforce Investment Act (WIA) and the Wagner-Peyser Act, for July 1, 2005 to June 30, 2007, P.13. Website: <http://egov.oregon.gov/WORKSOURCE/STAFF/draftplancomments.shtml>

“Career Clusters, Focusing Education on the Future”

Appendix B is the list of **job titles** for each of the five clusters from the “Career Clusters, Focusing Education on the Future” report as developed by the U.S. Department of Education, Education Development Center, Information Technology Association of America, National Alliance of Businesses.

A. IT Management, Marketing & Sales	B. Network & Infrastructure Services	C. Database & Applications
<p>Management</p> <p>CIO / CTO IT Director IT Manager (General) Chief Security Officer Computer Operations Manager Telecommunications Manager IT Training Manager IT Program Manager IT Project Manager (General) Technical Recruiter IT Budget / Finance Officer</p>	<p>Network</p> <p>Network Design & Administration Communications Analyst Data Communications Analyst Network Administrator Network Analyst Network Operations Analyst Network Specialist Network Technician Network Engineer</p>	<p>Database</p> <p>Data Administrator Data Analyst Data Architect Database Developer Database Manager DSS (Decision Support Services) Database Librarian Data Warehousing Specialist</p>
<p>Marketing & Sales</p>	<p>Computing Environment & Data Center</p>	<p>Software Development</p>
<p>IT Marketing Account Manager IT Sales IT Consulting Sales Technical Sales Manager Technical Sales Support</p>	<p>Systems Administrator Information Systems Administrator Information Systems Operator Information Technology Engineer Release Management & Staging Specialized Hardware Support (e.g. Imaging) Technical Support (Level 2/3)</p>	<p>Technical Lead Systems Analyst Computer/Software Engineer Computer Programmer Programmer/Analyst Embedded Systems Developer Operating Systems Designer Operating Systems Programmer</p>
	<p>Security, Compliance & Quality Assurance</p>	<p>Application Services</p>
	<p>Security Administrator Security Analyst Business Continuity Planner IT Auditor QA Specialist Software/QA Tester Test Engineer</p>	<p>Enterprise Architect Application Integrator Business Systems Analyst Application Systems Analyst Project Manager Software Applications Specialist (CRM, ERP, etc.)</p>

<p>D. Interactive Media & Communications</p> <p><i>Creative & Web Services</i></p> <p>Audio/Video Engineer Media Specialist Media Designer Multimedia Developer Multimedia Producer Production Assistant Web Programmer / Developer Web Designer Web Specialist Web Master</p> <p><i>Technical Writing</i></p> <p>Technical Writer Electronic Publications Specialist Publisher Online Publisher Technical Communicator Editor Publications Services Librarian Services</p>	<p>E. Technical Support</p> <p><i>External Support & Call Center</i></p> <p>Call Center Support Representative Customer Service Representative Call Center Supervisor Outbound Sales Representative Outbound Sales Supervisor Product Support Engineer (Level One) Sales Support Technician (Level One) EDI / Data Transmissions Specialist</p> <p><i>Internal Support & Help Desk</i></p> <p>Help Desk Specialist or Technician PC Support Specialist Technical Support Specialist Hardware Technician Network Support (Level One) Administrative Services</p>
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Oregon Community College Viewbook 2004-2005

Source website: http://egov.oregon.gov/CCWD/pub_rpts.shtml

Oregon Department of Community Colleges and Workforce Development

255 Capitol St., N.E.

Salem, Oregon 97310-1600

503-378-8648

800-735-2900

www.odccwd.state.or.us

OREGON COMMUNITY COLLEGES:

Oregon Community Colleges have over 60 campuses and centers throughout the state to serve you. Community colleges are the largest provider of education via distance technology so you can prepare for a job, complete courses which transfer to a four-year university, or even earn a complete certificate or degree even if you can't get to campus. The tuition is about half the cost of the Oregon's public universities. Average cost per credit hour is about \$55.21. The average annual tuition (including fees) for a full-time (45 credit hours) student in the year 2004-2005 is \$2,701.00.

Community college students who transfer to public universities earn equal grade point averages and graduate with a bachelor's degree at the same rate as students who started at those public universities. See list of 2004-2005 programs and campus locations.

Source: OREGcommColViewbook04-05.pdf from the website:
http://egov.oregon.gov/CCWD/pub_rpts.shtml

Oregon Training Provider Report Card

(www.odccwd.state.or.us/etp/reportcard.shtml)

Note: **Sample Page 1487** from the Report Card: reportcard2003.pdf

Training Provider Report Card: Microcomputer Applications - Certificate

Classification of Instructional Program (CIP) Number/Name:

52.0407 Information Processing/Data Entry Technician

The Microcomputer Applications program prepares students for careers that involve technology in roles of computer/user support, network or applications operations, and data entry. The program offers a one-year certificate, which could lead to jobs such as data entry, customer service, word processing, and beginning network and applications operations.

Program/Course of Study Description and Objectives:

Admission Requirements?	Yes
Length of Program in Weeks	34
Total Number of Clock Hours in Program	600

Location(s) Where Offered:

Clatsop Community College -- Main Campus
 1653 Jerome Avenue
 Astoria, OR 97103
 (503) 325-0910
 CCC South County Campus
 1761 N Holladay/ Seaside, OR 97138
 (503) 738-3346

Experience in Serving Individuals with Barriers to Success and Special Populations:

The Student Educational Assistance Center offers support to students in all areas through tutoring, study groups, students needing basic skills ESOL (English Speakers of Other Languages), and literacy. A disability Coordinator is on staff to ensure that reasonable accommodations are made for all disabilities. The following programs assist students: JOBS (Job Opportunities & Basic Skills), Lives in Transition (Previously the Displaced Homemakers' Grant), the PLUS program (federally funded support for academic planning, career assessment, personal counseling, etc.).

Average Cost for a Student to Complete the Program

Tuition	\$1,755.00
Registration Fees	\$285.00
Additional Fees	\$780.00
Books and Materials	\$0
Tools and Equipment	\$0
Specialized Clothing or Uniform	\$0
Other	\$0
Total Cost for Program Effective Dates 06/01/00 - 06/01/01	\$2,820.00

Performance Information

Percentage of Students Completing Program	0.00 %
Percentage of Students Who Earned a Degree/Certificate	0.00 %
Percentage of Students Who Found Employment	0.00 %
Credit Given for Prior Learning Experience	
