

The Oregon CASE Consortium Technical Proposal

The *Credential, Acceleration, and Support for Employment (CASE) Consortium* is a statewide collaboration involving all 17 Oregon community colleges, the Oregon Employment Department/Trade Act (OED/TAA), Oregon Department of Community Colleges & Workforce Development (CCWD), employers, and community partners united by a core belief that postsecondary credentials are the gateway to jobs with family-supporting wages and the foundation of Oregon's future economic success. CASE offers critically needed innovations that support the state's effort to reverse Oregon's recent and severe losses in per capita income and other measures of vitality: in 2010, 43% of Oregon's UI recipients, or 157,000 individuals, had been unemployed for over 18 months and 26% for 6 to 18 months (OED, 2011). Of unemployed workers, 63% have a high school diploma or less, yet over the next ten years, 83% of high paying jobs in Oregon will require postsecondary education (OED, 2011). CASE's "three C" strategies will expand and enhance **C**areer Pathways as a vehicle to increase certificate attainment and accelerate time to completion; use **C**areer Coaches to reduce barriers so that students enroll, persist, complete a credential and secure employment in a demand occupation; and launch development of a "portable" approach to granting **C**redit for Prior Learning (CPL) for students and workers across the state. All efforts, directly linked to priorities outlined in the TAACCCT SGA, offer a solid foundation of success for the state's 18,500 TAA-eligible workers and other unemployed/underemployed workers.

CASE is designed to advance the Joint Boards of Education ambitious 40/40/20 goal, which seeks, by 2025, to have 40% of Oregonians attain at least a Bachelor's Degree, 40% earn a post-high school certificate or credential, and 20% at least a high school diploma or equivalent. CASE expands and enhances the following interlinked statewide efforts led by CCWD and 17 community colleges:

Oregon Career Pathways Initiative, spearheaded in 2004 and scaled to 17 community colleges in 2007, the Initiative goals include increasing the number of Oregonians with certificates, credentials and degrees; and easing student transitions across the education continuum and to employment. Since 2007 more than 175

stackable career pathway certificates (12-44 credits) tied to industry-driven competencies have been developed, approved and offered across the state. In addition, 6 Vocational English as a Second Language (VESL) courses leading to stackable credentials in demand occupations have been developed and offered at several colleges; and more than 350 web-based visual roadmaps charting skill and wage progression have been developed and posted on community college and OED websites.

Oregon Pathways for Adult Basic Skills (OPABS) provides contextualized learning for Adult Basic Skills (ABS) through 6 OPABS bridge courses addressing a range of occupations with career guidance to increase student persistence and certificate attainment and employment.

ABE to Credentials, a new initiative administered by Jobs for the Future and funded by the Bill and Melinda Gates Foundation, is designed to build upon the OPABS and VESL courses to develop a comprehensive statewide plan to accelerate time to completion and increase certificate and degree attainment for low-skilled workers and ABS students.

Oregon Student Success Plan, a statewide plan developed in 2008 that identifies and supports implementation of evidence-based best practices that lead to increased postsecondary attainment; and National Career Readiness Certificate, a certification of workplace skills that supplements academic assessments at the colleges and provides additional job applicant data to employers.

Although Oregon has made progress, there is much work to be done. The *CASE Consortium* will transform Oregon's service delivery system for TAA, unemployed and underemployed workers by building a high performance community college system that can provide workers the skills and competencies needed to **advance the state's relentless effort to secure economic prosperity through employment opportunities in high growth industries.**

1. STATEMENT OF NEED

Nearly 300,000 working-age Oregonians, or 11%, have not earned a high school diploma. Another 24% have attained a high school diploma but have no post-secondary education. Rates are even lower in many CASE partner regions: 78.4% of Tillamook County residents have a high school diploma or less. (Lumina Foundation, 2010). Oregon ranks 37th in the country in public-sector certificates awarded, despite projections that by 2018 Oregon will rank 5th in the nation for jobs requiring postsecondary education and less than a degree (CLASP, 2011).

i. Impact of Foreign Trade in Communities to be Served

With 173 TAA Certification determinations since January 1, 2007 and over 18,500 workers impacted, **Oregon has twice the rate of TAA Certifications nationally relative to its share of the US population** (TAA, 2011, U.S. Census Bureau, 2011). For purposes of this application, three certifications will be cited: TAW # 73448, Blue Heron Paper Company, 5/27/2010, TAW# 70823, Blount, Inc. 9/8/2009, and TAW# 74530E, Hewlett Packard Company, 9/3/10. The **threat to, or loss of, jobs related to these determinations** have common themes with other Oregon TAA certifications. Oregon has deep roots in the timber industry which has historically offered family-living wages that are disappearing overseas and unlikely to return. In many urban and rural communities, manufacturing helped fill the resulting void, companies that are among the new wave of closures. The cumulative impact of these changes has resulted in Oregon's high unemployment rate and created barriers to reemployment for aging workers with outdated work skills and limited training. Many of the positions lost have been industry specific and involve few, if any, transferable skills. For those who held non-industry specific jobs, obtaining similar employment in another industry is increasingly difficult due to the number of people competing for a reduced number of available openings. To overcome these barriers and compete for family-wage jobs, many **TAA impacted individuals need to retrain for jobs in other industries** and/or receive professional assistance to define

and re-package their transferable skills to successfully sell them to employers.

ii. Targeted Population in Communities to be Served

CASE will serve TAA- certified and other unemployed/underemployed workers throughout Oregon who need training to secure full-time employment, advance in their careers, or remain in their current occupation. The project will also create programs specifically designed to serve adults workers who need to increase their adult basic skills and/or English language skills in order to enter and complete postsecondary occupational and Career and Technical Education (CTE) certificate programs.

With Oregon's February 2011's unemployment rate of 10.2%, the state hit 25 straight months of double-digit unemployment. In 2010, there were a total of 366,618 unemployment insurance claimants, or 18.5% of Oregon's workforce. Overall, Oregon's seasonally adjusted unemployment rate has been higher than the nation's for thirty-six straight months. Layoffs and business closures in Oregon extend beyond the TAA certifications outlined above. During the recent recession, Oregon suffered the seventh-largest job loss in the nation, with a decline of 8.2% (OED, 2011). Layoffs and closures remain frequent. In March 2011 alone, announced layoffs include Truitt Brothers (100 employees), NuScale Power (70 employees), Sunset Empire (30 employees), Oregon Institute of Technology (5 employees), Portland Development Commission (22 employees), Brotherton Pipeline (24 employees), and Associated Fruit (12 employees), along with announced closures of seven retailers and one construction firm.

Within this grim employment picture, CASE will target workers most at risk of remaining unemployed or underemployed. This includes **workers from the construction, manufacturing, and wood products sectors**, which are overrepresented in TAA-certifications and other lay-offs. It also includes **workers with low education**: 63% of Oregon's UI claimants have a high school diploma or less. **Low skills in reading, writing, math, and computer literacy can prevent individuals from being able to successfully enter and complete training programs that lead to employment.** Lack of sufficient income and support while attending community college can also be a barrier.

While Oregon is a geographically diverse state, there are clear employment trends common across regions. Middle-skill jobs, which require more than high school, but less than a four-year degree, make up the largest part of Oregon’s labor market. In response, CASE has worked with **employers across the state to identify growing industries and related credentials needed for success**, a process outlined in the attached Community Outreach Process. These include:

| Occupation | Industry Required Knowledge, Skills, Abilities for Credentials |
|--|--|
| Business and Management Career Focus Area | |
| Computer Information Systems Technician | Coordinate computer databases; install and support an organization's networks and Internet. Maintain and monitor hardware and software. Credentials: <u>Software specific training; Bachelors or Associate; Computer Support Specialist Certificate; Database Developer Certificate; Basic Computer Literacy Certificate.</u> |
| Business/ General Office Professional | Perform clerical and administrative functions, draft correspondence, schedule appointments, maintain paper and electronic files, or provide information to callers. Credentials: <u>Software specific training; Accounting Clerk Certificate; Office Support Specialist Certificate, Administrative Assistant Certificate, etc.</u> |
| Retail Sales Professional | Apply merchandising techniques, manage inventories, provide customer service, sell products. Credentials: <u>short-term training</u> |
| Licensed Tax Preparer | Apply accounting principles, compute and record fiscal data, compute taxes, enforce regulations. Credentials: <u>Tax Preparers License.</u> |
| Gaming Technician | Balance cash and receipts, follow safety procedures, receive customer orders, use cash registers and sales techniques. Credentials: <u>Postsecondary Certificate.</u> |
| Accounting and Auditing Clerks | Compute, classify, and record numerical data to keep financial records complete. Credentials: <u>Postsecondary Certificate, AAS.</u> |
| Food and Natural Resources Career Focus Area | |
| Viticulture/Enology Technician | Manually plant, cultivate, and harvest wine grapes, use pest control measures, irrigation. Set up, operate, or tend continuous flow or vat-type equipment; filter presses. Credential: <u>Viticulture Certificate; AAS.</u> |
| Natural Resource Management Specialist | Manage forested lands; determine how to conserve wildlife habitats, water quality, and soil stability, comply with environmental regulations; devise plans for planting and growing. Credential: <u>Associates; Forest Ecology & Forest Protection Certificate; Natural Resources Conservation Certificate.</u> |
| Renewable Energy Technician, includes Solar & Geothermal | Operate, test, and maintain equipment for solar fabrication, solar hot water heater installation; photovoltaic fabrication, geothermal. Credentials: <u>Postsecondary Certificates and Associates degrees; NABCEP Solar Installer certification</u> |
| Fire Science Technician | Control and extinguish fires or respond to emergency situations, fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster management. Credential: <u>Postsecondary Certificate, AAS.</u> |
| Historical Preservation Restoration | Assist carpenters and construction supervisors in restoration and preservation of historic buildings. Credential: <u>Postsecondary Certificate.</u> |

| Health Services Career Focus Area | |
|---|--|
| Medical Assistant | Perform administrative and certain clinical duties under the direction of physician. Credential: <u>Postsecondary Certificate.</u> |
| Health Informatics Specialist | Compile, process, and maintain medical records consistent with medical, administrative, ethical, legal, and regulatory requirements. Credentials: <u>Postsecondary Certificate, AAS.</u> |
| Human Resources Career Focus Area | |
| Childhood Care Provider | Apply classroom management techniques, apply early childhood education techniques, assess educational need, convert information into instruction. Credential: <u>Postsecondary Certificate or AAS.</u> |
| Corrections Technician | Maintain order, enforce laws, protect life and property. Credential: <u>Postsecondary Training or Associates; Postsecondary Certificate; AAS degree.</u> |
| Industrial and Engineering Systems Career Focus Area | |
| Mechanical Engineering Technician | Apply theory and principles of mechanical engineering to modify, develop, and test machinery and equipment under direction of engineering staff or physical scientists. Credential: <u>Associates; Manufacturing Technician Certificate</u> |
| Welding Technician | Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components. Credential: <u>Welding Postsecondary Certificate</u> |
| HVAC Installation | Need knowledge of HVAC; mathematics; design reading; can include install and repair of solar energy systems. Credential: <u>HVAC Installer Certificate.</u> |
| Automotive Technician | Apply automotive systems theories and knowledge of vehicle repair procedures, operate equipment, apply service and repair manuals, use machine tools. Credential: <u>Postsecondary certificate, AAS preferred.</u> |
| Drafters - CAD | Prepare detailed drawings of architectural and structural features of buildings or drawings; topographical relief maps used in civil engineering projects. Credential: <u>Postsecondary certificate.</u> |

iii. Targeted Industries and Occupations

Although unemployment statistics are grim, there is hope for Oregonians with postsecondary education: the state anticipates more than 340,000 middle-skill job openings— almost half of all job openings between 2006 and 2016 (OED, 2011). A snapshot of **anticipated job growth across regions in industries targeted by CASE and represented by employer partners** is detailed below. **Related educational and competencies are outlined above in Section ii.**

| Targeted Industry/Occupation | Current Employment 2008 | Projected Employment 2018 | Percent Growth Projected |
|--|--------------------------------|----------------------------------|---------------------------------|
| Business and Management Career Focus Area | | | |
| <i>Computer Information Systems</i> | | | |
| Database Administrator | 1,207 | 1,334 | +10.5% |

| | | | |
|---|---------------------|---------------------|--------|
| Network and Computer Systems Admin. | 3,546 | 3,906 | +10.2% |
| Data Entry Clerk | 2,283 | 2,542 | +11.3% |
| <i>Business/General Office Professional</i> | | | |
| Secretaries and Administrative Assist. | 20,096 | 21,951 | +9.2% |
| Office Clerk, general | 37,446 | 40,728 | +8.8% |
| Retail Sales | 60,236 | 66,000 | +9.6% |
| Licensed Tax Preparer | 1,718 | 2,062 | +20% |
| Gaming Technician (Service Worker, Cage Worker, Change/Booth Person) | 604 | 664 | +10% |
| Accounting and Auditing Clerks | 27,505 | 30,048 | +9.2% |
| Food and Natural Resources Career Focus Area | | | |
| Viticulture & Enology (<i>data projections not available to separate out vineyard workers from agricultural workers generally</i>) | 2003: 1,534 workers | 2008: 2,578 workers | +68.1% |
| <i>Natural Resource Management</i> | | | |
| Environmental Engineering Technician | 203 | 231 | +13.8% |
| Environ. Science & Protection Tech. | 364 | 410 | +12.6% |
| <i>Renewable Energy (as an emerging field, data is not available specifically for renewable energy. Renewable energy workers such as solar installers are likely to work in positions such as those below. Includes both Solar and Geothermal Installation.</i> | | | |
| Installation, Maintenance & Repair Wrks | 3,156 | 3,333 | +5.6% |
| Electrical Power Line Install & Repair | 1,603 | 1,628 | +1.6% |
| Fire Science | 3,093 | 3,459 | +11.8% |
| Historical Preservation – Carpentry | 13,637 | 13,864 | +1.7% |
| – Construction | 10,215 | 10,461 | +2.4% |
| Health Services Career Focus | | | |
| Medical Assistants | 7,113 | 8,948 | +25.8% |
| Health Informatics Technicians | 2,693 | 3,274 | +24.1% |
| Human Resources Career Focus Area | | | |
| <i>Early Childhood Care Provider</i> | | | |
| Child Care Worker | 4,732 | 5,319 | +12.4% |
| Preschool Teacher | 5,321 | 6,262 | +17.7% |
| <i>Criminal Justice/Law Enforcement</i> | | | |
| Police and Sheriff's Patrol Officers | 5,141 | 5,726 | +11.4% |
| Correctional Officers | 4,214 | 4,628 | +9.8% |
| Industrial and Engineering Systems Career Focus Area | | | |
| <i>Manufacturing/Engineering</i> | | | |
| Solar - Electrical & Electronic Engineering Tech | 2,836 | 2,859 | +0.8% |
| Renewable Energy- Mechanical Engineering Technician | 549 | 583 | +6.2% |
| Welding (Clatsop 3-County area only) | 164 | 181 | +10.4% |
| HVAC Installation | 2,771 | 2,867 | +3.5% |
| Automotive Technician | 6,067 | 6,594 | +8.7% |
| <i>Solar Fabrication (solar) – emerging industry. Data not available specifically for this occupation. A</i> | | | |

| | | | |
|--|-------|-------|--------|
| <i>local business is projecting at least 200 job openings in the next three years.</i> | | | |
| Architectural and Civil Drafters | 1,716 | 1,909 | +11.2% |

iv. Gaps in Existing Educational and Career Training Programs

The CASE Consortium’s statewide community outreach process identified the following **educational and training gaps that, once addressed, will provide students the bridge they need be a part of Oregon’s economically vibrant future.** By addressing these issues, CASE will also provide the nation a tested model for integration and collaboration across geographically and organizationally diverse consortia.

1. Most TAA-eligible individuals do not enroll in training programs (17 colleges): Of Oregon’s 18,500 potentially eligible TAA-affected workers, approximately 50% completed an application to determine eligibility. Of those completing applications, only about 50% (or 25% of those potentially eligible) developed a plan and participated in training. (TAA, 2011) Despite this, assessments completed at the time of application indicate that many TAA-eligible individuals do not have the skills or training necessary to reenter the workforce at a living wage.
2. Many students entering training programs do not persist to completion (17 colleges): According to the NCES Integrated Postsecondary Education Data System, only 15% of Oregon’s community college students receive a degree within three years of entry, significantly lower than the national rate of 19.7%.
3. Many unemployed individuals do not have the basic skills needed to succeed in training (17 colleges): 63% of Oregon’s UI claimants have a high school diploma or less, compared to a statewide average of 11%. Despite these high numbers, state administered programs serve only 78 out of 1,000 adults with less than a high school diploma, markedly lower than the national rate of 101.7/1000. (CAEL, 2008)
4. Credit for Prior Learning is not well defined or utilized (17 colleges): An analysis of records from the 2009-10 academic year revealed only 507 of Oregon’s 384,259 community college students statewide

received Credit for Prior Learning (CPL), with individual college statistics ranging from 0 to 263. Furthermore, CPL methods offered are limited and no college offers an e-portfolio option. While this data is based on varying definitions and approaches to CPL, it demonstrates the need to find a common definition, streamline practices, and implement a statewide approach to this important strategy for accelerating students to credits, credentials and, eventually, family living wage jobs.

Also identified was the need for transcription of military training for veterans returning from overseas with training in high-demand occupations, but without credits or connection to civilian training programs. While three Oregon community colleges have begun to address the issue, there is no coordinated effort or on-going dialogue about how to combine efforts and outreach to maximize services to this critical population.

5. Career Pathways Certificates have not been developed for all demand occupations (17 colleges):

While more than 175 Career Pathway Certificates have been approved in Oregon since 2007, additional career pathways are needed to address gaps in emerging and projected growth occupations outlined in Section iii. Additionally, Career Pathway roadmaps accessed through community colleges and OED websites need to be expanded and enhanced based on industry-driven competencies.

6. Students are not aware of, or utilize, resources intended to assist them towards a credential (17 colleges):

Surveys of staff, students and partners revealed a lack of knowledge about available certificates and credentials, methods for identifying appropriate training courses, the importance (or mechanics) of applying for a degree, or the availability of the National Career Readiness Certificate (NCRC), job search skills training and other resources readily available to community college students.

7. Data and communication systems between college, Workforce Investment Act (WIA), and TAA staff are not adequate for referral, support and/or tracking of shared clients (17 colleges):

Eleven colleges reported frustration about not knowing how to recruit and/or assist TAA-eligible students. Another four partners reported their relationship was only 'adequate'. All colleges, along with TAA staff, expressed

an interest in increasing communication with the goal of recruiting more TAA affected workers into skill enhancement and stackable credential programs, facilitating coordination, and improving tracking mechanisms. Similar dynamics were expressed about coordination with WIA programs, particularly in regions where WIA and colleges are geographically dispersed.

8. Rural and frontier students face additional barriers to postsecondary attainment (10 colleges): CASE colleges representing Oregon's rural and frontier regions (Blue Mountain, Clatsop, Columbia Gorge, Klamath, Oregon Coast, Rogue, Treasure Valley, Umpqua, Southwestern Oregon, Tillamook Bay) are the smallest in Oregon, have fewer offerings, and serve students from large geographical areas. Treasure Valley Community College in eastern Oregon serves an area larger than New England. Areas served by these colleges also tend to have higher unemployment rates, resulting in a need for focused support and specialized assessment and advising for students to persist and complete.

2. WORK PLAN AND PROJECT MANAGEMENT

The *CASE Consortium* will capitalize on state leadership's vision for change and a growing body of evidence-based practices to build on existing strengths, challenge outdated assumptions, and **create a systemic approach to increase postsecondary certificate attainment and job placement in demand occupations**. Over three years of funding, CASE will improve educational and employment outcomes for 3,525 TAA-eligible and other unemployed and underemployed workers by facilitating access to, and integration of, existing services as well as strategically implementing new initiatives critical to overall success. Innovations and lessons learned will inform quarterly Community of Practice (COP) workgroups organized around project strategies and result in the tools, knowledge, and systems needed to ensure expedited training for Oregon's future workforce.

CASE represents a unified vision for addressing barriers to student persistence, completion and gainful employment in demand occupations. The colleges, TAA, OED, and Workforce Investment Act (WIA)

partners are committed to overcoming entrenched “silo” programming that serves as a barrier to coordination and referral on behalf of the state’s unemployed and underemployed workers. CASE and its network of regional and state partners, which includes employers, veterans’ advisors, local WIA providers, OED, and internal college staff will collaborate to engage, coach, and refer workers who need support to meet their training goals. Following an orientation and assessment, **students will receive a facilitated referral to necessary financial, academic and/or non-academic supports** and be referred to college placement and career exploration to determine appropriate training and credentials for re-employment. Where appropriate, students will be encouraged to seek **newly designed Credit for Prior Learning and military transcribing** options and a **degree audit** to expedite their progress towards a degree or certificate. Existing and **newly created Bridge Courses** will be offered to students not yet ready to enter CTE courses. Once prepared, students will enter an **existing and/or newly developed Career Pathway Certificate Program in a demand occupation**. At the completion of their training, students will take the assessments to earn the **National Career Readiness Certificate (NCRC)** and gain necessary job search skills, which will expedite student entry into the workforce at a level commensurate with their training and skill level. Equally important, students will enter employment with a plan for future advancement and the skills necessary to make their vision a reality. Throughout, strategy-specific Community of Practice (COP) workgroups that include implementation staff, subject matter experts, and the CASE evaluator will meet quarterly to analyze data and identify quality process improvements.

i. Evidence-Based Design and Overview of Proposed Strategy

CASE will implement the following TAACCCT priorities and related strategies to address needs outlined in Section One:

Priority One: Accelerate Progress for Low-Skilled and other Workers

Strategy 1.1: Enhance Student Services by placing career coaches at every college and ensuring student-centered coordination between partners (all colleges): CASE will place trained, certified career

coaches at each college **to engage and support TAA-eligible and other unemployed/underemployed workers** throughout CTE career exploration, training, job search, and the first nine months of employment. Throughout, coaches will use **multiple strategies, including regular check-ins and data**, to build a positive relationship, and track student progress and trigger targeted and necessary interventions. *CASE* career coaches will be trained using the Global Career Development Facilitator curriculum by The National Career Development Association, which has been adopted by OED and CCWD for staff throughout Oregon's workforce system. The 120-hour hybrid training will include both face-to-face and on-line modules and provide coaches with nationally-recognized standard skills related to career resources, career planning, helping and facilitation, informal and formal assessment, working with diverse and non-traditional populations, training, case management and referral, ethical and scope of practice issues and job search.

Referral and support to coaches will be further facilitated by *CASE*'s commitment to **working in tandem with TAA and OED staff to jointly address communication, data collection, and referral issues that serve as a barrier for TAA-eligible workers** and others who need retraining to reenter the workforce. Specific activities will vary based on each college's physical location and history of integration, but includes two colleges who have negotiated shared space as a part of *CASE* implementation. Statewide barriers will be addressed by the addition of TAA leadership on the *CASE* management team (see organizational chart on page 27) and a TAA Liaison on the implementation team to work at the local level to identify and address barriers as they occur. The coaching Community of Practice, which will include the TAA Liaison hired through this grant, will meet quarterly using both face-to-face meetings and video conferencing to update training, review process outcomes, determine best practices and identify needed customizations and/or modifications to meet the needs of *CASE* participants across the state.

Evidence Base: There is **strong evidence** that improving student services results in increased persistence, including Bailey, Jenkins and Leinbach (2007); Community College Research Center (2011); Duke and Strawn (2008); Mechur Karp (2011), National Governor's Association (2011), Scott-Clayton

(2011), and Taylor and Harmon (2010). Additional research has shown that tracking the progression of students across milestones along the way to certificate and degree attainment also improves outcomes. (Leinbach & Jenkins, 2008; Moore, Shulock & Offenstien, 2009; Offenstien & Shulock, 2010, Reyna, 2010)

Strategy meets needs of students and employers: CASE career coaches serve as the “glue” of the systemic change outlined in this proposal. Their role is essential to engaging and guiding potential students through the maze of requirements, opportunities, and options that will ultimately result in successful completion of training linked to a demand occupation. As a part of the college, coaches will have knowledge and access to existing academic resources and support as well as the skills necessary to meet student’s diverse needs. Finally, improved coordination and data sharing between TAA, OED, and the colleges will result in increased referral and support for TAA-eligible and other unemployed workers and provide employers with highly qualified workers with the training and stackable and industry-recognized credentials needed for high demand jobs.

Priority Two: Improve Retention and Achievement Rates and Reduce Time to Completion

Strategy 2.1: Increase understanding and use of Credit for Prior Learning (CPL) within and between Oregon’s community colleges (year 1 pilot project – five partners, year 2-3 Community of Practice for capacity building -all colleges): Five colleges representing urban, rural and frontier regions (Clackamas, Treasure Valley, Oregon Coast, Lane, and Southwestern Oregon) will participate in a pilot program during the first grant year to **increase integration of CPL strategies** aligned with CAEL (2010) national standards and utilizing one or more methods for evaluating student learning (e.g. standardized exams, challenge exams, evaluation of non-collegiate instruction, and portfolio assessments).

Each pilot college has identified an academic department to collaboratively work towards internal understanding and systems needed to implement CPL strategies at their college. Pilot colleges will work together in a Community of Practice (COP) to identify common needs between colleges, share best

practices, and create a portable e-portfolio using a Google platform that can be adapted and accepted between colleges. Quarterly trainings including web-based trainings from subject matter experts will be offered to increase effectiveness. Building on projects undertaken by the pilot colleges, all colleges will participate in quarterly COP meetings during years 2 and 3 to build capacity and shared understanding of best practices across Oregon's community colleges.

A distinct activity within CASE's CPL strategy will focus on aligning and expanding **Military Transcribing** projects currently underway at three community colleges (Clackamas, Klamath, Treasure Valley) to other CASE partner colleges. The most developed of these projects (Clackamas) received seed funding through a grant from the American Council of Education/Wal-Mart, and has developed a cross-walked matrix to transfer credits in three Associate of Applied Science degrees (Automotive, Project Management, and Water Quality) for returning veterans who participated in training while in the military. CASE will expand upon this successful project by developing crosswalk matrices transcribing three additional CTE programs and work with partner colleges to adopt these credits at other institutions, expanding the vision and resources necessary to serve veterans across the state.

Evidence Base: There is **moderate evidence** that use of Credit for Prior Learning expedites educational attainment. The Council for Adult and Experiential learning (CAEL) conducted a study published in 2010 that concluded CPL is a strategy that doubled postsecondary degree attainment across student groups and increased persistence for non-degree-earning students. The study, however, was the first of its kind across institutions and did not answer lingering questions about motivational difference between students seeking CPL and how institutional policies impact CPL implementation.

Strategy meets needs of students and employers: The average TAA-worker has approximately 12 years of experience when they are laid off, life and work experience that sets them apart from youth just graduating from high school. Despite this, Oregon has no defined way for these experienced workers to expedite credit attainment towards reemployment, regardless of the quality of their previous learning experience.

Broader understanding of the benefits of CPL and facilitated use of CPL strategies across Oregon's community colleges will provide additional incentive to these experienced workers to seek retraining opportunities, lessen their time to completion, and reduce the likelihood of early withdrawal. Veterans who receive credit for training received while in the military will have the added benefit of their credits being "blind", or showing on their transcript as a community college class rather than military training. Employers will benefit by having access to highly skilled workers with a solid work record who have persisted and succeeded in training related to jobs in demand occupations.

Priority Three: Build Programs that Meet Industry Needs

Strategy 3.1: Increase availability of Career Pathways for demand sectors and occupations (all colleges): Building upon the foundation of the Career Pathways Initiative over the past six years, CASE will create and offer new and enhance existing career pathway certificates in emerging and projected growth occupations, as well as develop and offer new and enhanced pre-college bridge courses for ABS students leading to a career pathway certificate or industry-recognized credential. CASE will increase substantive employer involvement to enhance labor market payoff. Employers currently work with colleges on advisory committees to align certificates with industry competencies. Through CASE, each college will expand current employer involvement through design and implementation of an outreach strategy with local employers and industry associations. The goal of the employer involvement strategies is to increase the number of employers offering work-based learning for students as well as the number of employers hiring completers of certificates, credentials, and degrees.

CASE will work to support the development of two types of Career Pathways:

1) Pre-college "bridge" programs providing low-skilled adults with entry to postsecondary education leading to a stackable credential. Two types of pre-college bridge programs will be offered at 14 colleges: a) OPABS courses with contextualized bridge courses in multiple occupations, career planning and transition services; and b) contextualized Vocational English as a Second Language (VESL) pathways certificate

programs. Historically, a very small percentage of the targeted population has successfully transitioned from pre-college work to certificate attainment. As such, particular attention will be given to implementing evidence-based practices that create strong bridges for these students to transition from basic skills to certificate attainment and on to job placement. These practices include assistance with navigating college and social service systems to attain needed supports and data-driven continuous improvement to policy and practice.

2) Postsecondary education to advance in a given career and upgrade skills in demand occupation leading to a stackable credential. CASE will offer 28 new and 24 enhanced career pathway certificate programs in emerging and demand occupations. New career pathway certificates and roadmaps will be developed at individual colleges for jobs such as: Solar Installer; Renewable Energy Technician; Solar Fabricator; Geographic Information Systems (GIS) Technician; Licensed Tax Preparer; Gaming Technician; and Corrections Clerk. The postsecondary education programs are structured to be stackable credentials starting with a) Career Pathway Certificates (CPC) or Less Than One Year Certificates (LTOY) (12-44 credits), which are a “chunk” or module of an associate of applied science degree with coursework tied to industry-driven competencies in a specific occupation; and b) a Certificate of Completion (45+ credits) which is the approximately half of what is needed for an associate degree. Certificates and industry-recognized credentials offered through CASE are outlined below.

The existing Career Pathways Initiative will serve as the Career Pathways Community of Practice through the Oregon Pathways Alliance, reviewing all evaluation data and utilizing it to continue quality improvement efforts of the last 6 years.

| CASE certificates, and industry - recognized credentials | |
|---|--|
| Industry Certificates: | A++; CCENT; NABCEP; AAMA |
| Office-related CPC: | Office Fundamentals; Business/General Office; Business Administration; Administrative/Office Professional; Office Support; Entry Level Accounting; CPC & Employment Skills Training Certificates; Project Management |
| Computer-related CPC: | GIS Data Entry Technician; Computer Applications / Basic Computer Literacy; |

| | |
|---|--|
| | Information Technology; CIS; CADD; Computer Information Systems |
| Other business & management CPC: | Retail Sales; Gaming Technician; Licensed Tax Preparer; Accounting; business/management; |
| Agriculture and natural-resources CPC: | Natural Resources Technician; Renewable Energy; Viticulture; Fire Science; Historic Preservation Restoration; Geothermal; horticulture; solar |
| Childhood-related CPC: | Intermediate Early Childhood Education; Childhood Education and Family Studies - Level 1; Level 2; Level 3 |
| Criminal justice CPC: | Criminal Justice |
| Industrial systems CPC: | Manufacturing; Manufacturing Fundamentals; Manufacturing Technician; Solar Fabrication Technician; Welding; Production Technician; Automotive Technician; Maintenance Technician; HVAC Installer |
| One-Year Certificates | Business Tech; Business Software; Renewable Energy |
| Health Services CPC: | Health Informatics, Health Information Management |
| <i>(CPC=Career Pathway Certificates (12-44 credits) are include industry-driven competencies for a demand occupation. These Certificates are approved at the state (CCWD) and are transcribed by the college.</i> | |

CASE has been specifically designed to **address gaps in Oregon’s education and training**

offerings identified in the community outreach process and outlined in Section 1:

1. Most TAA-eligible individuals do not enroll in training programs (all colleges): Improved coordination and referral systems between TAA staff at the state and local level will increase referral of TAA-eligible individuals into college training programs. Career coaches at each college will facilitate referrals and maximize success through enhanced student services.
2. Many students who enter training programs do not persist to completion (all colleges): Career coaches, improved TAA coordination, increased access to CPL, and new and enhanced career pathways that include bridge programs will provide the incentive and support necessary for additional students to persist to completion. Communities of Practice will provide essential information to improve persistence over the life of the grant.
3. Many students do not have the basic skills to succeed in training (all colleges): Pre-college Bridge programs combined with availability increased student services through career coaches will provide students with low basic skills the incentive and support necessary to enter and complete training programs that lead to demand occupations.

4. Credit for Prior Learning is not well defined or utilized (all colleges): Pilot programs, statewide training, and a portable e-portfolio will improve understanding of, and access to, CPL across the state.
Returning veterans will have increased access to transcribed credit for training received in the military at some colleges.
5. Career Pathways Certificates do not exist for all emerging or projected growth occupations (all colleges): 28 new and 24 enhanced Career Pathways linked to demand occupations will be created through CASE.
6. Data and communication systems between college, WIA, and TAA staff are not adequate for referral, support and/or tracking of shared clients (all colleges): The CASE Project Management Team includes state level staff from the CCWD and TAA with the expertise and authority to improve coordination across agencies and work toward common data systems and reporting. Communities of Practice from each CASE strategy and information from local workgroups will further inform the development of facilitated referral, support and/or tracking of shared clients throughout Oregon.
7. Students are not aware of and often do not use resources intended to assist them towards a credential (all colleges): Career coaches at each site will work closely with students and partners to increase awareness and use of resources such as career exploration, training opportunities, and available support and counseling systems. Increased systemic coordination will ensure referrals are made to coaches from agencies working with TAA and other unemployed and underemployed workers.
8. Rural and frontier students have additional barriers to success (10 colleges): Colleges in rural areas will develop new systems and support networks to assist students living in rural areas identify viable career paths and receive training relevant to regional jobs. Newly developed career pathways designed to specifically address local needs will facilitate access to emerging and demand occupations within rural areas where students live.

ii. Project Work Plan

CASE Consortium Project Work Plan

| Priority 1: | | Accelerate Progress for Low-Skilled and other Workers | | | | Deliverables | |
|--|---|---|----------------------------|--|---------------------|--|--|
| Activities | | Implementers | Costs | Time | | | |
| Strategy 1.1: <i>Enhance Student Services by placing career coaches at every college and ensuring student-centered coordination between partners</i> | -Hire, train staff using hybrid CDF curriculum | Blue Mountain, Central Oregon, Chemeketa, Clackamas, Clatsop, Columbia Gorge, Klamath, Lane, Linn-Benton, Mt. Hood, Oregon Coast, Portland, Rogue, Southwestern, Tillamook Bay, Treasure Valley, Umpqua | Strat. total: Equipment | Start Date | 7/1/11 | --Customized supplement to CDF curriculum to address unique needs of CASE participants | |
| | --Recruit, orient, support, guide students through assessment, career planning, training and into jobs | | Year 1: Year 2: | End Date | 6/30/14 | --Recruitment, awareness materials for potential students and referring partners; | |
| | --Identify, utilize tools, resources, opportunities that will expedite students and maximize success. --Work with TAA, OED and WIA staff to facilitate referrals, expedite training and support students --Offer training about TAA requirements/benefits -- Align data tracking systems between TAA/OED and colleges --Ongoing training, support through COP | | Year 3: | Milestones: 8/11- leadership team begins discussion about coordination/data 10/11 – CDF hired 10/11 – start CDF training 10/11-CDF working with students 11/11 – first -COP meeting 3/12 – identify supplemental training materials needed for CDF | | | --Website enhancements to assist in assessment, referral - Training & tools for WIA/TAA/College alignment of services/processes -Guide for Career Coaches --Use Creative Commons Open Source for appropriate deliverables --Final report and data about success strategies |
| Priority 2: | Improve Retention and Achievement Rates and Reduce Time to Completion | | | | Deliverables | | |
| Strategy 2.1: <i>Increase accessibility and use of Credit for Prior Learning</i> | --Training on CPL options/standards | Year 1: Blue Mountain, Clackamas, Lane, Oregon Coast Southwestern; | Strat. total: Equipment | Start Date | 7/1/11 | --Customized e-portfolio for CPL using Google platform | |
| | --Pilot CPL at five colleges in first year | | Year 1: Year 2: | End Date | 6/30/14 | --5 college-specific implementation plans for CPL within a college division | |
| | --Expand COP discussion and training to other colleges in | | | Milestones: 8/11: convene COP with 5 pilot colleges and colleges doing | | | |

| | | | | | | |
|--|---|--|----------------|---|--|---|
| <i>within and between partner colleges</i> | <p>years 2-3</p> <ul style="list-style-type: none"> --Develop e-portfolio with common elements on Google e-platform --Cross-walk 3 pilot AAS courses developed through military transcribing program to other colleges --Identify and develop bridge modules to place completed military transcribed courses on line --Test new transcription process with veteran --Refer people to e-portfolio seminar | <p>Year 2-3: above plus Tillamook Bay, Treasure Valley Clatsop, Klamath, Linn-Benton, Mt. Hood, Oregon Coast, Columbia Gorge, Central Oregon, Umpqua, Rogue, Chemeketa, Portland</p> | <p>Year 3:</p> |  | <p>Military transcribing</p> <p>12/11: initial plans for pilot colleges</p> <p>3/12: launch pilot division CPL effort</p> <p>3/12: pilot CCC e-portfolio seminar</p> <p>4/12: identify common e-portfolio standards</p> <p>6/12: align existing CCC military trans. courses with other colleges</p> <p>6/12: initiate new AAS degrees for military transcribing</p> <p>7/12: complete new cross walk of military transcript (CCC)</p> <p>9/12: integrate all colleges to COP</p> <p>12/12: align new cross-walk with other colleges</p> <p>3/13: enroll veterans into new cross walk</p> <p>9/13: plan for final year COP activities</p> <p>8/14: final report on pilots and statewide CPL plan</p> | <p>--Training curriculum for creating common vision/language for CPL within statewide community college system,</p> <p>--Manual for transcribing credits for returning veterans;</p> <p>--Marketing materials for CPL and military transcribing;</p> <p>--Three cross-walked courses of transcribed military trainings</p> <p>--Use Creative Commons Open Source for appropriate deliverables</p> |
|--|---|--|----------------|---|--|---|

| Priority 3: | Build Programs that meet industry needs | | | | Deliverables | |
|--|--|---|--|------------|---|---|
| | Activities | Implementers | Costs | Time | | |
| Strategy 3.1 <i>Implement Business and Management, Food and Natural Resources, Healthcare, and Engineering Systems Career Pathways</i> | --Provide pre-college and post-secondary education in Project mgmt., Criminal justice (2), general office (2), accounting, early childhood ed., business mgmt., Horticulture, renewable energy/geothermal, fire science, historical preservation restoration, Medical assisting (2), health informatics, CNC, Welding (2), auto-underhood, auto-undercar, CADD, CIS, Basic Manufacturing; Office (7); Computer (7); Licensed Tax Preparer; Gaming Technician; and Retail Sales/Service. Nat. resources; renewable energy; viticulture and enology; production technician, automotive technician; industrial maintenance, HVAC, solar fabrication | Blue Mountain, Central Oregon, Chemeketa, Clackamas, Clatsop, Columbia Gorge, Klamath, Lane, Linn-Benton, Mt. Hood, Oregon Coast, Portland, Rogue, Southwestern, Tillamook Bay, Treasure Valley, Umpqua | Strat. total: | [REDACTED] | Start Date | 7/1/11 |
| | | | Equipment | [REDACTED] | End Date | 6/30/14 |
| | | | Year 1: | [REDACTED] | Milestones: 12/11 & 6/12: approval of new Pathways and curriculum developed | --New and enhanced Career Pathway Roadmaps on 17 CC & OED websites --New Career Pathway Certificates developed and approved --Marketing materials to expand use of Career Pathways on campuses --Career Pathway training manual for partners and college partners --Contextualized OPABS Pre-Bridge Math Course --Contextualized bridge curriculum for basic manufacturing, medical customer service, welding --VESL for Phase 2 of Early CH Ed., --Adult Basic Skills Supports course. --Curriculum for Natural Resources Career Pathway Certificate |
| | Year 2: | [REDACTED] | 9/11 – 6/14: Students entering and completing training, earn certificates, entering employment | | | |
| | Year 3: | [REDACTED] | | | | |

iii. Project Management

Capacity: The CASE project lead, Clackamas Community College (CCC), and the 16 community college partners have the experience and structure to oversee all aspects of the CASE project and have the **staffing, fiscal, administrative and performance management capacity** to effectively and efficiently administer the project.

Project Director Experience: CCC has not identified the specific person to manage CASE, though several qualified internal candidates will be considered. This position will be filled within the first quarter of the grant; other start up activities required for timely grant administration will be overseen by existing CCC staff with similar qualifications. **Minimum Qualifications** for the CASE Director include: Education: a Master's degree in Education, Adult Education, Education Administration or a related field, or a combination of education and experience. Experience: Three years progressively responsible management experience in a similar position, including two years supervisory experience. In addition, the Project Director must have experience leading grants or projects which require navigating multiple institutions, systems and partners, supervising staff, managing budgets, interpreting and employing applicable laws, rules, and regulations, and tracking, monitoring, and reporting on project activities. The CASE Project Director will be supervised by CCC's Dean of Technology, Health Occupations, and Workforce Development, Scott Giltz. The statewide CASE team will also include an Accountant/Contracts Specialist, Data Analyst, and Administrative Assistant.

As outlined on the attached organizational chart (page 27), the Management Team will consist of the CCC Administrator (Scott Giltz), the Project Director, the Workforce Development Director at CCC, and CCWD, TAA, and OED leadership. The Management Team will provide overall guidance, ensure project alignment with state and regional initiatives, and review project reports and evaluations. A Project Implementation Team consisting of the Project Director, Data Analyst, Third Party Evaluator, Career

Pathways Statewide Initiative Director, a lead from each college, and the TAA liaison will oversee implementation at the regional level.

Expert Resources: As is outlined in Section IIID of the SGA, CASE will **leverage expert resources** and advisors to enhance services developed in this grant. Leveraged leadership from the CCWD and Trade Act will be represented on the Management Team and the Pathways Statewide Initiative Director will participate on the Project Implementation Team. Other leveraged resources includes Creative Commons, Carnegie Mellon's Open Learning Initiative, to advise on use of open source as a vehicle for dissemination of curriculum and other promising practices deliverables including the e-portfolio outlined in this proposal.

Other **content experts** will be procured for specific project activities, including CPL, where input from instructors from pilot departments, software technicians for customizing the e-portfolio platform, and national experts for training/workshops will be contracted on an as-needed basis. Additionally, CCC and CASE partners are committed to **securing a third-party evaluator** to conduct the **rigorous evaluation** activities outlined in this proposal. Funds to this purpose are included in the CASE management budget and CCC will use the procurement process outlined below to identify the evaluator within the first three months of the grant. The evaluator will sit on the implementation team, work with staff to collect data and work directly with each college and Community of Practice to complete the evaluation as described.

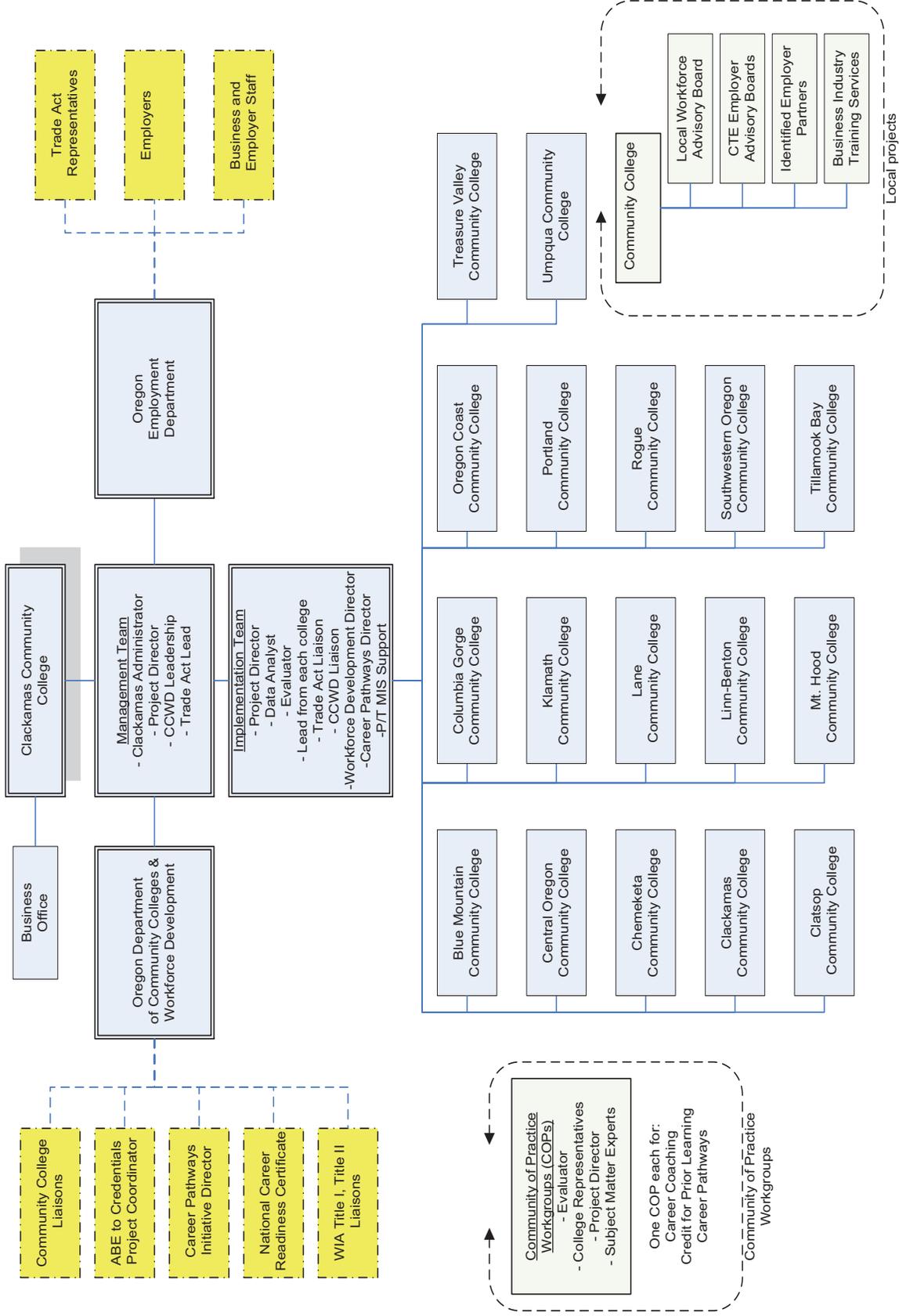
Employer, Workforce System and partner involvement has been incorporated into all aspects of CASE planning. **Local Workforce Investment Board (LWIB) input** is outlined at length in the attached community outreach process and **employer involvement** in the attached Employer letter. All **consortium partners have been actively involved in the planning** of this grant and will continue and expand their involvement throughout implementation. The organizational structure will ensure partner input at the Leadership and Implementation Team levels. Quarterly Community of Practice meetings will further partners input, facilitating both qualitative and quantitative data for use in quality process improvements.

Administrative: CCC has the **administrative and fiscal capacity** to manage the grant effectively and comply with all contract provisions. The Business Office, which has been granted the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting annually since 1991-92, will oversee all accounting and billing related to CASE. The department currently manages the college's \$115,000,000 approved budget as well as \$9.5 million in federal grant awards, of which \$7.5 million is from the Department of Labor. The college has experience with both subcontracting to others and being the subcontractor for grant-related work. Discrete accounting records are maintained for grant expenditures, and the financial management and reporting systems are in place to handle this award. The Director of Fiscal Services, who supervises the Business Office, is a Certified Public Accountant with extensive experience in grants management at nonprofits, municipalities, and the college. The college is fully compliant with generally accepted accounting principles, applicable state and federal laws, and OMB circulars related to grant-funded programs. The Comprehensive Annual Financial Report is audited by independent CPAs whose practice is dedicated to audits and to community colleges in particular. The audit includes all compliance aspects mandated by the OMB Circular A-133, the single audit act, and there are no findings or questioned costs. Procurement Processes: CCC will use its well-established procurement system and processes to efficiently construct contracts in accordance with federal requirements, state law and procurement rules. Subcontracts will include clear work scope and deliverables, cite all applicable federal and state requirements, and clearly outline compliance obligations and performance responsibilities. CCC will monitor all sub agreements to ensure compliance with terms, activity, scope and deliverables. Each college will apply its own effective procurement system, policies and practices, each of which has already been vetted for conformance to state and federal procurement requirements by the Oregon Department of Community Colleges and Workforce Development.

iv. Sustainability

The CASE Consortium will create a systemic approach to implementing and strengthening statewide initiatives. **The Career Pathways Initiative and increased coordination between partners will be sustained within existing funding structures.** Career pathway certificate programs created through this grant will be sustained using existing college funding mechanisms and student tuition. Curricula, course materials, and other deliverables will continue to be used among all community colleges at the end of the grant period through Creative Commons. College faculty will gain expertise and incorporate strategies into their work with students. Newly development materials will be posted regularly to www.oregonpathways.org website and presented at the National Council for Workforce Education (NCWE) annual conference to facilitate national dissemination to promote sustainability. CASE efforts to expand use of Credit for Prior Learning will result in increased understanding and acceptance of CPL as a vital student success strategy and be **sustained through a web-based e-portfolio available to all colleges** and through faculty and staff who will **integrate the practice more widely across their institutions** and the state. Ongoing costs related to CPL will be **secured through fees from students** utilizing newly implemented CPL strategies. Finally, while funding for career coach positions may be directly linked to CASE funding, **training for the positions will continue to be readily available** through OED. Outcomes identified through the evaluation of the coaching strategy will allow individual institutions to determine the position's relevance within their college structure, pursue alternate funding sources, or identify ways they can integrate the most effective aspects of the role into other positions.

CASE Consortium Organizational Chart



3. MEASUREMENT OF PROGRESS AND OUTCOMES

The *CASE Consortium's* Management and Implementation Teams, as well as, Communities of Practice will track results, promote continuous improvement, and document effective practices and their outcomes using data on progress, implementation, and outcomes measures. This data will be combined with the results of site visits and structured interviews with community colleges, project staff, project partners at the state and local level, participants, and employers, and will be conducted by an independent third party evaluator throughout the project.

Progress and Implementation Measures

The *CASE Consortium's* Implementation Team—made up of leads from each participating community college; representatives from the Oregon Department of Community Colleges and Workforce Development (CCWD), including the Pathways Initiative Statewide Director, and Oregon Employment Department (OED); and *CASE* project staff—will track progress of participants in attaining their educational and employment goals as well as progress toward successful implementation of *CASE* strategies. This will include tracking progress and implementation measures tied to each of the strategies, as spelled out in the table below.

Progress and Implementation Measures by Strategy

| Strategy | Progress Measures | Implementation Measures |
|--|--|---|
| Enhance Student Services by placing career coaches at every college and ensuring student-centered coordination between partners | Increase in number/percent of participants identifying career pathways early on Decrease in number/percent of participants changing career pathways Increase in number/percent of participants who enroll quarter to quarter Increase in number/percent of credits earned by participants out of those attempted Increase in National Career | Expansion and enhancement of career development facilitation Training and certification of career development facilitators Expansion and improvement of academic supports (direct service or access to tutoring, study skills courses, career counseling, academic advising) Expansion and improvement of nonacademic supports (direct service or access to coaching, case management) |

| | | |
|--|---|--|
| | <p>Readiness Certificates awarded</p> <p>Increase in number/percent of participants awarded career pathway certificates</p> <p>Increase in job placement rate of participants</p> <p>Increase in number/percent of TAA affected workers and WIA participants taking part in education and training</p> <p>Increase in number/percent of TAA affected workers and WIA participants attaining certificates, degrees</p> | <p>Expansion and improvement of financial resources (direct service or access to financial aid, emergency help, subsidies for books, transportation, food or clothing, referrals to other public supports)</p> <p>Development of strong connections between TAA, WIA and community colleges at state and local levels (e.g., TAA and WIA participation on consortium management team, data and information sharing, WIB participation in local projects, etc.)</p> <p>Expansion of outreach to TAA affected workers and WIA participants</p> <p>Expansion and improvement of TAA and WIA referral mechanisms</p> |
| <p>Increase understanding and use of Credit for Prior Learning (CPL) within and between Oregon's community colleges</p> | <p>Increase in number/percent of credits participants earn through CPL</p> <p>Reduction in time to attainment of certificate, degree</p> | <p>Expansion of credit for prior learning options</p> <p>Development of portable e-portfolio</p> <p>Expansion of military transcribing</p> |
| <p>Career Pathways for Demand Occupations, including Bridge Programs</p> | <p>Increase in number/percent of participants enrolled in career pathway programs</p> <p>Increase in number/percent of participants completing career pathways programs</p> <p>Increase in number/percent of participants moving from ABE and developmental education to career pathways</p> <p>Increase in number of employers involved in career pathways, including developing roadmaps, certificates, and curriculum;</p> | <p>Creation of new career pathway certificates & roadmaps targeting demand occupations, including required common elements (e.g., occupation, competencies, courses, wages, labor market information, and employers), and their posting to community college and OED websites</p> <p>Enhancement of existing career pathways roadmaps on websites</p> <p>Creation and implementation of new bridge programs</p> |

| | | |
|--|--|---|
| | providing internships; and hiring completers | Enhancement of existing bridge programs Design and implementation of employer involvement strategies and materials |
|--|--|---|

Two data systems will be used to collect data and information on participants and progress measures. Community college staff will gather data on participants—identifying information, program/field of study, and TAA and WIA participation—and enter it into i-Trac, a web-based WIA management information system developed under a US DOL grant. Project staff will send the i-Trac data to CCWD, which administers the Oregon Community College Uniform Reporting System (OCCURS), Oregon’s statewide data collection system that contains student, course, enrollment, technical skill assessment, credit attainment, and completion data. CCWD will provide the *CASE Consortium* OCCURS data on participants. This will be the primary data source for progress measures.

OCCURS data will be supplemented by community college records (e.g., National Career Readiness Certificates awarded, CPL credits earned, etc.) and other state agency records (e.g., percent/number of TAA affected workers participating in education and training), as needed.

Institutional records will be the primary data source for implementation measures.

At quarterly meetings, the Implementation Team will review the most current data on participants and progress and implementation measures, with a focus on what is and is not working, and what is needed to improve results. The data will be supplemented by the results of structured interviews and site visits conducted by the evaluator. The structured interviews will be conducted with project staff, participating community colleges, and project partners, with topics of inquiry including progress to date, results, challenges and opportunities, lessons learned, and implications going forward. The site visits will be conducted at key points during the project (e.g., start up and implementation) and include interviews with representatives of the community college, including those implementing strategies; participants; employers;

labor organizations; community based providers; local project partners; and other stakeholders. Topics of inquiry will include:

- What is the impact on community colleges? What is working and not working? What lessons have been learned, and what are their implications going forward? What challenges have been encountered and what are possible ways to address them?
- What is the impact on participants? From the perspective of participants, what is working and not working? Are they achieving their educational and employment goals? What barriers are they encountering and how might they be addressed? Are there changes or improvements they would recommend?
- What is the impact on employers? From the perspective of employers, what is working and not working? Are they getting the workers they need? Do they have the required skills? Are there changes or improvements they would recommend?

The evaluator will help facilitate the review process, working with the Project Director.

In addition to the Implementation Team, the *CASE Consortium's* communities of practice—made up of representatives from each of the participating community colleges, subject matter experts, and project staff—will track progress and implementation measures for their respective strategies: career coaching; credit for prior learning; and career pathways, including bridge programs. This will be done quarterly. Data will be supplemented by the results of the structured interviews and site visits. The focus will be on in depth, strategy specific examinations of what is and is not working, and what is needed to improve results.

Quarterly reports will document progress and implementation measures for each strategy. The *CASE Consortium* Leadership Team—made up of leadership from CCWD, OED, TAA, and Clackamas Community College, as the *CASE Consortium* lead—will review the quarterly reports at regular meetings, with a particular focus on implications for state policies, initiatives, systems, and practices.

Outcome Measures

The *CASE Consortium* will track and report educational, employment, and earnings outcomes for participants—and a comparison cohort—using OCCURS and matching wage records from OED. More specifically, OCCURS data will be used to report on participants' educational outcomes, including basic skills attainment, credit attainment rate, attainment of industry recognized certificates (both less than one year and more than one year), and attainment of degrees. OED matching wage records will be used to report on an annual basis participants' employment and earnings outcomes, including entered employment rate, employment retention rate, and average earnings.

Participant outcomes will be compared to a comparison cohort constructed of individuals enrolled at community colleges who have similar characteristics (e.g., demographics, education and training profiles, etc.), but are not a part of *CASE Consortium* strategies. Data for the comparison cohort will also come from OCCURS and OED matching wage records.

Outcomes will also be analyzed by community college; type of certificate/degree, industry/occupation area, and demographics.

Annual targets for educational, employment, and earnings outcomes for *CASE Consortium* participants are spelled out in the table below. It is projected that a total of 3,525 participants will be served over three years. Of this total, 2,468 participants (70%) will earn less than one year certificates, including career pathways certificates; 353 (10%) will earn more than one year certificates; and 176 (5%) will earn degrees. These are not mutually exclusive outcome measures. For example, it is expected that some earning less than one year certificates will go on and get more than one year certificates and/or degrees. Of the 2,468 participants earning less than one year certificates, it is projected that 1,604 participants (65%) will enter employment, and of these, 1,283 (80%) will retain employment.

In setting these targets, baseline data on a comparison group of 3,650 individuals new to the state's community colleges in 2008-09, 24 years of age or older, and interested in earning less than a one year

certificate were analyzed, tracking them through 2009-10. Data on educational outcome measures are from OCCURS. Data on employment and earnings outcome measures are from WIA and for those participating in training (e.g., adult basic skills, occupational skills training, professional-technical training, upgrade and training, etc.) during the same time period. This is used as a proxy measure. During the first month of the grant, WIA data will be replaced by employment and earnings outcome data from OED matching wage records for the comparison group and CASE targets modified, as needed.

The targets also take into account economic and labor market information, employer input, and discussions among the community colleges and with state level partners.

Plans for filling other gaps include using OCCURS data on the comparison group to establish the attainment of basic skills baseline – the total number of adult basic skills/remedial courses completed divided by the total number of individuals who tested into some type of remediation. From this, the CASE outcome target will be set. During the course of the CASE grant, efforts will be made to develop a better outcome measure for basic skills attainment, given the Consortium’s work on bridge programs.

**CASE Consortium
Outcome Measures**

| Measure | Target for CASE Consortium | Comparison Group – Recent Data (Baseline) |
|---------------------------|-----------------------------------|---|
| Demographics* | | Female – 52% Male – 48% People of color – 18% White – 82% Age – 39 (average) Veteran – 3% Remediation – 26% |
| Entered Employment Rate | $\frac{1,604}{2,468} = 65\%$ | $\frac{1,721}{3,007} = 57\%$ |
| Employment Retention Rate | $\frac{1,283}{1,604} = 80\%$ | $\frac{947}{1,721} = 55\%$ |

| | | |
|---|---|---|
| Average Earnings | \$16.86/hr | $\frac{\$13,155.41}{909} = \$15.33/\text{hr}$ |
| Attainment of Basic Skills | - | - |
| Credit Attainment Rate | $\frac{81,075}{3,525} = 23 \text{ credits}$ | $\frac{37,486}{1,893} = 20 \text{ credits}$ |
| Attainment of Industry** Recognized Certificate (less than one year) | $\frac{2,468}{3,525} = 70\%$ | $\frac{2,079}{3,650} = 57\%^{***}$ |
| Attainment of Industry** Recognized Certificate (more than one year) | $\frac{353}{3,525} = 10\%$ | $\frac{0}{3,650} = 0\%^{****}$ |
| Attainment of Degree** | $\frac{176}{3,525} = 5\%$ | $\frac{0}{3,650} = 0\%^{****}$ |

* Demographic data are self-reported, with the exception of remediation. This is the percent that tested into some type of remediation.

** The educational outcome measures are not mutually exclusive. It is expected that some earning less than one year certificates will go on and get more than one year certificates and/or degrees.

*** Of the 2,079 attaining less than one year certificates, 1,086 were career pathways certificates. This is not an unduplicated count in that some participants who receive career pathways certificates go on and get less than one year certificates.

**** 1,329 of the 3,650 are still enrolled; some of these may go on to attain more than one year certificates and/or degrees.

The system and process for evaluating progress and implementation will also be used to evaluate outcomes. The *CASE Consortium* Implementation Team and Communities of Practice will review and analyze data on the outcome measures, along with the progress and implementation measures, with a focus on what is and is not working, and what is needed to improve results. Data will be supplemented by results of the structured interviews and community college site visits.

The evaluator will help facilitate the process, working with the Project Director.

Annual reports will document outcomes for each strategy. The *CASE Consortium* Leadership Team will review these reports at regular meetings, with a particular focus on implications for state policies, initiatives, systems, and practices.

In addition, a final report—drawing on the data on progress, implementation and outcome measures; results of the structured interviews and site visits; and other sources—will provide in depth documentation of effective practices and their results.