



## Oregon Talent Council Grant Development & Oversight Committee

**September 26, 2016**

**3:00 - 4:00pm**

**Tualatin WorkSource Center**

**7995 SW Mohawk Street**

**Tualatin, OR 97062**

**Dial-in: 888-204-5984; Access Code: 3799438**

Members: Eileen Boerger, Soundharya Nagasubramanian, Becky Pape

### AGENDA

1. Status/Update on Council's Grant Process
2. Review Directed Investment Opportunities
3. Public Comment

Persons wishing to testify during the public comment period should sign up at the meeting or submit their testimony in writing in advance of the meeting.

All meetings of the Oregon Talent Council are open to the public and will conform to Oregon public meetings laws. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Michele Vitali at (503) 612-4268 or by email at [michele.b.vitali@oregon.gov](mailto:michele.b.vitali@oregon.gov). Requests for accommodation should be made at least 72 hours in advance. Staff respectfully requests that you submit 15 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact council staff 24 hours prior to the meeting.



**Oregon Talent Council Directed Investments Portfolio**

For discussion by Grant Development & Oversight Committee  
September 26, 2016

**Background**

The Council allocated approximately \$1.8 million for directed investments and has \$567,774 remaining to invest in models, templates or talent infrastructure efforts through June 30, 2017.

The table below lists the awarded (A) and potential directed investments (B – G) that address the four models identified as priorities by the Grants Committee in July. Also included is a possible investment in career services infrastructure (H) that was the subject of public comment and councilor discussion at the May 2016 meeting. The total for those with a proposed amount is \$468,136.\*

#	Model Type	Sponsor/Project Name	Potential Investment
A	Professional Skills	Oregon Bio: BioPro and BioCatalyst Workforce Training Expansion	\$750,000 (awarded 8/2016)
B	Professional Skills	OSU: Integrated Professional Development	\$200,000
C	Professional Skills	TBD: Bend-Poly Summer Academy	\$25,000
D	Professional Skills	a. TBD: Data Analytics Finishing School Model b. University of Portland: Senior Capstone Model	TBD
E	Internship	OSU: College of Science Professional and Technical Talent Internship Program Evaluation	\$50,000
F	Knowledge & Skills Transfer	Rogue CC: Knowledge & Skills Transfer for Manufacturing & Millwrights	\$52,136
G	Accelerated Retooling	PSU: New Beginnings for Biomedical Informatics	\$91,000
H	Talent Infrastructure	TBD: Improving the Connection Between Oregon Students and Employers	\$50,000

\*The Worksystems project to implement the Train Oregon online platform is not included in the above table largely because the Council funded the proposal submitted in Round 2 without the additional Council outcomes that have become part of the directed investment conversations.

**Professional Skills Models**

This category includes models within specific programs or tracks, integrated into degree required coursework (undergrad or graduate degrees), or as summer or final year skills academies. The purpose of these models is to improve both the interpersonal and employability skills of emerging or incumbent workers along with the professional or technical skills required by industry so that workers are better prepared and faster contributors.

**A. Oregon Bioscience – BioPro and BioCatalyst Workforce Training Expansion and Model Development (\$750,000)**

This investment develops a model to expand the reach of Oregon Bio’s industry-based professional development model to a new industry, creates a viable internship program model, and creates a template/model with proven efficacy for taking the BioPro and BioCatalyst programs to scale.

**B. OSU College of Science – Integrated Professional Development as Degree Required Coursework (\$200,000)**

This project will build an Integrated Professional Development (IPD) curriculum content on a scalable and flexible platform, deliver topics in required for-credit courses, and establish a College of Science internship experience program. Outcomes include the IPD library containing instructional content, exercises, assignments, tracking and resources with OSU E-campus and PACE; IPD library access to partners; and model and best practices for IPD delivery within existing degree-required coursework and with stand-alone internship programs.

**C. TBD – Bend-Poly Summer Academy (\$25,000)**

This program brings industry job-related skills and experience to liberal arts students. The Bend-Poly Summer Academy has developed and implemented a summer skills academy model in digital marketing (data and business intelligence) for recent graduates and for existing undergraduate liberal arts students. The Council outcome is a post-mortem to learn from this model and be able to compare/contrast these lessons learned with the Oregon Bio and OSU curriculum models.

**D. Models in Development**

**a. TBD – Data Analytics Finishing School Model (TBD)**

Systems and data specialists and data and business intelligence analysts are needed in all industries. At present, there is no obvious entity to host or sponsor a finishing school for data science, or a clear, agreed-upon problem statement. This model may require further engagement of the universities around the needs and opportunities of data science and some additional research into how to build the curriculum.

**b. University of Portland – Senior Capstone Model (TBD)**

UP is interested in partnering with the Council to build a replicable model that incorporates project management skills as part of senior capstone courses. The outcome would be a replicable model that UP would pilot in AY 17-18, including:

- I. Defined outcomes for what graduating seniors in engineering and computer science (at the bachelor’s level) should know in terms of project management.
- II. A project management curriculum to be included in the senior capstone courses along with the logistics regarding timing, etc.
- III. Training modules for industry and faculty advisors that allow them to reinforce the concepts throughout the capstone courses.

- IV. Assessment tools/rubrics that faculty can use to determine if the curriculum is successfully meeting the outcomes.

### **Internship Models**

Internship programs connect industry with education to provide emerging workers with better experiential learning and work exposure, and can support industry in finding the talent they need. A number of successful models exist in Oregon for some of the Talent Plan's key occupations, but there are gaps for some occupations and in some industries and in connecting employers with student talent.

Additional research is needed to identify the existing programs and gaps, and the principles and components of successful programs. This information can be used by the Council to engage education and industry in a best practice forum on internships and may inform investments in pilots, models or infrastructure in the 2017-19 biennium. One key gap in creating more internships -- connecting students to employers -- may be addressed by the proposed talent infrastructure investment in career services.

### **E. OSU College of Science – Professional and Technical Talent Internship Program Evaluation (\$50,000 –jointly awarded with the IPD curriculum for a total of \$250,000)**

The purpose of this project is to catalogue the various professional and technical talent-focused internship programs (those that deliver the programs not those hosting interns) that exist to:

- Define the common governing principles
- Inventory internship programs and identify gaps, and make that available to industry
- Document the benefits for building and leveraging successful programs
- Inform potential new programs through best practices
- Establish a network of the people connected to internship program success

### **Knowledge & Skills Transfer Models**

This model includes initiatives designed to transfer knowledge and skills within industries or companies from experienced and soon-to-retire employees to incumbent and emerging workers. This issue is not unique to Oregon. As previously discussed, this issue is a priority for industry, but additional research or small pilots are needed as a first step to help the Council identify where to make additional investments.

### **F. Rogue Community College – Knowledge and Skills Transfer Project for Manufacturing & Millwrights (\$52,136)**

This project is an industry-led effort in Southern Oregon to pilot and learn from a small model of how to transfer the wisdom, experience and skills of retiring workers to the next generation of incumbent and emerging workers through a mentorship and pre-apprenticeship program. The project is a fast-track model that will reduce the training time required for a millwright by approximately one year, without compromising the quality of training. RCC will develop a report on the model and the lessons learned from the perspective of the companies, college, mentors and mentees in this pilot effort.

### **Accelerated Retooling for Highly Technical Occupations Models**

These training and education models are designed to prepare students holding non-technical undergraduate degrees for technical graduate programs or jobs. These are not quick retooling models. The key value may be in determining whether there are ways to accelerate this type of training while at the same time attracting more people to the industries where these jobs exist. These may also be models where the Council needs to build an explicit relationship with the HECC around implementation.

#### **G. PSU – New Beginnings for Biomedical Informatics (\$91,000)**

This project will develop the curriculum for a 30-week accelerated program designed to prepare high achieving students holding non-technical undergraduate degrees to be successful in the PSU Master of Science in Computer Science or the OHSU Master of Science in Biomedical Informatics. This is an expansion of the successful New Beginnings model at PSU.

### **Talent Infrastructure**

Outside of the training and education models, the Council has also identified a need to invest in talent development infrastructure, such as upgrading the connection between Oregon employers and post-secondary students through adoption of new career service tools or training.

#### **H. TBD – Improving the Connection Between Oregon Students and Employers**

This is a placeholder for additional discussions with Oregon’s Higher Education Career Service Directors on the technology platform that may better support Oregon employers to access students (internships and jobs), help students understand the skills needs of employers, and provide better information on the gaps between industry needs and student preparedness. This investment could include:

- Small stipends to participating colleges and universities to change platforms
- Training for career services professionals in how to use the data analytics to better engage students and industry
- Engagement with industry to promote the platform and how to better engage with education

### **Next Steps**

At the September 26, 2016 meeting, the Grants Committee will review the directed investment models and associated proposals, identify those ready for an award by the Council at the October 7 conference call meeting, and discuss those that need further development.

# Directed Investment Models

