Recommendations for Achieving the Middle 40

A report
developed by a taskforce consisting of members of

The Oregon Workforce Investment Board

And

The Higher Education Coordinating Commission

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And the many others who provided input and advice on the development of this report**.**

EXECUTIVE SUMMARY

In today's competitive global market, the future prosperity of states depends on the skills and talents of their people. Oregon has adopted a number of education and workforce initiatives to support the development and certification of a more highly skilled populace. Oregon's 40-40-20 goal, adopted into law in 2011, has become shorthand for the efforts of the Legislature, Governor, the Oregon Education Investment Board (OEIB), and other state education boards, commissions, and agencies to significantly improve the education achievement levels and prosperity of Oregonians by 2025.

The 40-40-20 goal provides a "North Star" aligned with Oregonians' economic, civic, and social aspirations, against which to generally gauge the state's educational progress. It states that 40% of Oregonians will have a four year degree or better, 40% will have a postsecondary credential and all Oregonians will graduate from high school. In April, Governor Kitzhaber chartered a taskforce consisting of members of the state's Higher Education Coordination Commission (HECC) and the Oregon Workforce Investment Board (OWIB) to develop recommendations to better align the middle 40 goal with the programs and services offered in the state's workforce system.

The taskforce adopted a mission statement clarifying its responsibility to help assure the achievement of Oregon's middle 40 goal expand economic opportunities for citizens. The taskforce then adopted a six month work plan to address the issues raised in its charter. An additional request from the OEIB, to further clarify the state's middle 40 goal and how it should best be achieved, was added to the scope of work.

Members of the taskforce focused on mechanisms that the two boards could use to better support the local institutions and program providers responsible for efforts to achieve the middle 40. From the beginning, the taskforce made clear its expectations that the framework would encourage locally delivered programs and services to work together to meet the shared mission.

Toward that end, the taskforce defined shared space as "joint ownership for the development of aligned policies, outcome measures, guidance, resources, communications, data and evaluation necessary to achieve Oregon's middle 40 educational and workforce goals."

Recognizing that local relationships are complex, the taskforce chose not to artificially constrain the roles and responsibilities of local partners in achieving the goal. Taskforce members determined that it was not in the state's best interest to prescribe roles in a way that would limit local creativity or reduce responsibility for achieving the goal. The taskforce did, however, clarify expectations that workforce and postsecondary programs should work together more closely to achieve the middle 40 goal.

The taskforce developed nine recommendations for adoption by the HECC and the OWIB. Once adopted, these ten recommendations will form the basis for ensuring a greater likelihood that the state will achieve its goal for a prosperous Oregon based on the skills and talents of her citizens.

Recommendations:

1. **Forward the following recommendations to OEIB for endorsement and incorporation into its efforts to achieve the middle 40 goal.** The taskforce executed its scope of work in the context of the OEIB's efforts to achieve not only the middle 40 numeric goal, but also to promote career readiness and advancement based on the

mastery of skills and knowledge - competency. We ask the OEIB to hold Oregon's publicly funded institutions accountable for ensuring a skilled populace that can use its talents to support a more prosperous future. Success in this endeavor will require policy makers and implementers to keep in mind that achievement of Oregon's 40-40-20 goals is not always a linear process where students advance along pre-determined educational pathways. Efforts to expand what counts, view Oregonians as common customers, commit to common outcomes and meet on a regular basis to identify opportunities to work together on what matters are described in the following recommendations. OEIB is asked to:

a. Endorse these goals and recommendations;
b. Incorporate the current and future shared learning of the OWIB and the HECC into its work; and
c. Continue to hold the OWIB, the HECC, and the programs, services and systems to which they offer guidance accountable for improving outcomes.

2. **Cast a wide net when considering what counts for the middle 40**. All middle 40 degrees, credentials, licensures and certifications issued by accredited public and private institutions, registered apprenticeships, recognized industry associations or identified third party vendors should be included in what counts. Credentials that count should be validated by accrediting bodies, third party review, and/or student demonstrations of mastery against set criteria.

3. **Count the number of Oregonians with credentials, but track all middle 40 credentials earned.** The state legislature clearly stated that 40% of Oregonians should have a middle 40 credential, therefore achievement of the middle 40 must be based on the number of Oregonians with credentials. However, there is value in knowing which credentials have been awarded and how these tie to the requirements of the labor market and businesses and affect career pathways for individuals.

4. **Collect/share student level data in order to count Oregonians with middle 40 credentials and track degrees, certificates, and credentials in the labor market.** Individual student level data is necessary in order to count Oregonians with degrees and credentials. The ability to obtain and track student level data will be challenging, but is necessary if the state is to count Oregonians with middle 40 credentials.

5. **Co-Enroll postsecondary participants into the WorkSource database for common ownership of outcomes.** Enrolling participants of Oregon's postsecondary education programs in the WorkSource system would better connect the human talent with the resources that help students find and keep jobs. Oregon needs a workforce system that is relevant and responsive to the broadest range of job seekers and businesses seeking workers possible. Adding postsecondary students to the WorkSource system by co-enrolling them seems a logical, valuable next step.

6. **Adopt common outcomes for the Education and Workforce Systems.** The foundation for achieving collective impact is having a shared vision and outcomes. The taskforce recommends the adoption of a common set of outcomes across the institutions issuing middle 40 credentials and providing workforce services, as follows: skill gain/credential rate (to show progress toward middle 40 goals across systems), entered employment, employment retention, earnings from employment, and wage gain

7. **Use Oregon's Performance Reporting Information System (PRISM) to report outcome measures.** PRISM, Oregon's workforce performance measures system, combines information on individuals served by Oregon's workforce system with quarterly tax reports provided by Oregon businesses to determine whether those served by the system are successful in their quest for jobs (and for good jobs). Currently, six programs from the Department of Human Services, the Department of Community Colleges and Workforce Development (CCWD), and the Employment Department are included in PRISM. Adding postsecondary data to PRISM provides a simple way to report on the common outcomes listed above for students as well job seekers.

8. **Use data developed by the HECC, Oregon Employment Department and ECONorthwest as a starting point to identify middle 40 goals for those not currently in the education pipeline (e.g., working adults not currently in school).** The HECC, Oregon Employment Department and ECONorthwest are developing a report to assist with the identification of goals for middle 40 credentials for those outside the education pipeline. The OWIB and the HECC should come together to make a recommendation to OEIB for setting a goal in light of the data, once the report is completed.

9. **Adopt mechanisms to develop and align policy related to achievement of the middle 40 goal.**
   - *Host an annual Talent Summit* – It will be critical for both boards and for the institutions that provide the services necessary to achieve the middle 40 to have a better understanding of market trends and opportunities to respond to economic needs.

   - *Host a biennial policy summit to focus on the implementation strategies to support the achievement of middle 40 goals (Every odd numbered year)* – Sector partnerships align education and training programs with industry needs to produce readily employable workers. A biennial policy summit would allow the two boards to align policies to assure that middle 40 credentials result in economic outcomes for Oregonians.

   - *Utilize state and local workforce investment plan development and revision as an opportunity to expand support for shared goals* – one of the most powerful tools for aligning education and workforce efforts to support the middle 40 goal is the strengthened local strategic planning requirements under the Workforce Innovation and Opportunity Act. Local workforce investment boards are required to create comprehensive plans to assure that the workforce needs of job seekers and businesses are addressed. These plans provide a platform for increased alignment and support of the state's middle 40 goal.

10. **Make strategic investments to align middle 40 goals with economic success for Oregonians.** While casting a wide net allows for greatest customer choice, investing strategically to assure that education also results in economic gains helps achieve Oregon's middle 40 goals. The two boards should establish a mechanism to meet biennially, at the start of the budget development cycle, to identify opportunities to support, leverage, and co-fund common priorities.

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OVERVIEW

In today's competitive global market, the future prosperity of states depends on the skills and talents of their people.

Oregon's 40-40-20 goal, adopted into law in 2011, has become shorthand for the efforts of the Legislature, Governor, the Oregon Education Investment Board (OEIB), and other state education boards, commissions, and agencies to significantly improve the education achievement levels and prosperity of Oregonians by 2025.

The 40-40-20 goal provides a "North Star" aligned with Oregonians' economic, civic, and social aspirations, against which to generally gauge the state's educational progress.

Settling on 40-40-20 signifies the view of Oregon leaders that the state's goals for education should not merely attempt to reflect the labor market expected under current trends and conditions. Rather, the goals should reflect the economy and conditions of life that the state wishes to create. Oregon's 40-40-20 borrows heavily from the premise that significantly increasing the education levels of Oregonians will help to fuel an economic transformation for the state. This "supply-side" understanding of 40-40-20 predicts that higher levels of educational attainment will lead to job growth and income increases that analysis of today's employers simply cannot predict.

The OEIB was formed to align investment and policy across the entire educational enterprise to achieve the goal. The Higher Education Coordinating Commission (HECC) was formed specifically to support the attainment of the upper 40-40 goals. In addition to the HECC's responsibilities for allocating state funding to higher education, approving programs and degrees, and developing policies for inter-institutional coordination, the HECC advises the OEIB on post-secondary achievement compacts and budgets.

The Oregon Workforce Investment Board (OWIB) has existed since 1998 under the federal Workforce Investment Act. The OWIB is charged with advising the Governor on workforce issues and developing a strategic plan to guide the implementation of more than 14 federal and state funded programs that are often referred to as the "workforce system". While the OWIB does not have direct responsibility for planning for post-secondary institutions, its strategic plan recommends greater alignment among educational and other workforce investments in order to assure that individuals find employment and businesses have the skilled workforce they need.

Since 2008, Oregon's workforce system has been in the process of redefining its purpose and goals. The system started a service integration effort to better meet the skill deficits of Oregonians seeking work. Based on the needs of a changing economy, WorkSource Centers, the publicly funded places where job seekers go for assistance with finding work, were redesigned to ensure that more job seekers would know and be able to improve their skills in order to advance in the workplace. In 2012, under the OWIB's umbrella, a workforce system redesign effort was undertaken to support and expand these efforts. The OWIB prioritized a focus on the "middle skill jobs" – those that require more than a high school diploma, but less than a four year degree. This aligned well with the "middle 40" educational goal established for the HECC.

Recognizing that achievement of Oregon's middle 40 goal necessitates a strong connection between educational achievement and labor market success, Governor Kitzhaber chartered a taskforce with the following goals:

- Identify a set of common goals for achievement of the middle 40 with common measurable outcomes.
- Clarify the roles and responsibilities of the two boards as well as the roles of the education and workforce partners to achieve middle 40 and workforce goals.
- Identify the policy areas where there is overlap between the work of the two boards related to common goals, and recommend a mechanism for managing this "shared space" in order to achieve common outcomes.
- Clarify the relationship and accountability between workforce and education partners for the achievement of common goals, outcomes and metrics.

Members of the taskforce included members of the HECC and the OWIB, as well as experts representing state agencies, community colleges, and local workforce investment boards.

The taskforce was asked to provide a report that:

- Documented the roles and responsibilities of the OWIB and the HECC relating to the achievement of Oregon's middle 40 and workforce goals.
- Documented the "common space" between the HECC and the OWIB, with a recommendation for managing this common space into the future.
- Recommended a set of common outcomes related to the achievement of the middle 40 and workforce goals with clarification of accountability for the achievement of those goals.
- Stated the HECC's and the OWIB's expectations related to the roles and responsibilities of the partners within the workforce and education systems charged with delivering common outcomes.
- Compared actual and projected labor market needs with actual, projected and aspirational educational attainment levels for the adult population; and
- Recommended further articulation of degrees, certificates, and other credentials that should constitute the "middle 40," and analyzed the State of Oregon's ability to track or count those degrees, certificates, and credentials.

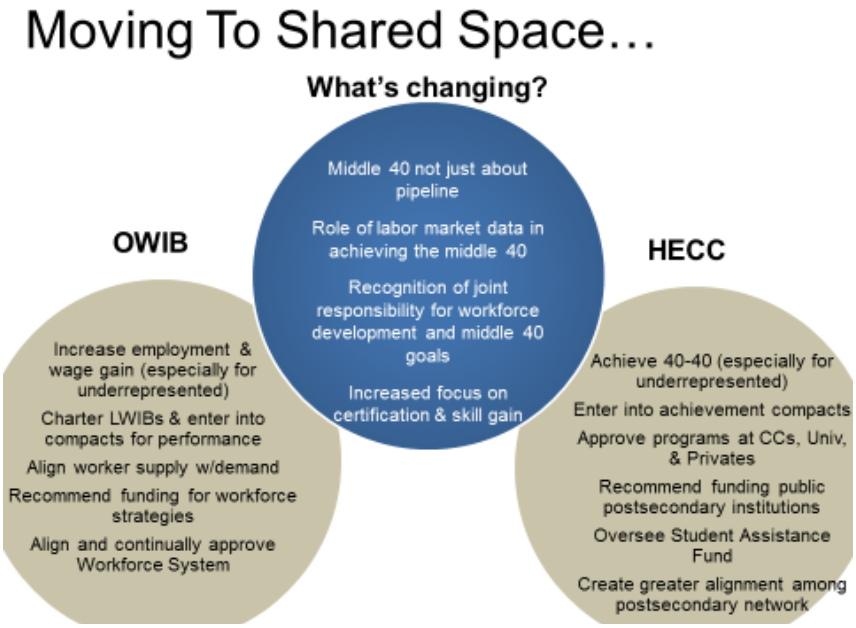
In April 2014, the taskforce adopted a six month work plan to address the issues raised in its charter. An additional request from the Oregon Education Investment Board to further clarify the state's middle 40 goals, and how these should best be achieved was added to the scope of work.

Taskforce members adopted a mission to find ways to "share responsibility for achievement of the middle 40 goal" at the state and local level. From the beginning the taskforce made clear its expectations that the two boards would work to create a framework that would encourage locally delivered programs and services to work together to meet the shared mission.

Toward that end, the taskforce defined shared space as "joint ownership for the development of aligned policies, outcome measures, guidance, resources, communications, data and evaluation necessary to achieve Oregon's middle 40 educational and workforce goals." The taskforce identified the following ways to "share space" in order to achieve its goals:

- Aligning policy
- Developing shared outcome measures
- Developing aligned system guidance regarding goals or expectations
- Aligning resources to co-invest in projects, strategies, and/or programs
- Developing a common, consistent message and communication strategy
- Using data to inform policy, completion targets, program decisions, and improvement strategies

Building on the existing goals and plans of each board, the taskforce began to work on a set of recommendations to expand the shared space at both the state and local level.



Recognizing that local relationships are complex, the taskforce chose not to artificially constrain the roles and responsibilities of local partners in achieving the goal. Taskforce members determined that it was not in the state's best interest to prescribe roles in a way that would limit local creativity or reduce responsibility for achieving the goal. The taskforce did, however, clarify expectations that workforce and postsecondary programs should work together more closely to achieve the middle 40 goal.

The taskforce developed ten recommendations for adoption by the Higher Education Coordinating Commission and the Oregon Workforce investment Board. Once adopted, these ten recommendations will form the basis for ensuring a greater likelihood that the state will achieve its goal for a prosperous Oregon based on the skills and talents of her citizens.

The following is a description of the work of the taskforce and its recommendations. These recommendations include mechanisms to continue to manage the shared space between the HECC and the OWIB and create the framework to support greater local alignment to achieve common goals. Each board will be asked to adopt these recommendations and implement the mechanisms for sharing space in the future.

ROLES AND RESPONSIBILITIES

The first assignment of the taskforce was to document the roles and responsibilities of the OWIB and the HECC relating to the achievement of Oregon's middle 40 and workforce goals.
The OWIB and the HECC make policy to create opportunities for citizens to translate their skills into economic and social gain. Both boards are responsible for recommending investments, developing policies, and guiding and evaluating the results produced across a variety of programs and institutions.

Oregon Workforce Investment Board (OWIB)
By federal mandate, the OWIB must be led by a business majority. This is intended to ensure that services designed to help individuals find and keep work and advance along career paths are guided by the needs of employers. The OWIB makes state level policy, recommends investments and strategies, and oversees the performance of the workforce system, which is typically described as consisting of the following agencies and programs:

- **Oregon Employment Department** provides Business and Employer Services at Oregon's WorkSource Centers to help companies find skilled workers, Unemployment Insurance to support individuals and communities during times of economic downturn, and Labor Market Information to identify current and future workforce trends.
- **The HECC/CCWD** administers resources that go to local workforce investment boards to fund programs for adults seeking work, dislocated workers and youth with barriers to employment. This includes funding for skill development, training and re-training, as part of the Workforce Investment Act Title I program. Most of these services are provided at the WorkSource Centers. The HECC/CCWD also administers resources for Adult and Family Literacy under Title II of the Workforce Investment Act. Resources for these programs go to local community collges.
- **Department of Human Services** administers the Job Opportunity and Basic Skills (JOBS) program to help those receiving cash benefits become employed; the Vocational Rehabilitation program to help those with disabilites complete their educations, transition into the labor market and seek employment; the Senior and Community Employment Program to help older adults who need to work find jobs; and the Supplemental Nutrition Assistance Program (SNAP, formerly known as Food Stamps) that provides some support for job seekers.
- **Commission for the Blind** provides employment training and vendor programs for individuals with limited or no vision.

At the local level, these programs are coordinated via a local strategic plan developed and monitored by the local workforce investment boards. Many of these programs and services are delivered via WorkSource Oregon, a network of state staff and community based organizations including community colleges. The system serves Oregonians in transition – those who have completed their education and are looking for jobs, those who are currently working and seeking better jobs, and those who have lost a job and are seeking a replacement. Training, re-training and certification are among the tools necessary to fulfill the mission of the workforce system.

Higher Education Coordinating Commission (HECC)
The HECC is a volunteer board dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma. The HECC provides centralized coordination for Oregon's 17 community colleges and seven public universities while local governance and management is provided by boards of trustees at each

community college and university. The HECC provides updated metrics on 40-40-20 to keep track of progress and help focus on unmet needs and statewide investments focused on access, support, and completion. As a coordinating commission, the HECC seeks to build accessible and affordable pathways to opportunity and success for Oregonians that can be sustained by innovative and high-performing public and private institutions of postsecondary education throughout the state.

The HECC has responsibility for overseeing the critical segments of pathways to educational success from the point at which students are completing their high school diplomas and moving forward to learning, training and mastering skills in college and career training programs. As such, the HECC has responsibility for the following programs:

- **Community Colleges** – developing state budget recommendations (including capital investments), allocating state funding, providing opperating support, approving new academic programs, and overseeing the Department of Community Colleges and Workforce Development (CCWD), which will become part of the HECC July 1, 2015;
- **Universities** – developing state budget recomemndations, allocating state funding, approving new academic programs, and approving mission statements;
- **Financial aid and student access**—overseeing Office of Student Access and Completion, which administers private scholarships, the Access to Student Program in Reach of Everyone (ASPIRE), and the state's need-based financial aid program (the Oregon Opportunity Grant);
- **Office of Degree Authorization**—authorizing degrees proposed by private and out-of-state (distance) providers;
- **Private Career Schools**—licensing private career and trade schools.

The primary purpose of the higher education system is to create a highly skilled populace able to fulfill its roles as citizens, workers, and creators of knowledge. Those who complete higher education often use the skills they learn to gain employment, but this is not the single purpose of a higher education system. There are intrinsic and indirect benefits of education beyond a high school diploma, including better health, longer lives, greater family stability, less need for social services, lower likelihood of involvement with the criminal justice system, greater likelihood of effectively competing for employment in an unpredictable economy, and increased civic participation.

Commonalities

Both the HECC and the OWIB are responsible for the development of strategic plans. A comparison of the HECC and the OWIB strategic plans illustrates the opportunity for greater synergy between the two boards, and the institutions, programs, and services necessary to achieve their missions.

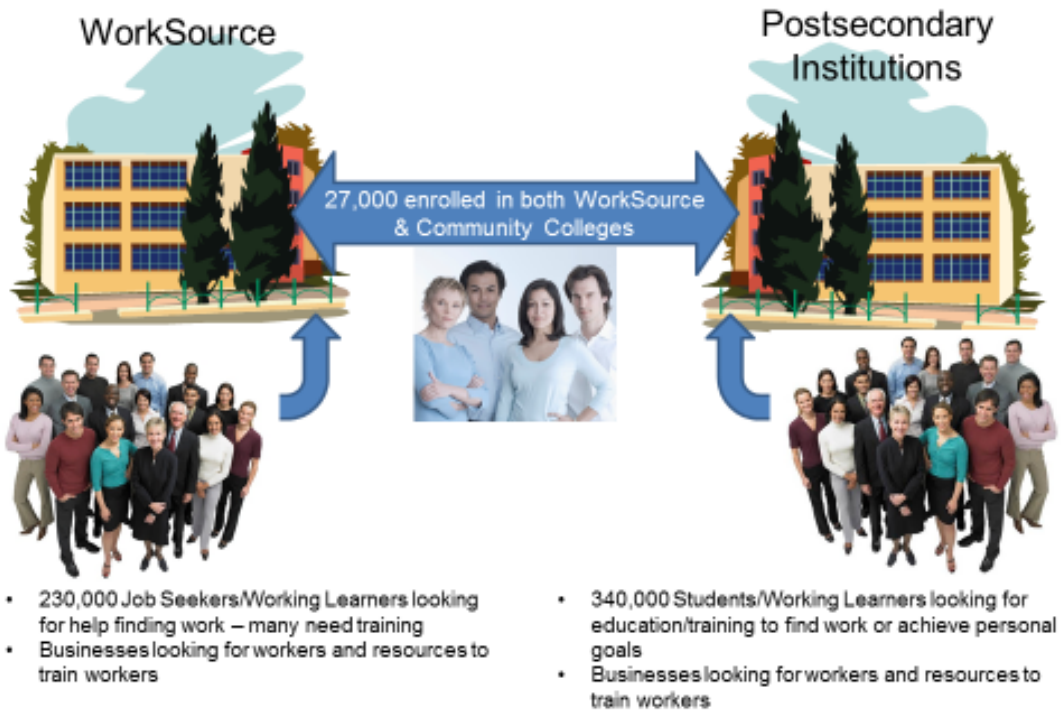
OWIB Strategic Plan	COMMONALITIES	HECC Strategic Plan
Vision		
Oregon at Work: Quality Jobs—skilled workers contributing to a strong state economy and local prosperity	*Pathways to opportunity and success for Oregonians*	Foster and sustain the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma.
Goals		
• More Oregonians with skills to fill current and emerging high-wage, high demand jobs • Employers find skilled workers to remain competitive • Workforce system aligned with integrated services and better use of resources to achieve outcomes for businesses and job seekers.	*Aligned and efficient pathways to success* *Notable increases in Oregonians with higher skill levels* *Integrated services that support Oregonians*	• Broaden pathways and accelerate progress to 40-40 goal • Make the pathways accessible, affordable and supportive for students • "Steer" the higher education enterprise • "Cheer" the promotion of college completion and career readiness
Strategies		
• Utilize Industry Sector Strategies to determine demand for training, inform development of short term certificates and align workforce training with industry need. (national best practice) • Certify Work Ready Communities to document and increase the foundational skills of communities (emerging best practice) • Get better results with current resources. Bring best practices to scale to replace less effective approaches.	*Focus on turning data into action* *Focus on budgeting for results* *Focus on best practice development and utilization*	• Construct recommended state budgets for institutional capacity and student support based on best practices • Develop post-secondary elements of longitudinal data base • Consumer protection • Develop Credit for Prior Learning, improved transfer and articulation, and lowered textbook costs • Refine 40-40 goals and develop/use key metrics to keep on track and on pace

There are also a number of similarities and overlapping synergies at the local level among the institutions, programs and services for which the HECC and the OWIB strategic plans provide guidance.

Governor		
Oregon Workforce Investment Board provides state level policy and oversight of programs with an explicit mission to assure that businesses find skilled workers and job seekers find and keep good jobs	**State Policy**	**Oregon Education Investment Board** invests to achieve 40-40-20 goals **Higher Education Coordinating Commission** provides state level policy and investment recommendations for public postsecondary institutions to support achievement of 40-40-20 goals
Achievement of employment, job retention, wage gain, and skill gain goals	**Outcomes**	Primarily 40-40 of 40-40-20 goals
230,000 job seekers/working learners annually	**Numbers served**	340,000 students/working learners annually
Oregon Employment Dept., the HECC/CCWD, and Dept. of Human Services manage state funding, administration, operational policy, and oversight for workforce programs. State agencies also provide some local staffing.	**State Level Management**	The HECC manages state funding, policy, and "oversight" for public postsecondary institutions, and program approval for other institutions delivering postsecondary credentials.
Local Workforce Investment Boards chartered by the state to oversee and align workforce programs	**Local Governance**	Institutional Boards chartered under SB 270 to oversee postsecondary institutions.
WorkSource offers assessment, career advising, short-term skill development, resources for training, case management, support services, and job placement for job seekers. Worker recruitment and assistance with training services are offered to businesses.	**Local Service Delivery**	Postsecondary institutions offer credit and non-credit education and workforce training to students and businesses. Career advising, financial aid, assessment and support services are offered to support student success. Institutions may also assist with worker recruitment for businesses.
Oregonians 14 and older looking for jobs or better jobs and businesses seeking future employees and/or training for current employees. Minorities and those with limited resources are more highly represented than in the general public.	**Those Served**	Oregonians 16 and older seeking training, education and/or employment and businesses seeking future employees and/or training for current employees. Minorities and those with limited resources are more highly represented than in the general public.
State: Charters and compacts related to performance and accountability **Local**: Plans/Compacts for system alignment, local roles and responsibilities, and achievement of performance expectations. Delivery of exemplary services to the community, and documentation of customer satisfaction.	**Accountability**	**State**: Achievement compacts for program completion goals **Local**: Delivery of exemplary services to the community and documentation of customer satisfaction. Accreditation.

While there is more overlap between these programs and services than can be easily identified in a table like the one above, it is important to note that there is a limited policy framework in place to support and encourage overlapping responsibilities and goals.

Oregonians and businesses choose to engage with postsecondary institutions or WorkSource based on their needs. Clearly, there is some number of businesses and Oregonians that are referred between these institutions. In some communities, there are strong relationships between local workforce investment boards, WorkSource, and postsecondary institutions. Of the hundreds of thousands of Oregonians and tens of thousands of businesses served by WorkSource and postsecondary education, the only definitive data available shows that 27, 000 Oregonians enrolled in both WorkSource and community colleges. It is impossible to identify the number of individuals who are referred from postsecondary institutions to WorkSource or vice versa. Shared business customers are not tracked by either system.

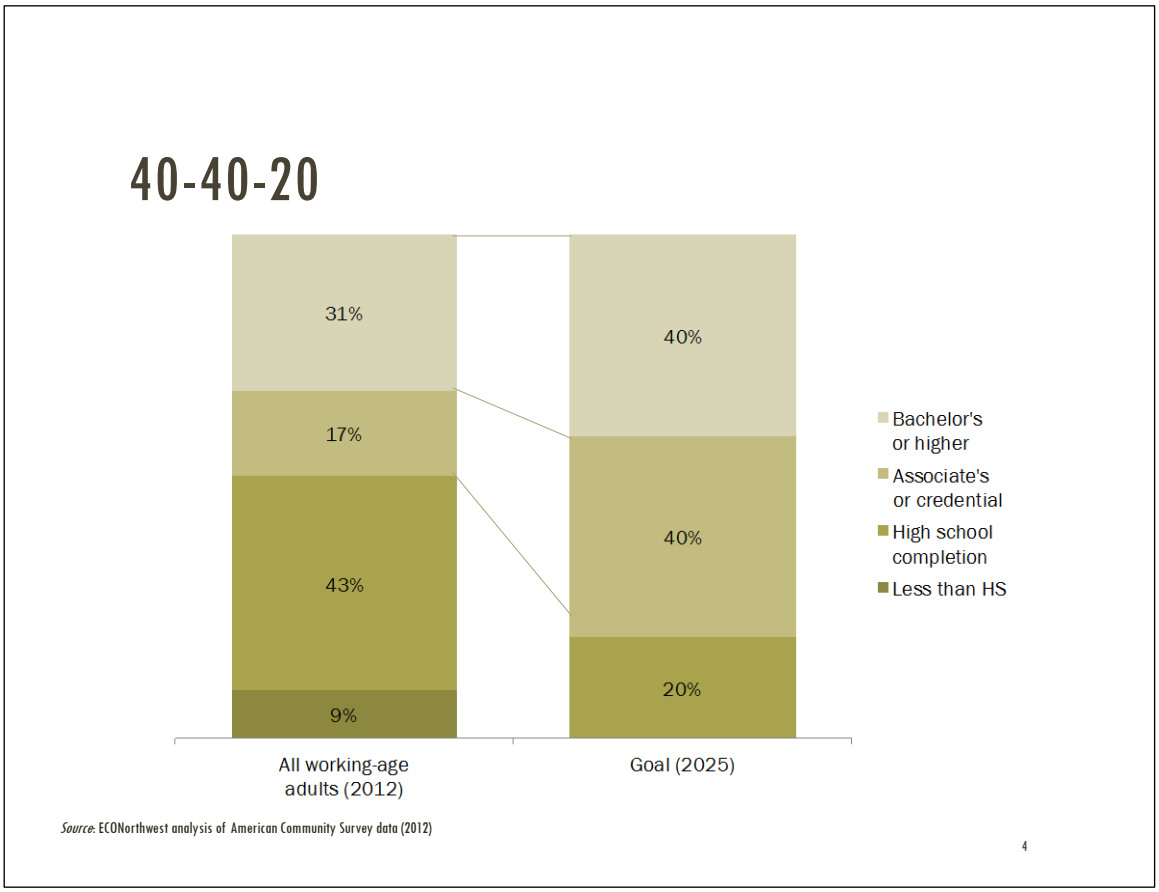


In the absence of common outcomes, policy promoting joint responsibility for the achievement of common goals, or systemic approaches to sharing customers, it is not surprising that service delivery at the local level is not well integrated function.

The comprehensive local strategic plans developed by local workforce investment boards provide an opportunity to better coordinate services for joint customers. The OWIB has asked these local boards to address how they will support progress toward the middle 40. Expanding connections and joint service approaches among institutions could increase alignment. The new Workforce Innovation and Opportunity Act which goes into effect July 1, 2015 expands the role of the local plan as a vehicle to align across programs and institutions and programs.

ACHIEVING THE MIDDLE 40

The stated mission of the taskforce is to "share responsibility for the achievement of the middle 40 goal." Achievement of the middle 40 goal is about more than just reaching the numbers. It is about investing in the skills and abilities of Oregon's people to assure a more prosperous future. However, a number of questions related to the numeric goal remain to be addressed. Based on current data on associate's degrees and credentials, there is a large gap to reaching the middle 40 goal.



On April 8, 2014, in response to questions raised by the taskforce, the OEIB issued a policy statement to clarify who is included in and what counts for the middle 40. The statement clarifies who should be counted in the middle 40 in two ways:

- **Demographic groups**: 40-40-20 speaks to the hopes and opportunities of all Oregonians. Our policies and investments should ensure that communities of color, immigrants, migrants, and low income rural students are as well represented as more affluent white students at each stage of completion.
- **Age cohorts**: We understand 40-40-20 as a goal that should be fully realized for today's youngest students (the high school classes of 2025 and beyond), requiring significant progress towards that result with every intervening cohort, including those who have disengaged from school. At the same time, we also understand 40-40-20 to be a goal for the overall working age adult population, including 18-25 year olds, although the precise

targets for this population should be refined and updated frequently based on attention to actual and projected labor market demands, as well as other factors.

The OEIB also endorsed "a broad understanding of what 'counts' for the middle 40, including two year associates' degrees, one-year certificates, short term Career Pathways Certificates issued by community colleges, and a variety of credentials that have demonstrable career and labor market value. Examples of those certificates include, but are not limited to: registered apprenticeships, industry recognized, third party validated certifications, and state licensure for various fields.

The OEIB requested that the HECC, in consultation with the OWIB, the Department of Community Colleges and Workforce Development (which reports to the HECC), and the Employment Department, report back to OEIB by September 30, 2014 the following:

1. For the purpose of setting an initial goal for the working age adult population, a comparison of actual and projected labor market needs with actual and projected educational attainment levels; and
2. Recommendations for further articulation of degrees, certificates, and other credentials that should constitute the "middle 40," as well as an analysis of the State of Oregon's ability to track/count those degrees, certificates, and credentials

Around the same time, the legislature passed HB 4058 in 2014 clarifying that apprenticeships registered with the State Apprenticeship and Training Council count toward the middle 40 goal. The following list was developed in response to the taskforce charge to further articulate the degrees, certificates and other credentials that should constitute the middle 40:

Community Colleges

The HECC has the authority to develop state goals and associated accountability measures for community colleges. One of these goals is to increase the education attainment of the population. Program approval for community colleges has been managed by the State Board of Education. This function will transition to the HECC. The HECC is reviewing the current process for program approval to determine what changes may be needed to achieve the middle 40 goal. Community colleges are governed by locally elected boards. The HECC is responsible for approving programs, entering into achievement compacts, and developing a budget to achieve state goals for the colleges. Colleges issue a variety of degrees and certificates.

- Associate's Degrees are state approved lower division undergraduate awards issued by community colleges that indicate satisfactory completion of a course of study approved by the local community college board. Associate's Degrees consist of 90-108 credits. Some transfer to four year institutions, such as the Associate of Arts Oregon Transfer (AAOT) and the Associate of Science/Oregon Transfer Business (ASOT-Bus). Some are locally designed to meet specific industry needs. For example, Mount Hood Community College offers a Business Management and Accounting Option as part of its Associate of Applied Science (AAS).

- Certificates of Completion (including one year, less than one year, and short term Career Pathway Certificates) are a state approved form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements approved by the local community college board. These vary from 12-108 credits, and the time to completion ranges from one term to two years. Some are related to an existing Associate of Applied Science Degree or Certificate of Completion. Others are wholly contained in an existing Associate of Applied Science Degree or Certificate of

Completion. Associate of Applied Science Degrees and certificates of completion, including Career Pathway certificates, are based on industry needs.

Private Colleges and Private Career Schools
Private colleges and career schools are regulated by the HECC's Office of Private Postsecondary Education. The HECC has authority to approve programs and set accountability measures and regulatory guidelines for these institutions. The HECC's regulation is intended to enhance the diversity of postsecondary program offerings to Oregonians.

- Private Colleges offer Associate's degrees and certificates that are approved and licensed by the Office of Degree Authorization (ODA). These institutions range in size and program offerings yet they are evaluated by the same standards and are authorized every two years. These lower division undergraduate awards indicate a satisfactory completion of a course of study that has been approved and authorized. Under ODA rules, an associate's degree requires at least two academic years (60 semester or 90 quarter credit hours) in full time equivalent postsecondary study.
- Private Career Schools offer career certificate programs that offer a pathway towards careers in licensed and unlicensed occupations. Private Career Schools and their programs are approved and evaluated annually by the Private Career Schools Unit of the HECC.

Registered Apprenticeships
Apprenticeships are partnerships of employers, workers, the State of Oregon, and frequently schools and community colleges. Occupational skill training that combines on-the-job experience with classroom instruction is at the core of apprenticeship. In this arrangement, employers provide career training. Because the apprentices are employees of the business, they become valued members of the workforce and assets to business. Schools, community colleges, and industry training centers provide classroom training.

Completion of an apprenticeship program registered with the State Apprenticeship and Training Council is included in the definition of the middle as the result of the passage of HB 4058. An apprenticeship "Award of Completion" certifies that an individual has been trained in all aspects of an occupation and has met the requirements for program completion. The certificate, issued by the Oregon Apprenticeship and Training Division, is recognized throughout the state. The certificate:

- Is recognized industry-wide as a valid indicator of high-quality, standardized training.
- Provides documentation for community college credit for prior learning for the on-the-job training.

Industry Recognized Certifications
The market place for industry recognized, third party validated certifications is fairly broad and growing. Although it is largely unregulated, there have been efforts by industry associations, such as the National Association of Manufacturers, to create some consistency by placing a stamp of approval or "badge" on certain credentials that meet a set of criteria. Federally recognized criteria can be used to determine which industry recognized certifications should be counted toward achieving Oregon's goals for the middle 40. These include:

- The certificate should be granted by third party non-governmental agencies or associations and companies outside the formal education system.
- Certificates are intended to set professional standards for qualifications.
- The standards for certification are not defined by government laws or regulations.

- Standards are set through a defensible, industry-wide process of job analysis or role delineation that results in an outline of required knowledge and skills
- The issuing entity may require a set amount of work experience or professional/practical experience.
- The certificate should provide a competency based demonstration of designated knowledge, skills and abilities to perform a specific occupation or skill.
- The certificate is a time limited credential that is renewed through a recertification process.

Licenses

Licenses are generally offered by a formally recognized organization or institution. Typically, licenses are:

- Awarded by a licensing agency based on predetermined criteria.
- Granted by a Federal, state or local government agency.
- Defined by laws and regulations.
- Required in addition to other credentials (degree or certificate attainment, apprenticeship or other certification).
- Intended to set professional standards and ensure safety and quality of work.
- Time limited - must be approved periodically.
- Subject to legal action if the terms of the license are violated.

A comprehensive list of the institutions that issue credentials, the credentials offered, and the challenges and opportunities for articulating these credentials to the middle 40 is included in Appendix C.

RECOMMENDATIONS

The taskforce developed the following recommendations in response to its charter and policy guidance received from the OEIB. These recommendations have been developed for the approval of the OWIB, the HECC and the OEIB. Once adopted, formal mechanisms for the implementation of the recommendations will be developed. Many of these recommendations will require additional analysis and refinement in order to develop implementation plans.

Recommendation 1: Forward the following recommendations to OEIB for endorsement and incorporation into its efforts to achieve the middle 40 goal.

The taskforce executed its scope of work in the context of the OEIB's efforts to achieve not only the middle 40 numeric goal, but also to promote career readiness and advancement based on the mastery of skills and knowledge - competency. Based on the charge laid out by Governor Kitzhaber and expanded by the OEIB, the following nine recommendations are intended to move from "what counts" to "what matters" in the measurement and attainment of the state's middle 40 goal, and to delineate how the OWIB, the HECC and the programs, services, and systems to which they offer guidance can work together on what matters.

The members of the taskforce ask the OEIB to hold Oregon's publicly funded institutions accountable for ensuring a skilled populace that can use its talents to support a more prosperous future. The following nine recommendations are intended to inform that work. Success in this endeavor will require policy makers and implementers to keep in mind that achievement of Oregon's 40-40-20 goals is not always a linear process where students advance along pre-determined educational pathways. In reality, for many Oregonians the path is not straight. It includes learning and mastery of skills in a variety of settings, including the workplace and the community. Efforts to expand what counts, view Oregonians as common customers, commit to common outcomes and meet on a regular basis to identify opportunities to work together on what matters are described in the following nine recommendations.

Adoption of the recommendations creates the starting point for a long journey. The members of the taskforce ask that the OEIB:

- Endorse these goals and recommendations;
- Incorporate the current and future shared learning of the OWIB and the HECC into its work; and
- Continue to hold the OWIB, the HECC, and the programs, services, and systems to which they offer guidance accountable for improving outcomes.

Recommendation 2: Cast a wide net when considering what counts for the middle 40.

All middle 40 degrees, credentials, licensures and certifications issued by accredited public and private institutions, registered apprenticeships, recognized industry associations or third party vendors should be included in what is counted toward achievement of the goal. Credentials that count should be validated by accrediting bodies, third party review, and/or student demonstrations of mastery against set criteria. ***The tables in Appendix C illustrate what currently counts and what could be counted if Oregon were to "cast a wide net."***

Note: Local workforce investment boards support the achievement of the middle 40 goals by investing in training for job seekers. These investments are captured in the numbers reported by

educational institutions, except when local boards invest in certifications issued by third party vendors not included in the list of educational institutions in Appendix C.

Note: Licensures are typically issued after an individual completes a program. Licensures have significance in the labor market and provide important data related to labor market needs. Individuals earning licenses are likely to be reported as completers of postsecondary programs and as licensees.

Note: Casting a wide net may require the refinement of the current lists of what counts based on the development of new credentialing products, such as open digital badges.

Implications of casting a wide net:

a. A "wide net" would include middle 40 degrees and certifications regardless of their labor market value, cost, or potential return on investment.
b. Quality control comes via two routes:
    - Institutions granting these credentials undergo an approval or accreditation process, and/or
    - Programs of study undergo an approval process by an organization such as the HECC.
    - Industry recognized certifications undergo third party validation
c. A wide net creates a much more accurate picture of the actual supply of degrees, certifications, and skills in the labor market, and where gaps exist.
d. A "wide net" also increases the likelihood of reaching the middle 40 goal by 2025.
e. A major challenge to casting a wide net is the ability to count/track data and to avoid duplicated counts. The wider the net, the harder it is to count and the larger the workload.

Recommendation 3: Count the number of Oregonians with credentials, but track all middle 40 credentials earned.

The mandate adopted by the state legislature clearly states that 40% of Oregonians should have a middle 40 credential. Therefore, achievement of the middle 40 should be based on the number of Oregonians with credentials. However, there is value in knowing which credentials have been awarded and how these tie to the requirements of the labor market and businesses.

It may be necessary for individuals to earn multiple degrees or certificates to achieve labor market success. More documented skills should equate to more job opportunities, more value added in the economy. When looking at the middle 40 through the lens of a stronger economy, the focus shifts from counting degrees and certificates per Oregonian to the types and value of the various degrees, certificates, and licensures and identifying productivity gaps. The opportunity to tie credentials to labor market outcomes and to improve our ability to match supply and demand, reducing both overproduction and gaps in our labor market supply, becomes part of the conversation.

Implications of counting Oregonians with credentials while tracking all credentials:

a. Student level data will be needed to create unduplicated counts. This could require a high level of administrative effort.
b. It will be necessary to determine which credential "counts" when an individual earns more than one credential (e.g. what if a student gets a certificate, an associate degree and then a bachelor degree - which one "counts"?).

c. Tracking actual credentials in addition to the number of Oregonians with credentials provides the opportunity for more in-depth labor market analysis by state and local economists to identify trends and upcoming labor market supply and demand challenges and opportunities
d. Tracking actual credentials could also help to recognize the rate of change in fast paced industries (such as Information Technology) based on the rate at which new certifications are developed.
e. The ability to track to all middle 40 credential earned and the level of effort needed to do this could also be a barrier to success.

Note: Counting credentials leads to a number of technical challenges – how to collect data, how to decide what actually "counts", how to unduplicate counts, how to give credit to those entities that are responsible for producing the outcomes, etc. Getting systems to "talk" to one another and share student level data are essential in addressing many of these challenges.

Utilizing workforce intermediaries (such as State and Local Workforce Investment Boards) to facilitate public private partnerships, can make better use of this data to identify Career and Technical Education programs and certifications that have a labor market return as part of sector strategies based on local labor market demand.

Recommendation 4: Collect/share student level data in order to count Oregonians with middle 40 credentials and track degrees, certificates and credentials in the labor market
Individual student level data is necessary in order to count Oregonians with degrees and credentials. However, the availability of that data is inconsistent across the various programs that provide services.

Type of Institution	Where data is reported	How data is broken out	What is needed to track/count credentials
Community Colleges (e.g. Portland Community College, Blue Mountain Community Colleges, etc.)	Student level data is reported annually to the HECC via CCWD's Oregon Postsecondary Data for Analysis - D4A Schools that qualify for the receipt of federal financial aid (Title IV) submit data to the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)	D4A is broken out by program, student, Classification of Instructional Program (CIP) code, award level, and institution. D4A includes demographics, enrollment, and completion data and unique student identifiers. IPEDS is broken out by first-time full-time students, including numbers, demographics, and graduation rates; human resources, such as numbers of faculty, administrators, and other institutional staff; and) certain finance information.	Student level data is captured in D4A and reported to the HECC. No additional reporting is needed. IPEDS is aggregated at the state level or can be complied for individual institutions or groups of institutions.

Type of Institution	Where data is reported	How data is broken out	What is needed to track/count credentials
Registered Apprenticeship (e.g. Carpenter, Electrical: Inside Electrician, Ironworker, Millwright)	Bureau of Labor and Industries (BOLI) Apprenticeship Division	Demographic data and number of completers by Standard Occupational Classification (SOC) code.	Those enrolled in postsecondary education are in D4A. BOLI completer data is not reported to the HECC, but has been provided on request to Oregon Employment Department
Private Career Schools (e.g. Montessori of Alameda Teacher Educ. Program; Oregon Medical Training; United Bicycle Institute; Wellspring School for Healing Arts, etc.	Data is reported to the Private Career Schools Unit which is part of the HECC. Schools that qualify for the receipt of federal financial aid (Title IV) also submit data to the federal IPEDS system.	Aggregate student data is reported to the HECC. The number of enrollees and completers are reported by CIP code, institution, and program. Student demographics will be reported in the future.	Student demographic data will be required for this purpose. Processes are in place to collect this data.
Job Corps (e.g. Angell Job Corp Civilian Center, Tongue Point Job Corp Center, Wolf Creek Job Corp Center)	U.S. Department of Labor	Number of completers by lay program title (e.g. Auto Body Paint & Repair, Accounting Clerk, Electrician)	Those enrolled in postsecondary education are in D4A. Job Corps completer data is not reported to the HECC, but has been provided on request to Oregon Employment Department
Local Workforce Investment Boards (e.g. Worksystem's Inc., Job Growers, Lane Workforce Partnership	Data is tracked in the iTrac system and report it to the HECC/CCWD weekly.	Participant level data includes: demographics, enrollment, completion and institution.	Degrees and certificates earned by those funded LWIBS show up in the reporting of the institution issuing the award and iTrac data
Public Universities (e.g. University of Oregon, Oregon State University, Portland State University)	Student-level data is reported to the HECC. Schools that qualify for the receipt of federal financial aid (Title IV) submit data to the federal IPEDS system.	Student level data includes: demographics, enrollment, and completion by program, student, award level and institution.	No additional reporting is required.
Independent Colleges and Universities (e.g. Willamette, Lewis & Clark, etc.)	Most of these institutions report aggregate student data to the HECC. Schools that qualify for the receipt of federal financial aid (Title IV) submit data to the federal IPEDS system.	Number of completers reported by CIP code, institution, degree, certificate.	Student level records would be necessary to include these in an unduplicated count.

Type of Institution	Where data is reported	How data is broken out	What is needed to track/count credentials
Licensing agencies (e.g. Oregon Health Licensing Office, Construction Contractors Licensing Board, Board of Cosmetology, etc.)	At the various licensing agencies.	Varies	An inventory of licensures would need to be developed to determine how best to track/count these.

Clearly, the ability to obtain and track student level data will be the greatest barrier to capturing all of the degrees, certificates and licensures that count for the middle 40 and then tying these back to number of Oregonians with middle 40 credentials. Additional work is needed to clarify all of the challenges related to this effort.

Recommendation 5: Co-Enroll postsecondary participants into the WorkSource database for common ownership of outcomes.

Currently, those seeking services at WorkSource are enrolled in WOMIS, the WorkSource data system. Many individuals complete this registration process online. Postsecondary students, including apprentices, are enrolled in one of several postsecondary data systems. There is no mechanism to intentionally co-enroll these Oregonians for the purpose of aligning services and achieving better outcomes.

The primary mission of WorkSource is to assure that businesses are able to find the skilled employees they need. WorkSource is also charged with helping those seeking work access the resources they need to be successful in their search. Yet, a significant portion of the state's talent, those completing postsecondary education, are not connected to these job getting services. Enrolling participants of Oregon's postsecondary education programs in the WorkSource system would provide opportunities to better connect the human talent being developed in the education system with resources of the workforce system to help students find and keep jobs. The services provided by WorkSource include, but are not limited to, helping individuals develop their resumes, interviewing skills, job search strategies, and also certifying their readiness for work.

Oregon's vision is to have an education system that produces highly qualified people that support the growth and vibrancy of the economy. In order to achieve this, Oregon needs a workforce system that is relevant and responsive to the broadest range of job seekers and job openings possible. The value of talent as a driver of economic development makes this the right time to bring Oregon's entire talent pool into a comprehensive database.

Adding postsecondary students to the WorkSource system by co-enrolling them seems a logical, valuable next step. It may be possible to achieve this in a transparent yet seamless manner in order to avoid duplicative registration processes.

Implications of co-enrollment

a. Registering (or co-enrolling) postsecondary students in WorkSource would expand the quality of the pool of talent available to businesses seeking employees through the system, increasing the capacity to respond to a broader range of employer needs. It would increase the likelihood that businesses would recruit skilled employees through the publicly funded

system, increasing opportunities for those who invest in their educations to realize financial gain.

b. Using WorkSource for job placement services has the potential to reduce or eliminate unnecessary duplication in job placement services provided by postsecondary institutions.
c. Enrolling postsecondary students into WorkSource would improve the ability to analyze the potential skills of the workforce. This would be particularly helpful for economic development opportunities where businesses inevitably ask the question, "If we move to Oregon or expand our company, will there be enough skilled workers and where do we get them?"
d. Enrolling postsecondary students into WorkSource would also improve the flow and quality of information from the demand (employers) to the supply (workers). This would allow educators, job seekers, and workforce professionals to refocus when supply exceeds demand or vice versa.
e. Enrolling postsecondary students into WorkSource would provide the data to better understand the path that completers take, where they go to work, how much they earn, etc. This could be invaluable in helping students make educational and career choices and helping institutions identify barriers that students experience along a career pathway. These data would create a more complete understanding of how educational interventions affect market place success.
f. Developing a transparent but seamless enrollment mechanism will be critical to achieving these gains. It is not yet clear what it would take to make this happen. Currently, Oregonians receiving services from more than six federally mandated programs are co-enrolled into PRISM via informed consent. This mechanism allows to participant data to be shared across data bases with minimal administrative effort.
g. Registering (or co-enrolling) students in WorkSource will require determination of a process for doing so that may require discussion around how, when, and who will be responsible for creating the mechanism for co-enrollment. Additional considerations may include time, cost, and an action plan for implementation across postsecondary institutions.

Recommendation 6: Adopt Common Outcomes for the Education and Workforce System
Currently, the HECC is responsible for assuring that 40% of Oregonians have postsecondary credentials by 2025. The OWIB is responsible for assuring that Oregonians who receive workforce services are able to get a job, keep a job and earn wages as a result of those services. In 2012, the OWIB added a skills gain outcome to signal its commitment to sharing responsibility for achieving the middle 40 goal. To realize the full potential of Oregon's middle 40 goal economic gain as well as educational attainment, the taskforce recommends the adoption of a common set of outcomes across the institutions issuing middle 40 credentials and providing workforce services, as follows:

- Skill gain/credential rate (to show progress toward middle 40 goals across systems)
- Entered employment
- Employment Retention
- Earnings from Employment
- Wage gain

Implications of adopting common outcomes

a. Common outcomes allow for the tracking of results across systems.
b. Once adopted, common measurements for these outcomes will become necessary.
c. The purpose for adopting common outcomes should be clearly established to focus on providing information that will help education and workforce programs learn how to help

more Oregonians earn credentials and realize economic gains. These outcome measures should not be tied to performance expectations, incentives, or sanctions.

Recommendation 7: Use Oregon's Performance Reporting Information System (PRISM) as the foundation for reporting on outcome measures.

PRISM, Oregon's workforce performance measures system, combines information on individuals served by Oregon's workforce system with quarterly tax reports provided by Oregon businesses. As a result, PRISM is able to determine whether those served by the system are successful in their quest for jobs (and for good jobs). Currently, six programs from the Department of Human Services, the Department of Community Colleges and Workforce Development, and the Employment Department are included in PRISM. These include Workforce Investment Act Title I Adult, Dislocated Worker, and Youth programs, Adult Basic Education, Carl Perkins, the JOBS program for Temporary Assistance for Needy Families recipients, and Vocational Rehabilitation.

A completely new PRISM is currently being developed, to better serve the needs of Oregon's redesigned workforce system. Additional partner agencies, including some relating to education, will be added.

The new PRISM will gather information on 13 measures, four of which are consistent with the ones listed above: entered employment, employment retention, average earnings, and skill gain. While the actual measures likely will have to be adjusted with the implementation of the Workforce Innovation and Opportunity Act, PRISM provides the foundation for cross system measurement.

Workforce and education system leaders are collaborating on several longitudinal database/performance measures projects. It is essential that these systems are developed in a way that allows seamless data sharing and shared measurement of performance outcomes. It will be important that PRISM links seamlessly to the education system's State Longitudinal Database.

Implications:
The most significant implication is that postsecondary student data would need to be shared to make use of PRISM for outcome reporting. Currently, postsecondary student data is being shared for PRISM reporting for the adult education and Carl Perkins programs.

Recommendation 8: Use data developed by the HECC, Oregon Employment Department and ECONorthwest as a starting point to identify middle 40 goals for those not currently in the education pipeline (e.g., adults not currently in school).

ECONorthwest, the Oregon Employment Department and the HECC have worked over the last months to develop data on which to base a goal for increasing middle 40 credentials among those who are not currently in the educational pipeline – working adults, those who have not entered into postsecondary education after completing high school, etc. While the report is still in draft form, it offers several initial recommendations for the OWIB, the HECC, and OEIB to consider. These include:

- Beyond baseline occupational projections and anticipated postsecondary enrollment, assess the potential pool of candidates for training (e.g., older adults with some college but no degree may have an easier time acquiring an in-demand postsecondary degree than those with no college).

- In establishing targets related to specific occupations, consider the relative importance of local degree production, interstate migration, the untapped supply of qualified but not employed individuals, and labor market churn.
- Invest in individual unit-level data systems to track and analyze individual outcomes from K-12 through postsecondary education and into the workforce to provide concrete evidence about the effectiveness of specific programs in training and placing individuals into the occupations for which they are being trained.

As a final report is developed, the OWIB and the HECC should receive the data and be jointly consulted in the matter of developing a goal. The feedback of the two boards should inform the OEIB's effort to set a middle 40 goal for those not currently in the education pipeline.

Recommendation 9: Adopt mechanisms to develop and align policy related to achievement of the middle 40 goal.

The following mechanism have been developed in order to help the OWIB and the HECC increase alignment and data informed policy making for the achievement of Oregon's middle 40 goal:

- **Host an annual Talent Summit:** Under the aegis of the Governor, host an annual "talent review and development" summit to inform policy and budget development priorities across several boards, including the OWIB, the HECC, the OEIB, and the Economic Development Commission. The core of the summit would be forums led by panels of the state's leading economists and business leaders to identify and drill down into workforce and economic trends, challenges and opportunities. These forums would lead to the development of recommendations to better align talent development and skill certification with economic drivers via a short set of actionable recommendations for consideration by the state's education, workforce, and economic development boards. The summits would include the opportunity for representatives of K-12 education, community colleges, universities, state and local economic development, local workforce investment boards, Governor's regional solutions teams, various state agencies, and local and state elected officials to ask questions and offer input to the recommendation generating process:

  The Talent Summit could be integrated into the annual workforce conference hosted by the OWIB or possibly added onto the Annual Business Summit hosted by the Oregon Business Council.

- **Host a biennial HECC and OWIB policy summit to focus on the implementation of strategies, such as sector strategies, to support the achievement of middle 40 goals:** Every odd numbered year, the HECC and the OWIB would host a policy summit to focus on a specific issues related to the achievement of the middle 40 goal. The first such summit would focus on the implementation and expansion of sector strategies, review of outcomes data, and identification of policy options to support continuous improvement toward the middle 40 goal. Industry sector partnerships are a nationally recognized best practice for aligning education and workforce programs and services toward common outcomes. The agenda and goals for each of these policy summits would be developed by representatives of the OWIB and the HECC, and the event would be jointly staffed. Each summit would result in potential state level policy and recommendations for local implementation.

- **Utilize state and local workforce investment plan development and revision as an opportunity to expand support for shared goals:** The new Workforce Innovation and

Opportunity Act provides the opportunity to strengthen the utility of the local planning function. Use the process to ask locals how they will work together to achieve the middle 40. This recommendation starts to translate state level relationships into local planning and operations. Utilize the planning process to promote local programs and services that support achievement of the middle 40 goal and expand shared strategies for serving common customers.

Recommendation 10: Make strategic investments to align the middle 40 goal with economic success for Oregonians.

While casting a wide net allows for the greatest customer choice, investing strategically to assure that education also results in economic gains helps achieve Oregon's middle 40 goal. Members of the HECC and the OWIB should meet together on even number years, at the start of the budget development process, to identify opportunities to co-invest, leverage each other's investments, and create greater synergies between workforce development and education investments. This meeting could provide members of each board the opportunity to describe emerging budget priorities and get feedback from the other.

When members of the two boards meet, they would decide which of the following strategies to use to achieve their goal:

- Establish a short list of "Requests for Results" (related to the mission of the other board) for each board to exchange with the other. The other would then have the opportunity to "bid" on one or more of the requests, for possible funding by the requesting board within its budget recommendation.
- Create a funding "pot" set aside for joint HECC-OWIB education/workforce strategies; the boards would need to concur on recommendations to Governor/Legislature.
- Propose to the Governor and Legislature that they set aside strategic funding for the HECC-OWIB to jointly allocate during the biennium for education/workforce priorities.
- Find ways to incent/invest in the robust implementation of industry sectors strategies to guide changes in Career and Technical Education, training, certification, and workforce preparation based on recognized industry needs.

Because Oregon has a robust labor market information system, a variety of existing labor market data products are available to guide the OWIB and the HECC members in their efforts to better align investments. These include:

- Basic information about industry and occupational employment levels in Oregon and in its workforce areas or counties. (How many people are employed in hospitals? How many nurses does Oregon need?)
- Industry and occupational employment projections for Oregon and its workforce areas. (How many new nurses will Oregon need in the coming ten years, as the healthcare industry expands and as some existing nurses retire or leave the occupation for other reasons?)
- Information on the wages paid by and education requirements needed for the jobs of today and the jobs of the future. (How many of Oregon's future high-wage jobs will require Associate's and Bachelor's degrees?)
- Information about career and occupational pathways via MyPathCareers and the Career Information System (CIS)

In addition, several tools on the Employment Department's Quality Info website are geared specifically toward career or policy decision-making relating to occupation and training choices:

- The Occupational Information Center, http://www.qualityinfo.org/olmisj/OIC, which gives customers easy access to employment, wage, skill, education, and much other information – including openings – on occupations of their choosing.
- The Occupation Explorer, http://www.qualityinfo.org/olmisj/OCX, which allows customers to identify occupations of interest to them, based on selected criteria for educational requirements, wages, and future employment potential.
- Occupational Prioritization for Training (OP4T), http://www.qualityinfo.org/olmisj/op4t, which allows policy makers and planners (such as workforce boards, community colleges) to identify those occupations that should receive the highest attention for increased training investment.

While Oregon is nationally recognized for the quantity and quality of labor market data it produces, it will be necessary to increase the utilization of these products for decision making and to create new products to support strategic investments. It will be critical to work with businesses to validate labor market projections, and understand the dynamics of specific industries at the local and state level.

A more integrated approach to the analysis and sharing of student/job seeker level data, via the completion of projects like ALDER (the State longitudinal Data System), Data for Analysis, and the Workforce Data Quality Initiative will lay the foundation for these efforts. It should be determined whether these are sufficient or whether additional approaches are needed.

APPENDICES

APPENDIX A: TASKFORCE CHARTER

John A. Kitzhaber, MD
Governor

HECC/OWIB Taskforce Charter

Purpose: The Oregon Workforce Investment Board (OWIB) and the Higher Education Coordinating Commission (HECC) have a common goal to assure that a highly skilled populace has the skills to enter into good jobs, achieve personal goals and progress along career paths. Specifically, the two boards have a common interest regarding the achievement of Oregon's "middle 40" goal, which necessitates a strong connection between educational achievement and labor market success. The joint HECC/OWIB taskforce has been chartered by Governor Kitzhaber to:

- Identify a set of common goals for achievement of the middle 40 with common measurable outcomes.
- Clarify the roles and responsibilities of the two boards as well as the roles of the education and workforce partners to achieve middle 40 and workforce goals.
- Identify the policy areas where there is overlap between the work of the two boards related to common goals, and recommend a mechanism for managing this "shared space" in order to achieve common outcomes.
- Clarify the relationship and accountability between workforce and education partners for the achievement of common goals, outcomes and metrics.

The work of this taskforce may inform 2015 budget development related to the work of the agencies overseen by the OWIB and the HECC.

Membership: The taskforce will consist of no more than 15 members:

1. The HECC Chair, and up to two additional members of the HECC
2. The OWIB Chair, and up to two additional members of the OWIB
3. The Governor's Workforce Policy and Education Policy Advisors
4. Director of the HECC
5. Director of the Oregon Employment Department
6. Commissioner of the Department of Community Colleges and Workforce Development
7. Two ex-officio members identified from the Oregon Community College President's Council
8. Two ex-officio members identified from the Oregon Workforce Partnership

Those with expertise relating to community colleges, local workforce investment boards, state agencies, labor market information, and other topics may be called upon to provide input to the task force.

Product: The taskforce will provide a report that will include, but not be limited to:

1. Documentation of the roles and responsibilities of the OWIB and the HECC relating to the achievement of Oregon's middle 40 and workforce goals.
2. Documentation of the "common space" between the HECC and the OWIB, with a recommendation for managing this space into the future.
3. A recommended set of common outcomes related to the achievement of the middle 40 and workforce goals with clarification of accountability for the achievement of those goals.
4. A joint statement from the HECC and the OWIB regarding expectations related to the roles and responsibilities of the partners within the workforce and education systems charged with delivering common outcomes.
5. A comparison of actual and projected labor market needs with actual, projected and aspirational educational attainment levels for the adult population; and
6. A recommendation for further articulation of degrees, certificates, and other credentials that should constitute the "middle 40," as well as an analysis of the State of Oregon's ability to track/count those degrees, certificates, and credentials.

Staffing: The taskforce will be jointly staffed by the Department of Community Colleges and Workforce Development, the Oregon Employment Department and Oregon Education Investment Board.

Timeline: The taskforce will meet for a period of not more than 7 months starting in March and ending September 30, 2014. Taskforce recommendations will be provided in writing not later than September 30, 2014. The taskforce will sunset upon the completion of the scope of work identified above, to be replaced with the mechanism it recommends for the long-term management of shared OWIB/HECC work.

Meetings: The taskforce will hold 4 meetings. Meetings will be held from 2:00 to 4:00 p.m. to coincide with the following HECC meeting dates: April 10, May 8, June 12 and September 11. Taskforce work may be vetted and approved at regularly scheduled HECC and OWIB meetings. The taskforce may decide to add meetings if necessary to complete the work.

APPENDIX B: TASKFORCE MEMBERS

Voting Members
KEN MADDEN, OREGON WORKFORCE INVESTMENT BOARD CHAIR
Co-Chair

TIM NESBITT, HIGHER EDUCATION COORDINATING COMMISSION CHAIR
Co-Chair

AGNES BALASSA, GOVERNOR KITZHABER'S OFFICE

DANI LEDEZMA, GOVERNOR KITZHABER'S OFFICE

BARBARA BYRD, OREGON AFLCIO, OREGON WORKFORCE INVESTMENT BOARD

MAUREEN FALLT, PGE, OREGON WORKFORCE INVESTMENT BOARD

DAVID RIVES, OREGON UNIVERSITY SYSTEM, HIGHER EDUCATION COORDINATING COMMISSION

BEN CANNON, HIGHER EDUCATION COORDINATING COMMISSION,

KRISSA CALDWELL, DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

LISA NISENFELD, OREGON EMPLOYMENT DEPARTMENT

***Non-voting members*:**
ANDREA HENDERSON, OREGON COMMUNITY COLLEGE ASSOCIATION

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APPENDIX C: WHAT COULD/SHOULD COUNT: The tables below illustrate what currently counts and what could count for the middle 40. The information in these tables are provided as background, not as a recommendation of all the possible middle 40 credentials and credential producing institutions that could be included in the achievement of the middle 40 goal.

What currently counts	Governing body(ies)	Where is this data reported/kept?	How is it broken out?	Opportunities	Challenges	NOTES
Community College degrees and certificates (e.g. Portland Community College, Blue Mountain Community College, etc.)	HECC, college boards of trustees, accrediting entities	Data (Oregon Postsecondary Data for Analysis - D4A) is reported annually to CCWD. NOTE: Completer data for first time freshman is also reported annually to the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): http://nces.ed.gov/ipeds/about/ This data is not as inclusive as the D4A data currently collected by CCWD	By program, by Student, by CIP (Classification of Instructional Program) code, by award level, by institution. Includes demographic information and unique student identifier.	The middle 40 could be achieved more quickly if non-credit certifications issued by colleges were to count. NOTE: a legislative concept is being drafted to allow non-credit certificates to be issued by community colleges, these could be counted in the middle 40.	IPEDS andD4A data are not typically identical. For students who earn more than one degree or credential: duplicated counts may occur, and it may be necessary to determine which degree or certificate to count. Some credentials have less labor market impact than others. Requests for program approval are seldom denied based on lack of labor market demand.	Use of student level data can help create unduplicated counts and improve reporting on labor market related outcomes
Apprenticeship	BOLI	Bureau of Labor and Industries (BOLI) Apprenticeship Division.	Demographic data and # of completers by Standard Occupational Classification (SOC) code. Those enrolled via colleges appear in D4A.	Adding these certificates to the list of what counts creates a more accurate count and picture of labor market supply.	A single apprentice could earn certificates, and a journeyman card and a middle 40 degree - how to avoid duplicate counts?	Recommend using student level records to unduplicate.

What Could Count	Governing body(ies)	Where is data reported/kept?	How is it broken out?	Opportunities	Challenges	NOTES
Private Career School certificates (e.g. Montessori of Alameda Teacher Educ. Program; Oregon Medical Training, VOLTA: Vocational Outside Lineworker; United Bicycle Institute; Wellspring School for Healing Arts, etc.)	HECC , corporate boards, accrediting bodies in some cases	Data is reported to the Private Career Schools Unit which is part of the HECC. Some of these schools accept federal financial aid and therefore report their completer data to IPEDS.	By program. The number of enrollees and completers reported by CIP code and institution. Student demographics will be reported in the future.	Adding these certificates to the list of what counts creates a more accurate count and picture of labor market supply. These schools provide options for certifications related to labor market trends and local and industry needs. Student enrollment and completer data by race and ethnicity will be provided starting Dec 2014.	Some credentials have less labor market impact than others, although initial approval of programs is driven by labor market demand. Individuals may earn multiple certifications resulting in a duplicated count. Alignment of PCS database with IPEDS is not checked, but that may become possible in the future.	Student level data would be needed to avoid duplication with other counts.
Public Universities (e.g. University of Oregon, Oregon State University, etc.)	HECC, institutional boards, accrediting bodies.	Student-level data is reported to OUS (transitioning to the HECC). Aggregate data will be reported to the HECC.Student completer data is currently being reported to IPEDS	Data is reported by program, by student, by award level, by institution. Demographic information and unique student identifiers are included.	Adding these degrees and certificates creates a more accurate count and picture of labor market supply.	Student level data is not reported to the HECC. Therefore degrees reported by these institutions could be duplicated with those issued by other institutions.	Generally not focused on the middle 40. Student level records could help unduplicate this count.

What Could Count	Governing body(ies)	Where is data reported/kept?	How is it broken out?	Opportunities	Challenges	NOTES
Certificates issued via LWIB investments (NOTE: degrees and certificates earned by those enrolled in programs overseen by LWIBS currently show up in the reporting above)	Oregon Workforce Investment Board provides some state level oversight.	Data is reported by the institutions funded by LWIBs to provide degrees and certificates for job seekers. LWIBs also track data in the iTrac system and report it to CCWD weekly.	Data report by institutions is addressed in other parts of this table. Data reported via iTrac is available by participant.	Increased investment by LWIBs will help us meet our middle 40 goals. LWIB investment are tied to labor market demand and therefore help us meet economic goals. LWIBs are also able to purchase certifications from 3rd party vendors who are technically educational institutions – such as industry recognized, high value certificates from MSSC.	LWIBS typically fund others to provide the training and credentials. For example, LWIBs/OED provides NCRC testing, but NCRC provides the certification. Therefore these investments would show up in the counts of other entities.	LWIBs collect individual data and are able to match this wage records to determine whether individuals get and keep jobs as a result of programs. Co-enrolling college students into the data system could assist with data matching and outcomes reporting.
Job Corps	US Dept of Labor	Job Corps	Number of completers by lay program title (e.g. Auto Body Paint & Repair, Accounting Clerk, Electrician)	Adding these certificates to the list of what counts creates a more accurate count and picture of labor market supply.	The numbers are relatively small, and the data can be difficult to track down, but is available.	Co-enrollment with the workforce system offers an opportunity here as well.

What Could Count	Governing body(ies)	Where is data reported/kept?	How is it broken out?	Opportunities	Challenges	NOTES
Independent Colleges and Universities (e.g. Willamette, Lewis & Clark, etc.)	Institutional Boards, accrediting bodies	Report into IPEDS and to accrediting bodies as necessary.	Number of completers reported by CIP code, institution, degree, certificate.	Adding these certificates to the list of what counts creates a more accurate count and picture of labor market supply.	Private institutions do not currently report data to the state. If the privates were willing to enter into data sharing agreements their data could become part of D4A. The data they report into IPEDS, could be replicated for the state, but there is limited value in doing that).	Generally not focused on the middle 40. But some do offer AA and Certificates. Student level records could help unduplicate this count.
Licensures	Various state entities	At the various licensing agencies	Varies	Licensures are a good representation of skills. Licenses must be periodically renewed, providing data on labor market trends. Requiring licensing boards to share SSN's with the Oregon Employment would answer many labor market questions	There is no state infrastructure to capture these. The state is missing critical data to help create a greater awareness of the role licensure plays in supporting the prosperity of the middle 40.	Most licenses are added on top of credentials and degrees earned at the institutions listed above.

What Could Count	Governing body(ies)	Where is data reported/kept?	How is it broken out?	Opportunities	Challenges	NOTES
Private Colleges and University Degrees and Certificates` (e.g. Sumner, ITT, Univ. of Phoenix, DeVry Univ.; American Colleges of Health Sciences, New Hope Christian College, etc.)	HECC, institutional boards, accrediting bodies	Data is reported to the Private Career Schools Unit which is part of the HECC. Some of these schools accept federal financial aid and therefore report their completer data to IPEDS.	Number of completers reported by CIP code, institution and degree, certificate. A survey of institutions is being developed to backfill data on enrollment and completion by CIP, and race/ ethnicity	Adding these degrees to the list of what counts creates a more accurate count and picture of labor market supply.		Student level data would be needed to avoid duplication with other counts
Out-of-state institutions approved by the Office of Degree Authorization to offer degrees and certificates in Oregon including: out of state community colleges, public colleges, universities, and private colleges whether non-profit or for-profit, including religious institutions	HECC , corporate boards, accrediting bodies in some cases	Best source of data would be IPEDs which would capture 90% of the programs ODA does not have access to the IPEDS data for these institutions	ODA is launching a survey of institutions to backfill data on enrollment and completion by CIP and will have data on race/ ethnicity	ODA approval is not currently driven by Labor Market trends Student level data is not currently counted at the state level.	Potentially duplicated count. Many students could be earning multiple certificates or degrees. IPEDS can't easily sort state specific data when institutions offer programs in multiple states	Currently, students enrolled in 100% online out of state program are not tracked in Oregon Legislation may address this.