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Sent: Friday, October 30, 2015 12:25 PM
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Cc: Laura Lausmann; Cynthia R Andrews; Heather Fercho
Subject: CASE Final Evaluation Report
Attachments: CASE final evaluation report_Final.pdf

Hello Donna,

Please forward to other members of the HECC Student Success Oversight Committee I might have missed.

On behalf of Cyndi Andrews…

Dear Colleague,

We are very pleased to provide you with this copy of the Oregon CASE TAACCCT Grant Final Evaluation Report. CASE (Credentials, Acceleration and Support for Employment) was funded through an $18.8 million dollar, three-year federal Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant. The grant was awarded in October of 2011, and with a no-cost extension, ended in September 2015. All 17 of Oregon's community colleges participated. More than 4800 students were served.

We consider the grant a great success! In the attached report you will find the grant outcomes expressed collectively, summarizing our statewide impact, and by individual college. You will also find details regarding our three grant strategies (career coaching, career pathways and credit for prior learning) and their outcomes.

Most importantly, we have summarized what we learned about student support, persistence and success. The report includes a series of implications for policy, practice and systems that we hope will inform you as you make important future decisions, statewide and locally, regarding allocation of resources, and about new or enhanced student support services and education programs. The findings of this project can help to enhance student success for all of Oregon's community college students.

Thank you for your institution or agency's support and contributions to this statewide consortium effort. We experienced an exemplary level of collaboration from our colleges and workforce partners. In addition to the meaningful grant outcomes, the overall success of this grant also positions Oregon very positively for additional federal grants and for system-wide community college cooperation.

If you have questions about individual college outcomes, please contact the CASE project director on your campus. If you have questions about the project itself, its outcomes or the final report, please email the statewide project director, Cyndi Andrews, at cyndia@clackamas.edu.

Thank you!

Cynthia R. Andrews
Statewide Director Oregon CASE TAACCCT DOL Grant

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Oregon Credentials, Acceleration and Support for Employment (CASE)

Evaluation Report:
Results, Key Issues and Implications for Policy, Practice and Systems

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September 2015

Oregon Credentials, Acceleration and Support for Employment (CASE)

Evaluation Report: Results, Key Issues and Implications for Policy, Practice and Systems

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Oregon Credentials, Acceleration and Support for Employment (CASE)

Evaluation Report: Results, Key Issues and Implications for Policy, Practice and Systems

Executive Summary

Credentials, Acceleration and Support for Employment (CASE)—a collaborative effort of all 17 Oregon community colleges, the state's workforce investment boards, the Oregon Employment Department Central Trade Act Unit, the Higher Education Coordinating Commission/Office of Community Colleges and Workforce Development, employers, and community partners—aimed to improve educational and employment outcomes for Trade Adjustment Act (TAA) eligible, unemployed, and underemployed workers.

To achieve this goal, CASE advanced three strategies:

- **Career pathways** – Creating new and expanding existing career pathway certificate programs that target emerging and demand occupations and are based on industry driven competencies, and developing adult basic skills/developmental education bridge and career/technical education curricula. One element of this work was engaging employers in education and training programs and work-based learning (e.g., work experience, industry tours, on-the-job training, etc.).
- **Career coaching** – Providing coaching, services, supports, connections to other community college, public and community resources, and job related assistance in order to increase retention, completion, credential attainment, and employment. One element of this work was partnering with the public workforce system.
- **Credit for prior learning** – Increasing use of credit for prior learning (CPL) as a way to accelerate time to completion and, as a result, employment.

CASE was funded through an $18.68 million, three year Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the US Department of Labor. TAACCCT grants were provided to community colleges and other institutions of higher education to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are TAA eligible (as well as other unemployed and underemployed workers); and prepare participants for employment in high wage, high skill occupations, while also meeting the needs of employers for skilled workers. The grant was awarded in October 2011 and, with a no cost extension, ran through September 2015.

This evaluation report—which covers CASE's first three years of 2011-12, 2012-13, and 2013-14—documents and evaluates CASE's results and identifies key issues that surfaced during the evaluation and their implications for policy, practice, and systems.

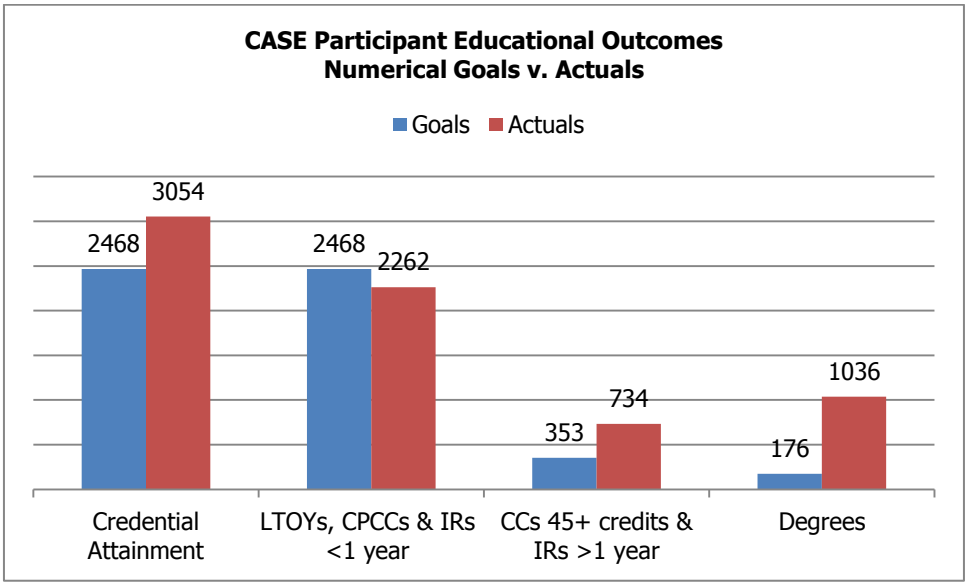
CASE Results

In three years, CASE served 4,639 participants, well over its target of 3,525. In terms of CASE's target population, 71 percent of CASE participants were unemployed at enrollment and 18 percent underemployed. 6 percent were TAA, making CASE a national leader among TAACCCT grants in the percent of TAA participants served.

Educational outcomes. 67 percent of CASE participants completed training. Completion rates vary by participant demographics. For example, American Indians/Alaska Natives had a 56 percent completion rate; for Hispanics/Latinos, the figure was 60 percent, Blacks/African Americans 63 percent, whites 66 percent, and Asians 77 percent. Low income participants had a 59 percent completion rate. Completion rates also vary by type of training program. 89 percent of CASE participants in CASE created cohort training programs completed training.

One population targeted by CASE was those in need of adult basic skills training, with the goal of increasing their rate of transitioning to college level courses and earning credentials. 18 percent of all CASE participants were enrolled in adult basic education (ABE), English as a second language (ESL), vocational ESL (VESL), English for non-native learners (ENL), bridge, Integrated Basic Education and Skills Training (I-BEST), Oregon Pathways for Adult Basic Skills (OPABS), or GED courses. 93 percent of these participants transitioned to college level courses and 50 percent earned credentials.

3,054 CASE participants earned credentials, as shown in the chart below. Broken down by type of credential, 2,262 earned less than one year certificates (LTOYs) and career pathway certificates of completion (CPCCs) of 12-44 credits, as well as less than one year industry recognized credentials (IRs <1 year); 734 earned certificates of completion of 45 credits or more (CCs 45+ credits) and more than one year industry recognized credentials (IRs >1 year); and 1,036 earned degrees. Hundreds of CASE participants earned more than one certificate or credential and are, therefore, counted more than once.

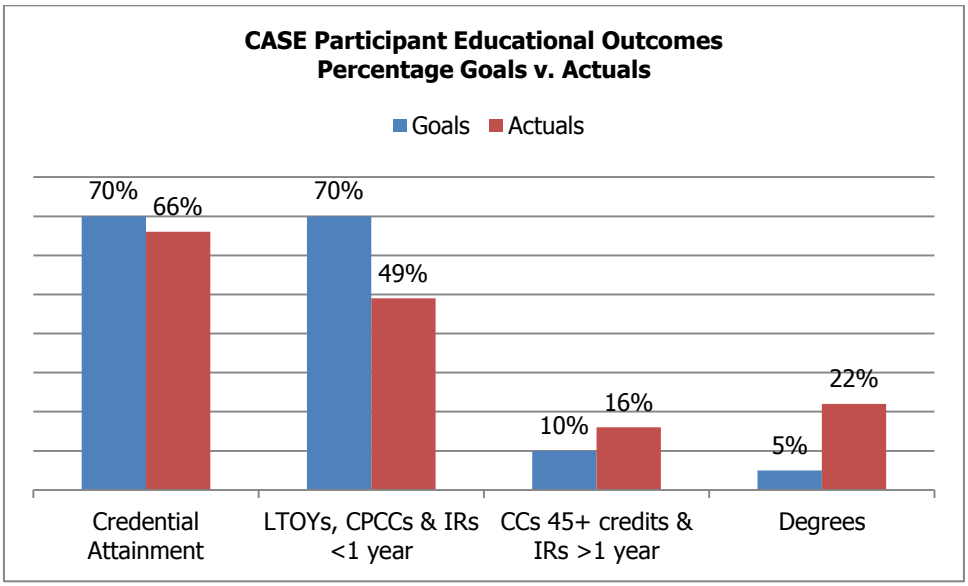


Comparing CASE's numerical goals to actuals shows CASE exceeded its goals for CCs 45+ credits and IRs >1 year, and degrees. However, it fell short of goals for LTOYs, CPCCs, and IRs <1 year.

Comparing CASE's percentage goals to actuals shows that CASE fell just short of its credential attainment goal, as shown in the chart below. It fell well short of its LTOY, CPCC, and IR <1 year goals, but exceeded its CC 45+ credits and IR >1 year, and degree goals. CASE's vision was that 70 percent of participants would earn LTOYs, CPCCs, and IRs <1 year, seeing these certificates and credentials as a way to help the target population get the skills and training needed either to get a high wage, high skill job (for the unemployed) or a better job (for the underemployed); 10 percent would go on to earn CCs 45+ credits and IRs >1 year; and 5 percent, degrees. However, only 49 percent of participants earned LTOYs, CPCCs, and IRs <1 year. 16 percent earned CCs 45+ credits and IRs >1 year, and 22 percent degrees.

A number of factors had an impact on the lower than projected percent of CASE participants earning LTOYs, CPCCs, and IRs <1 year and the higher than projected percent earning CCs 45+ credits and IRs >1 year, and degrees, including: enrollment of participants from programs across the board; enrollment of participants at different

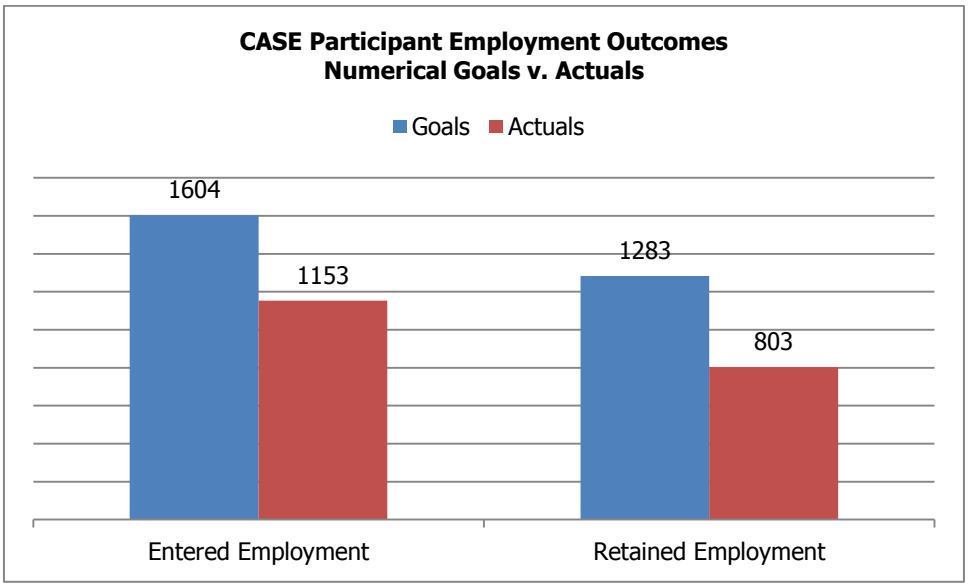
points in the educational process, with some enrolled as they started their programs and others as they were about to finish them; and financial aid eligibility for those identifying an LTOY, CPCC, or IR <1 year as their goal.



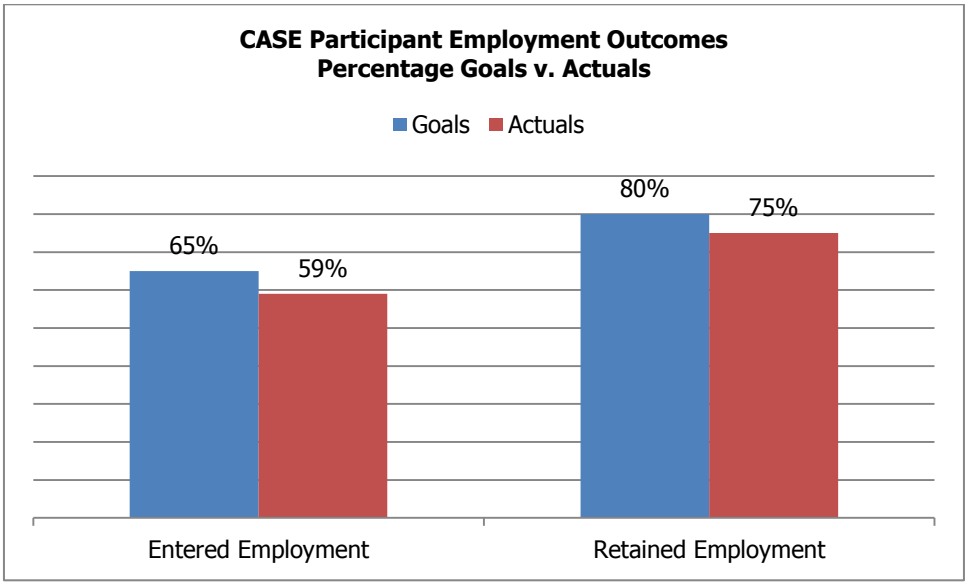
Credential attainment rates vary by community college, with three having credential attainment rates of 80 percent or more and five having credential attainment rates in the mid-50 percent range or less. Types of credentials earned also vary by community college, with five having 60 percent or more of CASE participants earning LTOYs, CPCCs, and IRs <1 year; and seven having 40 percent or less earning such credentials. These differences reflect a variety of factors, including populations served, programs targeted, and approach to implementation of CASE strategies.

Types of credential earned also vary by participant demographics. For example, 82 percent of people of color who earned credentials earned LTOYs, CPCCs, and IRs <1 year, compared to 68 percent of whites. (At least some of this is due to the fact that people of color were more likely to enroll at community colleges that focused their CASE efforts on LTOYs, CPCCs, and IRs <1 year.)

Employment outcomes. 1,153 CASE participants who were unemployed at enrollment and completed training got jobs and 803 retained them, as shown in the chart below. These numbers fell short of CASE's goals.



Comparing CASE's percentage goals to actuals shows that CASE also fell somewhat short of its entered employment goal (59 versus 65 percent) and retained employment goal (75 versus 80 percent), as shown in the chart below.



CASE's employment outcomes were affected by the state of Oregon's economy and labor market, which included persistently high unemployment rates, especially in rural areas. A regional analysis of CASE's employment outcomes shows that participants in the Metro region had the highest employment rate at 68 percent and those in the Southern region the lowest at 55 percent. Another likely factor was the way in which the 17 community colleges implemented CASE (e.g., targeting those whose immediate interest was in earning LTOYs, CPCCs, and IRs <1 year and getting a job versus those interested in getting an associate's degree and beyond; targeting sectors/occupations in demand; engaging employers and workforce system partners; etc.). Employment rates vary by community college, with eight having employment rates of 60 percent or more and three having employment rates of less than 40 percent.

Employment rates also vary by type of credential earned. CASE participants who earned LTOYs, CPCCs, and IRs <1 year and those who earned degrees had comparable employment rates – 57 percent and 58 percent, respectively. For those with CCs 45+ credits and IRs >1 year, the rate was 52 percent. Those who earned credentials in more than one of these categories tended to have higher employment and retention rates.

Median hourly wages for CASE participants who were unemployed at enrollment and got jobs after completing training were $12.26 an hour for 2011-12, $13.28 an hour for 2012-13, and $14.13 an hour for 2013-14, based on Oregon Employment Department Unemployment Insurance (UI) wage match data. CASE's target was $16.84 an hour. For comparison purposes, the state's entry level wage is $10.77 in 2015 and the median wage, $17.51 an hour, according to OED figures.

Wages vary by community college, region, and industry. For example, those employed in construction had a median wage of $17.94 an hour for 2013-14 and those in retail trade $10.75 an hour.

(The full report includes more in depth analysis of CASE's education and employment outcomes, broken down by participant demographics, community college, industry, region, and type of credential.)

Key Issues and Implications for Policy, Practice and Systems

CASE model. CASE participants who took part in CASE created cohort training programs and received career coaching from start to finish along with support services had an 89 percent completion rate, compared to 67 percent

for CASE overall. They also had higher entered employment and retained employment rates. Common features of these programs included: upfront intake, assessment, orientation, and education and career planning; participants going through training as a group, with one result being that they provided peer support to one another; curriculum enhancements such as supplemental instruction and supports, work-based learning, and alternative scheduling; career coaching from the start of their programs to finish (e.g., regular progress check-ins, facilitated referrals to other services and supports at the community college and in the community, job search assistance, etc.), and support services.

These results are consistent with CASE's vision: TAA, unemployed, and underemployed workers participating in CASE's braided strategies will have higher completion rates, as well as higher employment rates.

Implications for policy, practice and systems

- Expand cohort training programs, combined with career coaching and support services. Possible sources of support include existing institutional resources, which some community colleges are using to sustain and expand cohort training and/or career coaching post-CASE; state funding (e.g., Community College Strategic Fund and Career Pathways); federal funding (e.g., Perkins); partner resources, services, and supports (e.g., WorkSource, WIA (now WIOA), TAA, and community based organizations); grants; and the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) 50-50 program, which can be used to support a variety of employment, education, and training services for food stamp recipients, including job search, work experience, education and training programs, support services, and job retention services. (28 percent of CASE participants were food stamp recipients.)

- Collect and analyze data on the educational and employment outcomes of those who take part in cohort training and who also receive career coaching and support services, in order to document and evaluate the results and promote continuous improvement.

Career pathways framework. One of CASE's intended system level outcomes was to help institutionalize the career pathways framework. Progress on this front included over 75 new and enhanced career pathways certificate programs developed, about 50 ABE/ESL bridge and career/technical education courses developed, and hundreds of employers engaged in education and training programs and work-based learning.

However, the use of career pathways—along with their marketing and communication—appears uneven across community colleges. For example, some view career pathway certificates as stackable credentials with labor market payoffs, enabling those earning career pathway certificates to enter the labor market and get jobs, and then return for additional stackable credentials that can lead to higher wage, higher skill jobs and ultimately degrees. Others see career pathway certificates as essentially components of associate degree programs to be awarded retroactively upon completion of a degree. Also, some career pathway certificates are seen as having limited labor market payoffs.

Implications for policy, practice and systems

- Continually assess the labor market payoffs of career pathway certificates by actively engaging employers in an ongoing way in the development, implementation, and evaluation of career pathway certificate programs; conducting labor market assessments; and making changes, as needed.

- Continue to provide community colleges the opportunity to come together around career pathways to share promising practices, analyze outcome data, and promote peer learning and continuous improvement. (The Oregon Pathways Alliance has served this function over the years.)

- Provide dedicated, ongoing, systemic training and professional development for those working at community colleges—as well as workforce system and community partners—around career pathways, along with career/technical education, employer engagement, labor market information, and related topics.

Retention strategies. Most, but not all, CASE participants who earned credentials got jobs. And some of those who got jobs got lower paying jobs. This speaks to the importance of reaching out and engaging those who have earned credentials, but need further education and training either to get a job or move along career pathways. This is especially the case for those who earned LTOYs, CPCCs, and IRs <1 year, which are designed to help people enter the labor market and get jobs, but are to be stacked with additional credentials leading to higher wage, higher skill jobs and ultimately degrees.

Implications for policy, practice and systems

- Develop retention strategies to engage—or reengage—those who have earned LTOYs, CPCCs, and IRs <1 year and entered the labor market, but need further education and training either to get a job or move along career pathways leading to higher wage, higher skill jobs.

Financial assistance for short term training. Financial aid eligibility is an issue for those who identify LTOYs, CPCCs, and IRs <1 year as their goal. This is likely one of the reasons why the percent of CASE participants earning LTOYs, CPCCs, and IRs <1 year was well below CASE's target (49 percent versus 70 percent). Currently, those who declare an associate's degree as their major goal—with LTOYs and CPCCs as momentum points along the way—are eligible for financial aid, but those who identify LTOYs, CPCCs, or IRs <1 year as their goal are not.

Implications for policy, practice and systems

- Provide financial assistance for those pursuing LTOYs, CPCCs, and IRs <1 year. This includes advocating for changes in federal financial aid requirements (e.g., expansion of Pell eligibility to those enrolled in short term training programs) and pursuing other sources of support such as the SNAP E&T 50-50 program.

ABS transition and completion. Community colleges developed a number of strategies to help with adult basic skills transition (e.g., Integrated Basic Education and Skills Training or I-BEST model and ABS support courses). 93 percent of CASE ABS participants made the transition to college level courses and 50 percent earned credentials.

Implications for policy, practice and systems

- Expand ABS transition and completion efforts piloted as part of CASE. Possible sources of support include existing institutional resources; state funding (e.g., Community College Strategic Fund); partner resources, services, and supports (e.g., WorkSource, WIA, TAA, and community based organizations); grants; and the SNAP E&T 50-50 program.

- Conduct further analysis of transition and completion rates for the ABS alone population and their implications. For ESL alone, 82 percent completed a program; 5 percent were still enrolled in training at the end of CASE's third year, but had yet to complete a program; and 13 percent exited without completing. For ABS alone, 36 percent completed a program; 17 percent were still enrolled in training, but had yet to complete a program; and 47 percent exited without completing.

Career coaching. In looking across the community colleges, a career coaching model emerges. It includes working with participants from the start of their programs to finish, which helps to build value-added relationships with participants; targeting specific cohort training programs, industry/occupational areas, and/or populations, which makes it possible to develop sector knowledge and positive, value-added relationships with program faculty and employers;

and embedding career coaching and related services and supports in the classroom, which makes it possible to serve groups of participants, foster a sense of community among participants, and engage faculty.

Implications for policy, practice and systems

- Expand the availability of career coaching services to TAA, unemployed, and underemployed workers. Possible sources of support include existing institutional resources, which some community colleges are using to sustain career coaching post-CASE; state funding; partner resources, services, and supports (e.g., WorkSource, WIA, TAA, and community based organizations); grants; and the SNAP E&T 50-50 program.

- Provide career coaches and others providing career coaching services at community colleges in the state the opportunity to come together as a group on a regular basis to share promising practices, participate in training and professional development, serve as peer mentors, and the like.

Credit for prior learning. Much of CASE's work on credit for prior learning took place at the state level, with CASE and state partnerships leveraging resources to promote statewide policy change (e.g., passage of CPL legislation, development of statewide CPL standards, and CPL pilot projects). At the level of individual community colleges, however, not much appears to have changed at least yet in terms of CPL. Few CASE participants—24—were awarded CPL.

Implications for policy, practice and systems

- Examine incentives and disincentives to the expanded use of CPL.

- Gear CPL approach to the target population (e.g., challenge exams may be a better fit for unemployed workers looking to get training and go back to work as soon as possible).

- Explore approaching CPL in the context of providing education and training for incumbent workers in an industry to help them move along career pathways, and with industry/employer partnerships.

- Provide faculty and staff CPL training.

Partnerships and collaboration. Partnerships and collaboration with the OED Central Trade Act Unit (CTAU), WorkSource, and WIA service providers were integral to CASE, and took many forms, including sharing participant data and information, and leveraging services, supports, and resources. The partnership with CTAU included data sharing agreements that made it possible to share TAA eligible worker information and, as a result, better coordinate services and supports; career coaching, with CASE career coaches serving as a single point of contact for TAA participants to help them navigate the community college system; and a statewide TAA liaison who worked with community colleges across the state. Most of this will continue post-CASE.

Partnerships between community colleges, WorkSource, and WIA varied by community college, local WIA service provider, and WorkSource center, with some partnerships stronger than others.

Implications for policy, practice and systems

- Continue to strengthen partnerships and collaboration between community colleges, CTAU, WorkSource, WIA (now WIOA) service providers, community based organizations, and others, as a way to increase TAA eligible, unemployed, and underemployed workers' access to education, employment, training and support services; their success in education and training programs; and their employment and earnings.

For community colleges, sponsored students such as TAA eligible workers can be a source of enrollments and funding. For example, TAA enrollments during the life of the CASE grant totaled over 1,200 participants and generated about $17 million, which paid for participants' tuition as well as their books, tools, and supplies. However, increasing sponsored students' access to and success in training may also require changes (e.g., alternative scheduling, so they can start training in a timely manner; block scheduling; priority enrollment for classes; etc.).

- Develop effective partnerships, with key elements being: institutional expectations regarding partnerships and collaboration; clear roles and responsibilities for the partners, with each focusing on what it does best; leveraging of partners' complementary resources (e.g., services, supports, and financial resources); training and professional development to promote understanding of each partner's roles, responsibilities, and resources; shared performance outcome measures; and data and information sharing.

Employer engagement. Employer engagement was also integral to CASE. Employer engagement took a variety of forms: working with program advisory committees, including helping bolster them by conducting employer outreach; developing employer databases into which everyone working with employers enters information, making it possible to coordinate outreach and engagement across the community college; providing participants work-based learning opportunities, with some getting directly hired as a result; and working with employers to help them meet their need for skilled workers by providing customized training, career coaching, and support services.

Implications for policy, practice and systems

- More actively engage employers in the development, implementation, and evaluation of career pathway certificate and other programs. This includes validating the labor market payoffs of career pathway certificate programs and providing participants work-based learning opportunities.

- Provide staffing, tools, and resources targeted to employer engagement.

- Coordinate employer outreach and engagement across individual community colleges and with external partners.

Data. One of CASE's intended systems level outcomes was to promote system-wide use of data for decision making. To this end, CASE invested in the collection and analysis of data that otherwise would not have been available (e.g., certain participant demographic information; services provided; educational outcomes such as industry recognized credentials and CPL; employment outcomes, etc.). Data on who is served, what services they are provided, and what their educational and employment outcomes are are critical for decision making.

Implications for policy, practice and systems

- Invest in data collection, analysis and evaluation to promote state and local use of data for decision making (e.g., data systems, training, and resources).

- Expand state and local data collection efforts to include items such as additional demographic information, services provided, industry recognized credentials attained, CPL, and employment outcomes.

- Develop sustainable data sharing agreements among the partners in order to track overall educational and employment outcomes and to use such data for evaluation purposes.

Equity. Analyzing participant and outcome data through an equity lens serves to identify achievement or opportunity gaps and the importance of strategies to close those gaps. For example, completion rates vary by race/ethnicity and

income. Therefore, strategies for increasing completion such as cohort training programs, along with career coaching and support services are particularly important from an equity perspective. Data on the CASE created cohort training programs show that people of color had a 91 percent completion rate, compared to 87 percent for whites.

Implications for policy, practice and systems

- Analyze educational and employment outcome data broken down by race/ethnicity and income to identify opportunity gaps; develop and implement strategies to close those gaps; and gather outcome data on these strategies to document and evaluate their impact on opportunity gaps and promote continuous improvement.

Targeted sectors/occupations. A few community colleges strategically targeted their career pathways and career coaching efforts to sectors such as health care. Taking a targeted sector approach makes it possible to develop sector knowledge; establish value-added relationships with employers in the sector; actively engage employers in developing, implementing, and evaluating career pathway certificate programs; contextualize career coaching (e.g., career planning and job search assistance); and secure work-based learning opportunities—and jobs—for participants.

Implications for policy, practice and systems

- Target sectors and/or occupations that are in demand in the regional economy and provide high wage, high skill jobs (or at least a pathway to these jobs).

(The full report includes more in-depth analysis of these issues and provides community college examples of promising practices and their results.)

Introduction/Overview

Credentials, Acceleration and Support for Employment (CASE)—a collaborative effort of all 17 Oregon community colleges*, the state's workforce investment boards, the Oregon Employment Department Central Trade Act Unit, the Higher Education Coordinating Commission/Office of Community Colleges and Workforce Development, employers, and community partners—aimed to improve educational and employment outcomes for Trade Adjustment Act (TAA) eligible, unemployed, and underemployed workers.

To achieve this goal, CASE advanced three strategies:

- **Career pathways** – Creating new and expanding existing career pathway certificate programs that target emerging and demand occupations and are based on industry driven competencies, and developing adult basic skills/developmental education bridge and career/technical education curricula. One element of this work was engaging employers in education and training programs and work-based learning (e.g., work experience, industry tours, on-the-job training, etc.).

- **Career coaching** – Providing coaching, services, supports, connections to other community college, public and community resources, and job related assistance in order to increase retention, completion, credential attainment, and employment. One element of this work was partnering with the public workforce system.

- **Credit for prior learning** – Increasing use of credit for prior learning (CPL) as a way to accelerate time to completion and, as a result, employment.

CASE was funded through an $18.68 million, three year Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the US Department of Labor. TAACCCT grants were provided to community colleges and other institutions of higher education to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are TAA eligible (as well as other unemployed or underemployed workers); and prepare participants for employment in high wage, high skill occupations, while also meeting the needs of employers for skilled workers.

The grant was awarded in October 2011 and, with a no cost extension, ran through September 2015.

This evaluation report—which covers CASE's first three years of 2011-12, 2012-13, and 2013-14—documents and evaluates CASE's results and identifies key issues that surfaced during the evaluation and their implications for policy, practice, and systems. The first section of the report presents the CASE logic model, which provides a roadmap that spells out the logic behind CASE's vision and how and why it would work. The next several sections are organized around key elements of the logic model: activities/performance objectives; measures of progress/indicators; and outcomes. The section after that focuses on the key issues and their implications for policy, practice, and systems.

Data and information sources include I-Trac, the management information system CASE used to track participants, services provided, and outcomes; Oregon Employment Department Unemployment Insurance (UI) wage match data; participating community college quarterly reports; CASE quarterly meetings; and site visits and structured interviews conducted as part of the evaluation. (A more detailed description of data sources can be found at the end of the report.)

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* A map of Oregon's community colleges can be found in Appendix I.

CASE Logic Model

The CASE logic model, developed by the CASE management team* as part of the evaluation process and shown on the following pages, provides a roadmap that spells out the logic behind CASE's vision, and how and why it would work. Key elements include:

- **Context/Situation** – This describes the environment in which CASE saw itself operating and includes the economy and labor market, education and the workforce, state budget and policy, and community college and related issues.

- **Inputs** – These are the inputs or resources CASE saw itself using to achieve its goals, and include state legislation and initiatives such as Oregon's Career Pathways Initiative; community college faculty, staff, experience, and resources; partnerships; funding; and statewide infrastructure.

- **Activities/Performance Objectives** – These are CASE's strategies—career pathways, career coaching, and credit for prior learning—and related activities, services, and supports.

- **Measures of Progress/Indicators** – These are CASE's measures of progress – the immediate, direct results of CASE's strategies, activities, services, and supports. They are outputs, reflecting what CASE planned to do. They are also numerical. Examples include the number of TAA eligible, unemployed, and underemployed workers served; the number and percent of participants persisting in education and training; and the number of new career pathway certificate programs created and existing ones enhanced.

- **Outcomes** – These are CASE's intended outcomes. Here, the focus is on what CASE saw as happening as a result of its strategies, activities, services, and supports. Outcomes could then be tracked and compared to numerical goals or targets.

  Outcomes can be at different levels: participant, organizational, and systems. They can also be short term and long term. Examples include the number and percent of CASE participants earning credentials, a short term, individual level outcome; institutionalization of the career pathways framework, a short term, system level outcome; an increase in employment and earnings of TAA eligible, unemployed, and underemployed workers, a long term, individual level outcome; and mitigation of regional labor market shortages in high growth industries, a long term, system level outcome.

- **Assumptions** – These are the assumptions CASE had about how and why it would work. Included are assumptions about participants, employers, partnerships, and institutional/system change.

- **External Factors** – These are the external factors that CASE saw as interacting with and influencing CASE and achievement of its intended outcomes (e.g., the economy, changing policies and priorities, resources, etc.).

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* A list of CASE management team members can be found in Appendix II.

CASE LOGIC MODEL

Context/Situation

Economy and labor market – High unemployment (esp. in rural areas); continued recession; sector shifts; high paying jobs increasingly requiring postsecondary education

Education and workforce - Low community college completion rates; low education and training participation rate among TAA eligible, unemployed, and underemployed workers; lack of basic and academic skills required for career and technical education

State budget and policy – 40/40/20 goal, education and human service budget cuts, increased accountability (e.g., achievement compacts), etc.

Community college and related issues – Shifting focus from access to completion; limited system-wide data capacity and usage; community colleges not having fully embraced acceleration and related strategies; antiquated financial aid rules and regulations, etc.

Inputs	Activities/Performance Objectives	Measures of Progress (Indicators)	Outcomes	
			Short-term	Long-term
Oregon Career Pathways Initiative and Alliance Knowledgeable community college faculty and staff Community college experience and resources Strategic partnerships (OED CTAU, CCWD, WIBs, etc.) Funding (TAACCCT, community college general funds, WIA, Perkins, etc.) State legislation and initiatives (student success initiative, credit for prior learning, work ready communities, etc.) Statewide community college policy, practice groups (instruction, ABE, IR, presidents, student services, etc.)	Career pathways - Creation of new career pathway certificate programs - Enhancement of existing career pathway certificate programs - Development of ABE/ESL bridge and career and technical education (CTE) curricula - Expansion and enhancement of employer engagement and labor market payoff for completers - Migration of promising practices through career pathways community of practice Career coaching - Hiring and training of career coaches - Outreach to TAA eligible, unemployed and underemployed workers - Coaching, case management - Connections to other community college resources (e.g., advising, academic supports, student services) - Wrap-around supports - Job related assistance - Connections to other public and community resources - Career coaches community of practice Credit for prior learning (CPL) - Expansion of credit for prior learning options - Development of portable e-portfolio - Expansion of military transcription - Credit for prior learning community of practice as a venue for promoting system change	Individual Level #/% of TAA, unemployed and underemployed workers served #/% of participants persisting in education and training #/% of ABS/developmental education students transitioning into certificate, degree programs #/% of students earning credits for prior learning and # of CPL credits awarded per student # of students completing work-based learning experience # of credentials earned Systems Level # of new career pathway certificate programs created and existing ones enhanced # of new CTE and ABE/ESL bridge curricula developed # of employers engaged in work-based learning E-portfolio curriculum developed # of military crosswalks developed	Individual Level #/% of participants earning credentials (less than 1 year, more than 1 year, industry recognized, associate degree) #/% of participants employed and retained Median wages for participants Wage gains for participants Systems Level Institutionalization of career pathways framework Diffusion of promising practices for employer engagement Institutionalization of career coaching promising practices Alignment and articulation of credit for prior learning System-wide use of data for decision making Increased understanding of partner agencies' programs, services, and resources	Individual Level Increase in employment and earnings for TAA, unemployed and under-employed workers Increase in #/% of Oregonians who attain postsecondary education certificates, degrees Systems Level Mitigation of regional labor market shortages in high growth industries Pipelines that connect TAA, unemployed, and underemployed workers to employers and jobs in their communities and provide employers skilled workers Adaptive postsecondary education and workforce partnerships responsive to local and statewide labor market demand

Evaluation: Ensure continuous improvement and track outcomes

Assumptions

Participants

- Low community college participation rate – TAA eligible, unemployed, and underemployed workers have a low community college participation rate for a variety of reasons, including lack of a college-going culture; people not seeing themselves as college ready; lack of information on available education and training options and/or referrals from agencies and organizations working with the target population (e.g., OED CTAU and WIA/WIBs); lack of access (e.g., geographic and financial); the need to balance family, school, and work; and lack of supports needed to participate in education and training (e.g., transportation and child care assistance). CASE will increase community college participation rates by working with partners such as OED CTAU and WIA/WIBs to reach out to the target population, and provide information on and referrals to available education and training options as well as services, supports, and resources.

- Low community college persistence and completion rate – TAA eligible, unemployed, and underemployed workers have low community college persistence and completion rates due to academic reasons (e.g., lack of basic and academic skills), difficulty navigating the community college system and accessing needed services and supports; and the need to balance family, school, and work. CASE will increase persistence and completion rates through its career coaching strategy, which will provide participants coaching, connections to advising, academic supports, and student services, wrap-around supports, and connections to other public and community resources; its career pathways strategy, which will provide participants a clear roadmap, stackable credentials that make it possible to move easily from school to work and back again, and a bridge for those lacking needed basic and academic skills; and its credit for prior learning strategy, which will reduce the amount of time it takes for participants to complete their education and training programs.

  TAA eligible, unemployed, and underemployed workers participating in all three CASE strategies will have better persistence and completion rates. Career coaches will braid the strategies together for participants. As part of the process of assessing participants' goals, career coaches will match them to related career pathway certificate programs, inform them of credit for prior learning options, and provide them career coaching services and supports.

- Increased employment and earnings – CASE will increase TAA eligible, unemployed, and underemployed workers' employment and earnings through its career pathways strategy, which will provide them the skills, work experience, and credentials valued by employers (since they have been engaged in development and implementation of career pathway certificate programs) and geared to the needs of the regional labor market; and its career coaching strategy, which will provide them job related assistance such as job readiness training, job search assistance, job development and placement, and follow-up services once on the job (the extent to which career coaches provide this assistance directly versus in partnership with employment and training agencies will vary, depending on the community college's connections to employers and employment and training partnerships/collaboration at the local level).

  For incumbent workers, certifications will help them retain their jobs (or move along career pathways) and increase their earnings.

Employers

- Employers' engagement in career pathway certificate programs will result in their recognizing community colleges as a talent pool and hiring more program completers; and program completers—especially those with work-based learning experience—will be more competitive in the labor market.

Partnerships

- Partnerships between community colleges, OED CTAU, and WIA/WIBs will result in greater understanding of each partner's programs, services, and resources; increased coordination and integration; and a more seamless, transparent set of services and supports for participants. This will increase the target population's

access to education, employment, training, and support services; their participation in education and training; their persistence in and completion of education and training programs; and their employment and earnings.

Institutional/System Change

- CASE strategies will be institutionalized, in part, through products, tools, and materials (e.g., new and enhanced career pathway certificate programs, ABE/ESL bridge and CTE curricula, e-portfolio curriculum, military crosswalks, etc.), strategy specific communities of practice, which will help migrate promising practices across community colleges and promote system change; documentation of promising practices and their outcomes; other funding (e.g., Community Colleges and Workforce Development funding for career pathways grants during and after CASE); changes in policies and practices (e.g., adoption of new CPL standards); and partnerships between community colleges and state and local agencies (e.g., OED CTAU, WIA/WIBs, etc.), which will foster integration of services and supports, as well as partnerships with employers and community organizations.
- Data systems will provide consistent, reliable, and accessible data on participants, their demographics, progress (e.g., adult basic skills/developmental education students transitioning into certificate and degree programs, credits earned, work-based learning experiences completed, persistence and completion rates, credentials earned, etc.), and outcomes (e.g., educational, employment, and earnings).
- Braided funding (e.g., WIA, TAA, financial aid, etc.) will help participants have the resources to take part in education and training, persist in and complete education and training programs, and earn credentials.

External Factors

External factors interacting with and influencing CASE and the achievement of its outcomes include:

- The state of Oregon's economy, which will have an impact on the employment and earnings of CASE participants
- State budget and policy (e.g., community college funding levels, achievement compacts, outcome funding, etc.)
- Federal budget and policy (e.g., WIA funding levels, financial aid rules and regulations, etc.)

Context/Situation Data Points

Economy and labor market

- Oregon's unemployment rate remains above the national average
- Oregon has had twice the rate of TAA certifications nationally relative to its share of the US population
- Projections show that by 2018 Oregon will rank 5th in the country for jobs requiring postsecondary education, but less than a four year degree

Education and workforce

- Oregon ranks 37th in the country in public sector postsecondary education certificates awarded
- Nearly 300,000 working age Oregonians or 11 percent have not earned a high school diploma and another 24 percent have attained a high school diploma but have no postsecondary education
- Many older workers have outdated work skills and limited training, and many of the positions lost during the recession have been industry specific and involve few, if any transferrable skills

CASE Activities/Performance Objectives

Career Pathways

As part of CASE's career pathways strategy, 53 new career pathway certificate programs were created and 25 existing career pathway certificate programs enhanced (e.g. , cohort learning, tutoring, and work-based learning), as detailed in the table on the following pages, which shows CASE's planned activities and its actual implementation efforts. ABE/ESL bridge and career/technical education curricula were also developed or revised, totaling about 50 courses in all. (A list of new career pathway certificate programs created and existing career pathway certificate programs enhanced can be found in Appendix III. A list of ABE/ESL bridge and career/technical education curricula developed or revised can be found in Appendix IV.)

Community colleges also reached out and engaged hundreds of employers, with some employers providing CASE participants work-based learning opportunities and then directly hiring them. The most frequent form of employer engagement was cooperative work experience (CWE), with 12 percent of CASE participants taking part in CWE. Other forms included industry tours, internships, job shadows, and paid work experience.

Career Coaching

As part of CASE's career coaching strategy, career coaches at each community college conducted outreach and recruitment, provided coaching, connected participants to other resources at the college (e.g., advising, academic and student services) and in the community, and provided job related assistance.

Outreach and recruitment strategies included:

- Reaching out and recruiting TAA eligible workers, working in partnership with the Oregon Employment Department Central Trade Act Unit (CTAU) (this included CTAU reaching out to TAA participants who were eligible for training and making referrals to career coaches, as well as providing career coaches lists of current TAA students)

- Reaching out and recruiting WIA participants, working in partnership with WorkSource and WIA service providers (this included WorkSource and WIA service providers making referrals to career coaches)

- Reaching out and recruiting new and continuing students who were unemployed and underemployed

- Getting referrals from other departments on campus (academic and student services)

One implementation issue: CASE participants were recruited and enrolled in CASE at different points in the educational process, with some enrolled as they entered training and others as they were about to exit. This means a sizable portion of participants did not get the full treatment of career pathways, career coaching from start to finish, and credit for prior learning. From an evaluation perspective, this presents a challenge in terms of measuring the impact of these strategies.

Coaching strategies included:

- Providing upfront assistance (e.g., help navigating the community college system, including registration and financial aid; advising support; development of education/career plans; etc.)

- Offering targeted services and supports aimed at removing barriers and increasing success

- Identifying and making referrals to other needed resources, both at the community college and in the community

- Checking in regularly on progress

The most frequent form of direct participant service was progress check-ins, as a form of intrusive, proactive coaching. Almost two thirds of CASE participants received this service.

Career coaches also provided CASE participants job related assistance, either directly or in partnership with others such as WorkSource and WIA service providers. This included:

- Job readiness training

- Job search assistance (e.g., resume writing, interviewing, etc.)

- Job/career/hiring fairs

The most frequent forms of job related assistance were job search assistance and resume assistance, with 26 percent of CASE participants receiving job search assistance and 27 percent resume assistance.

Community colleges reported that working with cohort training programs, including those created or enhanced as part of CASE, was a particularly effective approach. The benefits are several. Career coaches work with participants from start to finish. Groups of participants are engaged, with services and supports provided where they are (rather than having to track them down individually). Services and supports can be embedded in the classroom. They can also be contextualized to the sector or occupation targeted by training. Participants provide peer support to one another. And it helps to engage and build value-added relationships with faculty and employer partners.

Credit for Prior Learning

Community colleges reported a variety of challenges related to CPL early on, including disjointed, complex, and vague processes. In later years, community colleges reported increased activity, including examination of their CPL policies, practices, processes and options. Some of this appeared to be due, in part, to changes in state policy, including the requirement that CPL credits be reported in the state community college reporting system and implementation of state legislation on CPL.

Community colleges also reported limited progress on e-portfolios early on. At least one community college did develop an electronic portfolio, along with courses designed to help students through the process. Much of the CPL work ended up taking place at the level of state policy. (CASE's CPL strategy is discussed in greater detail in the Key Issues section of this report.)

CASE Activities/Performance Objectives

	Planned Activities	Implementation Efforts
Career Pathways		
Creation of new career pathway certificate programs	Participating community colleges will create new career pathway certificate programs, targeting industries and occupations projected to create middle skill job opportunities. This will include: • Developing stackable career pathway certificates tied to industry driven competencies • Developing career pathway roadmaps and making them available online	53 new career pathway certificate programs were created in 2011-12 and 2012-13 (25 above target) in the following areas: • Agriculture, food and natural resources (5) • Arts, information and communications (2) • Business and management (14) • Health services (4) • Human resources (13) • Industrial and engineering systems (15) (A list of new career pathway certificate programs created as part of CASE can be found in Appendix III.)
Enhancement of existing career pathway certificate programs	Participating community colleges will enhance existing career pathway certificate programs. This will include: • Cohort learning • Alternative scheduling • Online/hybrid delivery options • Tutoring • Career coaching • Work-based learning	25 existing career pathway certificate programs were enhanced in 2011-12 and 2012-13 (1 above target) in the following areas: • Business and management (12) • Health services (4) • Human resources (2) • Industrial and engineering systems (7) (A list of existing career pathway certificate programs enhanced as part of CASE can also be found in Appendix III.)
Development of ABE/ESL bridge and career/ technical education (CTE) curricula	Participating community colleges will develop ABE/ ESL bridge and career/technical education curricula for CASE participants lacking needed basic and academic skills.	ABE/ESL bridge and career/technical education curricula were developed or revised, totaling about 50 courses in all. ABE/ESL curricula included basic manufacturing math and VESL for early childhood education. CTE curricula included agricultural science (e.g., beer making, cheese making, etc.), early childhood education, microcomputer applications, and project management.

		(A list of ABE/ESL bridge and career/technical education curricula developed or revised as part of CASE can be found in Appendix IV.)
Expansion and enhancement of employer engagement and labor market payoff for completers	Participating community colleges will expand and enhance employer engagement. This will include reaching out to employers and engaging them in: • Developing and validating curricula • Offering resources to support education and training (e.g., equipment, instructors, facilities, etc.) • Providing participants work-based learning opportunities (e.g., internships, cooperative work experience, industry tours, on-the-job training, job shadowing, etc.) • Hiring participants completing certificates and degrees	Community colleges reached out and engaged hundreds of employers as part of CASE. Some employers provided CASE participants work-based learning opportunities and then directly hired them. The most frequent form of employer engagement was cooperative work experience (CWE), based on I-Trac data. 12 percent of CASE participants took part in CWE. Other forms of employer engagement (in order of frequency) were industry tours, employer classroom presentations, internships, networking, mentorship, job shadows, and paid work experience. One implementation issue: at some community colleges, employer engagement as part of CASE was limited because of both internal and external partners protecting their own individual employer contacts, and seeing employer engagement as their purview. At some community colleges, CASE staff found ways to add value to the existing employer engagement efforts of partners, to the benefit of CASE participants; and at others not.
Migration of promising practices through career pathways community of practice	The Oregon Pathways Alliance—which is made up of representatives from the state's community colleges and has helped spearhead Oregon's career pathways initiative over the years—will act as the career pathways community of practice. It will continue to analyze data and promote peer learning and continuous improvement.	The Oregon Pathways Alliance met quarterly and included peer learning and the sharing of promising practices (e.g., health care pathways, ABS students transitioning to credit postsecondary, VESL early childhood education, and career pathways scaling and implementation).
Career Coaching		
Hiring and training of career coaches	Every participating community college will hire and train career coaches to engage and support TAA eligible, unemployed, and underemployed workers from recruitment through the first 9	Each community college had career coaches. At some, staff were hired specifically to provide career coaching. At one small community college, faculty in a targeted program area served this function.

	months of employment.	And at a couple of other community colleges, WorkSource or WIA service provider staff who also worked at the community college provided career coaching. Career coaches took part in Career Development Facilitator (CDF) training and TAA training.
Outreach to TAA eligible, unemployed and underemployed workers	Career coaches will conduct outreach to CASE's target population, working in partnership with OED CTAU and WIA/WIBs to recruit participants, provide services, and track shared participants.	Career coaches used a variety of outreach and recruitment strategies, including: • Reaching out and recruiting TAA eligible workers, working in partnership with CTAU (this included CTAU reaching out to TAA participants who were eligible for training and making referrals to career coaches, as well as providing career coaches lists of current TAA students) • Reaching out and recruiting WIA participants, working in partnership with WorkSource and WIA service providers (this included WorkSource and WIA making referrals to career coaches) • Reaching out and recruiting new and continuing students who were unemployed or underemployed • Getting referrals from other departments on campus (academic and student services) One implementation issue: CASE participants were recruited and enrolled in CASE at different points in the educational process, with some enrolled as they entered training and others as they were about to exit. This means a sizable portion of participants did not get the full treatment of career pathways and career coaching from start to finish. From an evaluation perspective, this presents a challenge in terms of measuring the impact of these strategies.
Coaching, case management	Career coaches will use multiple strategies, including regular check-ins and data, to build positive relationships with participants, track their progress, and offer targeted services and supports, as needed.	Career coaches used a number of coaching strategies, including: • Providing upfront assistance (e.g., help navigating the community college system, including registration and financial aid; advising

		support; development of educational/career plans, etc.) • Offering targeted services and support aimed at removing barriers and increasing success • Identifying and making referrals to other needed resources, both at the community college and in the community (described in greater detail below) • Checking in regularly on progress Based on I-Trac data, the most frequent form of direct participant service was progress check-ins, as a form of intrusive, proactive coaching. Almost two thirds of CASE participants received this service. Other forms of direct participant service (in order of frequency) were orientation, assistance with college registration, career exploration, educational plan development, and assistance with financial aid. Community colleges reported that working with cohort training programs was a particularly effective approach. The benefits are several. Career coaches work with participants from start to finish. Groups of participants are engaged, with services and supports provided where they are (rather than having to track them down individually). Services and supports can be embedded in the classroom. They can also be contextualized to the sector or occupation targeted by training. Participants provide peer support to one another. And it helps to engage and build value-added relationships with faculty and employer partners.
Connections to other community college resources (e.g., advising, academic supports, student services)	Career coaches will provide CASE participants facilitated referrals to the financial, academic and/ or nonacademic supports they need, as well as college placement and career exploration.	Career coaches connected CASE participants to other community college resources. This involved developing collaborative relationships with academic and student services, providing referrals, etc. Based on I-Trac data, referrals were made most frequently to college advising, with far fewer to academic supports and student services. A couple of community colleges reported expanding

		and enhancing services (e.g., expansion of tutoring, development of a math lab, creation of a career center, etc.)
Wrap-around supports	Career coaches will provide CASE participants wrap-around supports.	Career coaches provided CASE participants referrals to community organizations and resources such as transportation, child care, housing, food, and medical assistance.
Job related assistance	Career coaches will provide CASE participants job related assistance (e.g., job readiness training, job search assistance, job development and placement, and follow-up services once on the job).	Career coaches provided CASE participants job related assistance, either directly or in partnership with others such as WorkSource and WIA service providers. This included: • Job readiness training • Job search assistance (e.g., resume writing, interviewing, etc.) • Job/career/hiring fairs Most frequent forms of job related assistance, based on I-Trac data, were job search assistance and resume assistance, with 26 percent of CASE participants receiving job search assistance and 27 percent receiving resume assistance. Some community colleges reported hiring employment or career support specialists to provide CASE participants job related assistance. A few reported taking job readiness training and job search assistance into the classroom. A few also reported developing career centers that brought job related assistance services, supports and resources together, along with employer engagement.
Connections to other public and community resources	Career coaches will connect CASE participants to other public and community resources.	Career coaches provided CASE participants referrals to other public and community resources, including TAA, WorkSource, and WIA. Based on I-Trac data, referrals were most frequently made to WIA, with 10 percent of CASE participants referred to WIA. Referrals were also made to (in order of frequency) TAA, community resources

		and Training Unemployment Insurance.
Career coaches community of practice	Career coaches will meet quarterly to: • Update training • Analyze quantitative and qualitative data and information for learning and continuous improvement purposes • Identify promising practices	Career coaches met quarterly as a community of practice to participate in training and workshops, share promising practices, address data system and related CASE issues, and participate in learning/continuous improvement sessions. Career coaches reported that being able to meet regularly with peers to share challenges, strategies, approaches, and promising practices was a real value add of CASE.
Credit for Prior Learning		
Expansion of credit for prior learning (CPL) options (e.g., standardized exams, challenge exams, evaluation of non-college instruction, and portfolio assessments)	Five participating community colleges will take part in a Year 1 pilot, with the aim of increasing understanding, use and integration of CPL strategies within and between community colleges. This will include: • Identifying common needs • Sharing promising practices • Creating a portable e-portfolio • Offering related training All participating community colleges will take part in Years 2 and 3 to build capacity and shared understanding of promising practices.	Community colleges reported a variety of challenges related to CPL early on, including disjointed, complex, and vague processes. One reported having a policy that CPL could not be used to meet requirements for less than one year, one year, or two year certificates. In later years, community colleges reported increased CPL activity, including examination of their CPL policies, practices, processes, and options (e.g., challenge exams). Some of this appeared to be due, in part, to changes in state policy, including the requirement that CPL credits be reported in the state community college reporting system and implementation of state legislation on CPL.
Development of portable e-portfolio	Participating community colleges will develop an e-portfolio curriculum.	Community colleges reported limited progress on e-portfolios early on. At least one community college did develop an electronic CPL portfolio, along with courses designed to help students through the process.
Expansion of military transcription	Participating community colleges will align and expand military transcription, creating crosswalks for transcripting college credit in selected career/ technical education programs for those who	4 military crosswalks were developed: • Seamanship/maritime science • Structural fire suppression

	participated in training while in the military.	• Automotive service tech • Associate of Arts Oregon transfer A manual for transcripting credits was also developed.
Credit for prior learning community of practice as a venue for promoting system change	Five participating community colleges will work together in a community of practice on CPL pilot projects in Year 1. In Years 2 and 3, all participating community colleges will take part to build capacity and shared understanding of promising CPL practices across the state's community colleges.	Community colleges met periodically about CPL. However, much of the CPL work took place at the level of state policy.

Sources: Oregon CASE technical proposal (for planned activities); and community college quarterly reports, I-Trac, and community college site visits and structured interviews (for implementation efforts)

CASE Measures of Progress/Indicators

Individual Level

CASE Participants

In three years, CASE served 4,639 participants, well over its target of 3,525. Key demographic characteristics of CASE participants are shown in the table below.

CASE Participant Demographics

	Number	Percent
Race/Ethnicity		
Hispanic/Latino	537	12%
American Indian/Alaska Native	178	4%
Asian	240	5%
Black/African American	132	3%
Native Hawaiian/Other Pacific Islander	42	1%
White	3,520	76%
More than one race	114	2%
Gender		
Women	2,470	53%
Men	2,169	47%
Age		
Mean age (years)	34	
Educational Attainment (at enrollment)		
Less than 12 years	264	6%
High school diploma/GED	2,172	47%
Some college (incl. vocational technical)	1,534	33%
Associate's degree	318	7%
Bachelor's degree or more	351	8%
Employment Status (at enrollment)		
Not currently employed	3,293	71%
Employed	1,346	29%
Underemployed	825	18%
Specific Groups		
TAA	279	6%
Veterans	481	10%
Pell eligible	1,804	39%
Food stamp recipient	1,293	28%
TANF recipient	176	4%
Single parent	465	10%
Persons with disabilities	239	5%
Homeless	55	1%
Criminal record	307	7%

(Detailed year-by-year tables on CASE participants, their demographics, and outcomes can be found in Appendix V.)

In terms of CASE's target population, 71 percent of CASE participants were unemployed at enrollment and 18 percent underemployed. 6 percent were TAA, making CASE a national leader among TAACCCT grants in the percent of TAA participants served.

A more in-depth look at certain groups of CASE participants shows:

- People of color made up 23 percent of all CASE participants. People of color were slightly more likely to be employed at enrollment, but also more likely to be underemployed and low income. They were also more likely to have a high school diploma/GED or less.

- Women made up 53 percent of all CASE participants. Women were more likely to be employed at enrollment, but also more likely to be underemployed and low income. They were more likely to have at least some college.

- TAA participants were unemployed at enrollment, but less likely to be low income. Overall, TAA participants had levels of educational attainment very similar to those who were not, except they were somewhat less likely to have a bachelor's degree or more. Their average age was 45 years old. TAA participants were somewhat more racially/ethnically diverse, due largely to the overrepresentation of participants of Asian descent.

- Low income participants made up 30 percent of all CASE participants. Low income participants were less likely to be employed at enrollment. They were also more likely to have a high school diploma/GED or less.

- Food stamp recipients (self-reported) made up 28 percent of all CASE participants. (It should be noted that all food stamp recipients were low income, but not all low income participants were food stamp recipients.) More than one in five food stamp recipients was employed at enrollment. 55 percent had a high school diploma/GED or less and 45 percent at least some college.

- Pell eligible participants made up 39 percent of all CASE participants. Pell eligible participants were less likely to be employed at enrollment. They were somewhat more likely to have at least some college. They were also somewhat less racially/ethnically diverse, due largely to the underrepresentation of Hispanics/Latinos.

- The ABS population as a whole made up 18 percent of all CASE participants. Almost two thirds were ABS alone and more than one third ESL alone. Both ABS and ESL groups were more likely to be low income. The ABS group was less likely to be employed and the ESL group more likely to be underemployed. Both groups were more likely to have a high school diploma/GED or less and less likely to have some college. In terms of race/ethnicity, whites made up a majority of the ABS population as a whole. But people of color were overrepresented, especially in the ESL alone group.

All data in this evaluation report are from I-Trac—the Workforce Investment Act (WIA) based management information system developed and administered by Worksystems, Inc. that CASE used to track participants, services provided, and outcomes—unless otherwise noted.

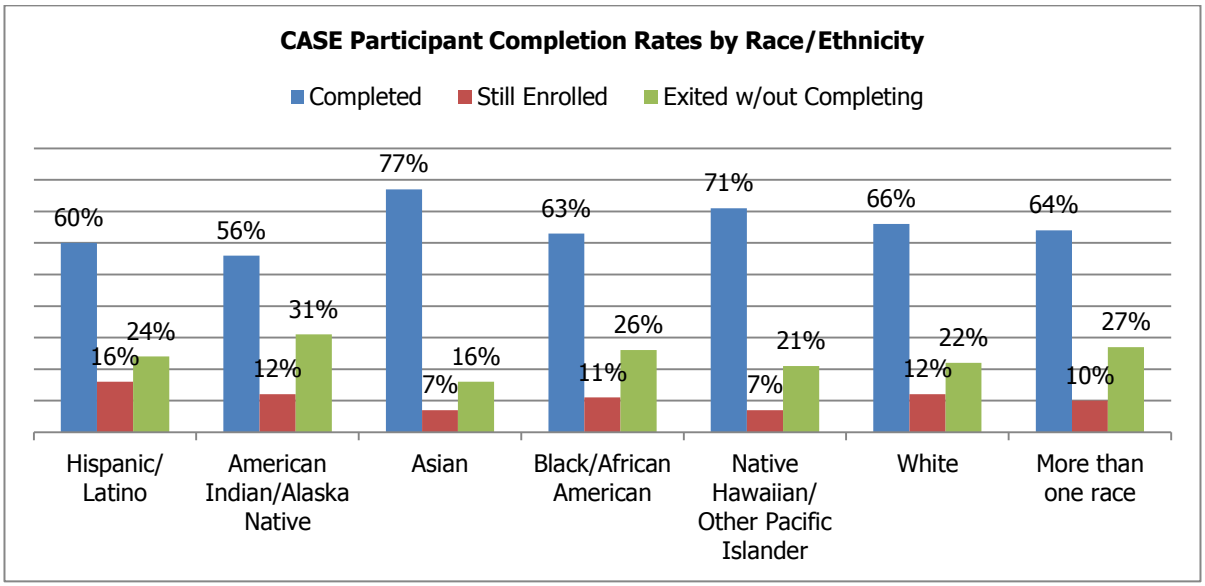
In terms of programs of study, the largest portion of CASE participants enrolled in health care at 28 percent, followed by manufacturing, 15 percent; administration/business, 8 percent; construction/heavy equipment, 6 percent; accounting, 5 percent; education, 5 percent; automotive, 4 percent; and computer applications, 3 percent.

Persistence in Education and Training

Overall, 67 percent of CASE participants persisted in education and training to completion. 11 percent did not complete a program, but were still enrolled in training at the end of CASE's third year. 22 percent exited without completing a program. Reasons included lack of funding, family responsibilities, health/medical, and lack of transportation. A small percent exited because they got a job.

Rates vary by race/ethnicity, as show in the chart and table below. For example, 60 percent of Hispanics/Latinos completed, 16 percent were still enrolled in training, and 24 percent exited without completing a program. 56 percent of American Indians/Alaska Natives completed, 12 percent were still enrolled in training, and 31 percent exited without completing. And 63 percent of Blacks/African Americans completed, 11 percent were still enrolled in training, and 26

percent exited without completing.



Rates also vary by income and educational attainment. 59 percent of low income participants completed, the same rate as for those with a high school diploma/GED or less. Only 40 percent of those with less than 12 years of education completed, with 54 percent exiting without completing.

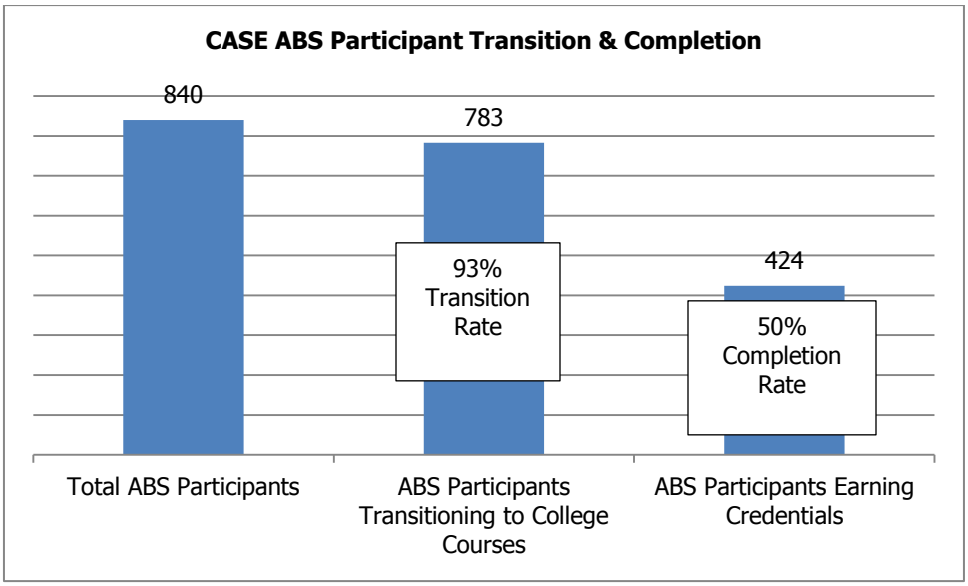
CASE Completion Rates by Participant Demographics

	Completed	Still Enrolled in Training	Exited Without Completing
Race/Ethnicity			
Hispanic/Latino	60%	16%	24%
American Indian/Alaska Native	56%	12%	31%
Asian	77%	7%	16%
Black/African American	63%	11%	26%
Native Hawaiian/Other Pacific Islander	71%	7%	21%
White	66%	12%	22%
More than one race	64%	10%	27%
Educational Attainment (at enrollment)			
Less than 12 years	40%	7%	54%
High school diploma/GED	61%	15%	24%
Some college (incl. vocational technical)	72%	10%	18%
Associate's degree	81%	5%	14%
Bachelor's degree or more	81%	7%	13%
Employment Status (at enrollment)			
Not currently employed	65%	12%	23%
Employed	69%	11%	20%
Underemployed	71%	9%	21%
Specific Groups			
TAA	64%	23%	13%
Veterans	60%	12%	27%
Pell eligible	63%	14%	23%
Food stamp recipient	60%	13%	27%
Low income	59%	14%	27%

Completion rates also vary by training program. For example, 89 percent of CASE participants in CASE created cohort training programs persisted to completion, compared to the overall completion rate of 67 percent. (This is explored in more detail in the Key Issues section of this report.)

ABS Transition and Completion

One population targeted by CASE was those in need of adult basic skills training, with the goal of increasing their rate of transitioning to college level courses and earning credentials. For CASE, ABS participants included those enrolled in adult basic education (ABE), English as a second language (ESL), vocational ESL (VESL), English for non-native learners (ENL), bridge, Integrated Basic Education and Skills Training (I-BEST), Oregon Pathways for Adult Basic Skills (OPABS), and GED courses. 18 percent of all CASE participants were enrolled in ABS, as shown in the chart below. 93 percent of these participants transitioned to college level courses and 50 percent earned credentials.



Patterns differ for those who were ABS alone versus ESL alone. For ESL alone, 82 percent completed a program; 5 percent were still enrolled in training, but had yet to complete a program; and 13 percent exited without completing. For ABS alone, 36 percent completed; 17 percent were still enrolled in training, but had yet to complete a program; and 47 percent exited without completing.

(Some promising practices for helping with the ABS transition and completion are identified in the Key Issues section of this report.)

Credit for Prior Learning

In three years, only 24 CASE participants earned credit for prior learning (CPL). CPL was awarded through portfolios, challenge exams, and American Council on Education (ACE) military transcripting. (CASE's CPL strategy is discussed in the Key Issues section.)

Work-Based Learning

785 CASE participants—or 17 percent of all participants—took part in work-based learning, with the most common forms being cooperative work experience, industry tours, and internships. Other forms included job shadows and paid work experience.

Credentials Earned

CASE participants earned a total of 7,129 credentials. This breaks down as follows:

- 1,880 less than one year certificates and career pathway certificates of completion
- 3,273 less than one year industry recognized credentials
- 649 certificates of completion of 45 credits or more
- 212 more than one year industry recognized credentials
- 1,115 degrees

Systems Level

New and Enhanced Career Pathway Certificate Programs

53 new career pathway certificate programs were created as part of CASE, as already noted. This included developing stackable career pathway certificates of completion and less than one year certificates tied to industry driven competencies and developing career pathway roadmaps. Career areas included agriculture, food and natural resources; arts, information and communications; business and management; health services; human resources; and industrial and engineering systems.

In addition, 25 existing career pathway certificate programs were enhanced. Enhancements included cohort learning, alternative scheduling, online/hybrid delivery options, tutoring, career coaching, and work-based learning. Career areas included business and management; health services; human resources; and industrial and engineering systems.

(A list of new career pathway certificate programs created and existing career pathway certificate programs enhanced in 2011-12 and 2012-13 can be found in Appendix III.)

ABE/ESL Bridge and Career/Technical Education Curricula

ABE/ESL bridge and new career/technical education curricula were also developed or revised as part of CASE. In all, about 50 courses were developed or revised. ABE/ESL bridge curricula included basic manufacturing math and VESL early childhood education. Career/technical education curricula included agricultural science (e.g., beer making, cheese making, wine making etc.), early childhood education, microcomputer applications, and project management.

Courses ranged from 10 hour workshops to 60 hour courses, as noted in the *CASE Subject Matter Expert Curriculum Review Summary Report*. About 60 percent were part of a career pathway certificate program. Revisions to existing courses included conversion to online, expansion of content, and enhancement of teaching and learning strategies.

(A list of ABE/ESL bridge and career/technical education curricula developed or revised as part of CASE can be found in Appendix IV.)

Employer Engagement in Work-Based Learning

Community colleges reported engaging hundreds of employers in work-based learning as part of CASE, with some CASE participants directly hired as a result. As noted above, work-based learning most frequently took the form of cooperative work experience, industry tours, and internships. Other forms included job shadows and paid work experience.

E-Portfolio Curriculum

At least one community college developed an electronic CPL portfolio along with courses designed to help students go through the process. However, CASE's credit for prior learning strategy evolved over the years, focusing more on CPL efforts at the state level. (These efforts are described in more detail in the Key Issues section of this report.)

Military Crosswalks

Four military crosswalks were also developed as part of CASE. These were:

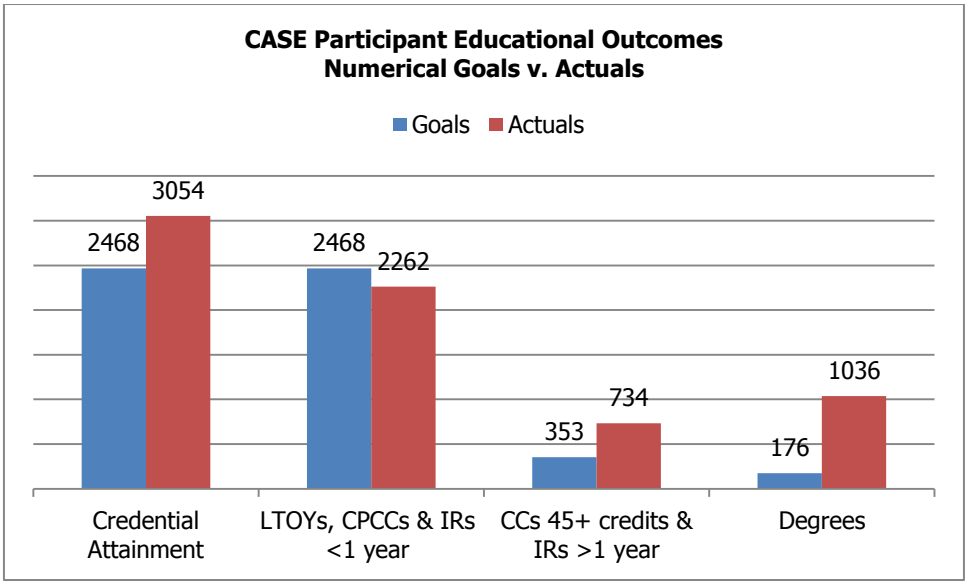
- Seamanship/maritime science
- Structural fire suppression
- Auto service tech
- Associate of Arts Oregon transfer

CASE Outcomes

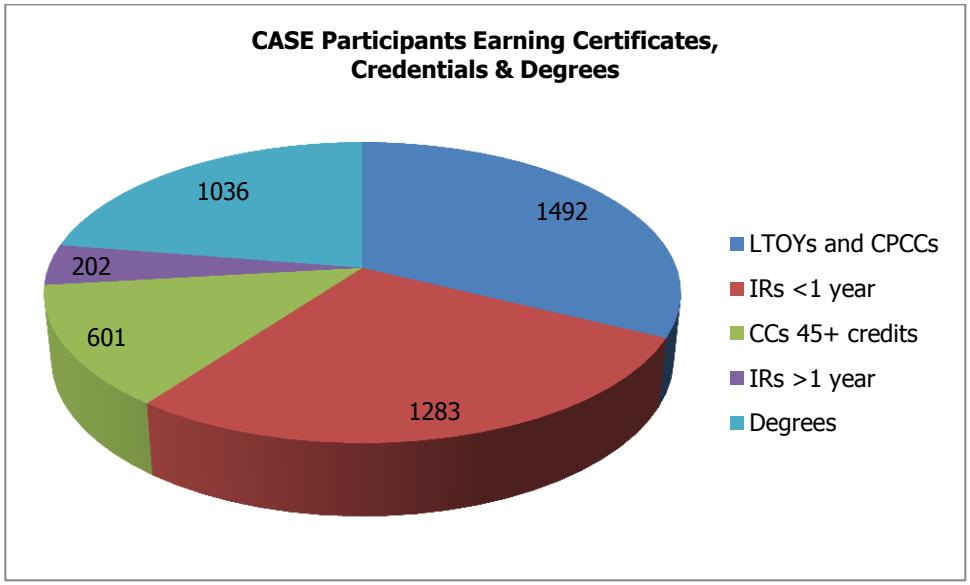
Individual Level

Educational Outcomes

Overall, 3,054 CASE participants earned credentials, as shown in the chart below. Broken down by type of credential, 2,262 earned less than one year certificates (LTOYs) and career pathway certificates of completion (CPCCs) of 12-44 credits as well as less than one year industry recognized credentials (IRs <1 year); 734 earned certificates of completion of 45 credits or more (CCs 45+ credits) and more than one year industry recognized credentials (IRs >1 year); and 1,036 earned degrees. Hundreds of CASE participants earned more than one certificate or credential and are, therefore, counted more than once.

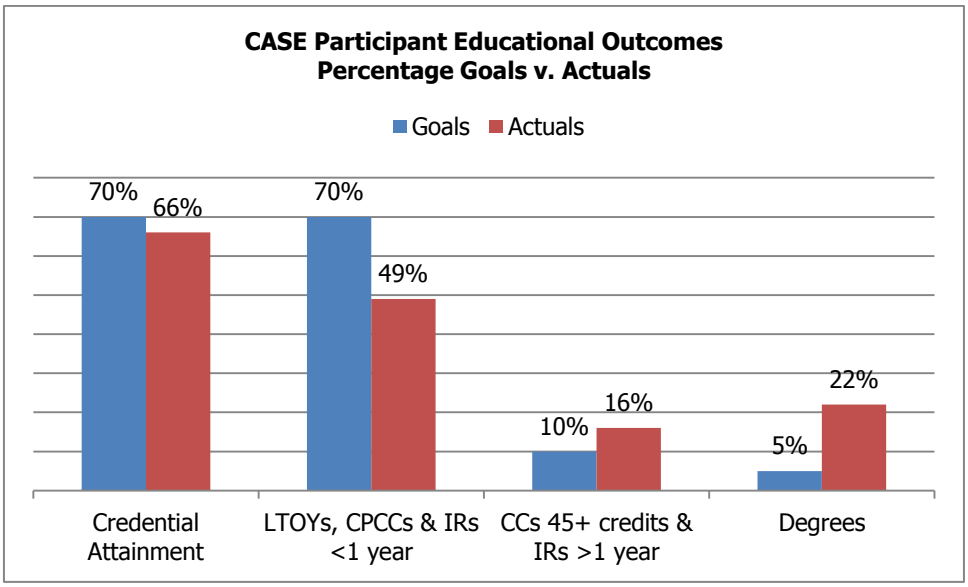


Comparing CASE's numerical goals to actuals shows CASE exceeded its goals for CCs 45+ credits and IRs >1 year, and degrees. However, it fell short of goals for LTOYs, CPCCs, and IRs <1 year.



Breaking these categories of certificates and credentials down further shows the highest number of CASE participants earned LTOYs and CPCCs (1,492), followed by IRs <1 year (1,283), degrees (1,036), CCs 45+ credits (601), and IRs >1 year (202), as shown in the chart above.

Comparing CASE's percentage goals to actuals shows that CASE fell just short of its credential attainment goal, as shown in the chart below. It fell well short of its LTOY, CPCC, and IR <1 year goals, but exceeded its CC 45+ credits and IR >1 year, and degree goals. CASE's vision was that 70 percent of participants would earn LTOYs, CPCCs, and IRs <1 year, seeing these certificates and credentials as a way to help the target population get the skills and training needed to either get a high wage, high skill job (for the unemployed) or a better job (for the underemployed), and 10 percent would go on to earn CCs 45+ credits and IRs >1 year, and 5 percent, degrees. However, only 49 percent of participants earned LTOYs, CPCCs, and IRs <1 year. 16 percent earned CCs 45+ credits and IRs >1 year, and 22 percent degrees.

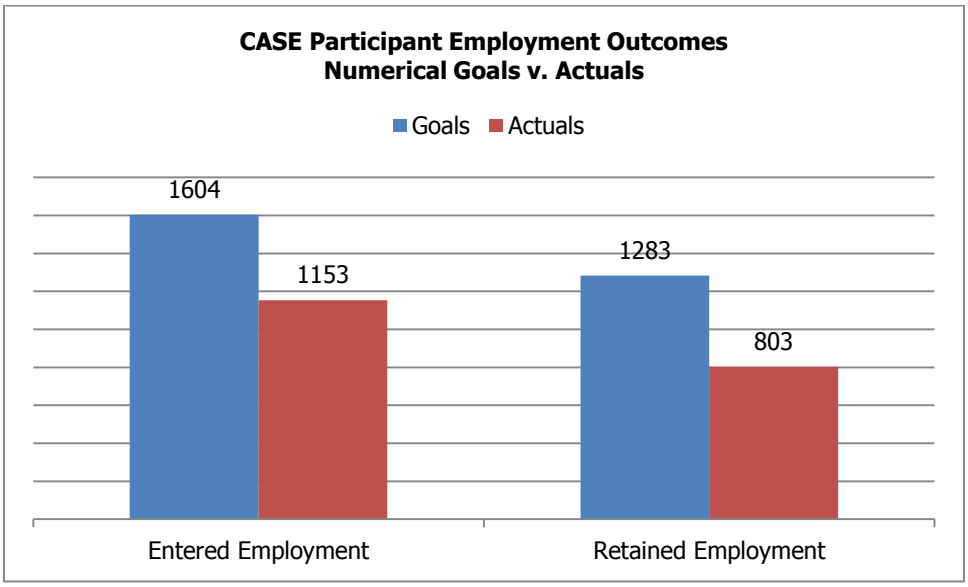


A number of factors had an impact on the lower than projected percent of CASE participants earning LTOYs, CPCCs, and IRs <1 year and the higher than projected percent earning CCs 45+ credits and IRs >1 year, and degrees. These include:

- Enrollment of CASE participants from programs across the board – LTOYs, CPCCs, and IRs <1 year; CCs 45+ credits and IRs >1 year; and degrees.
- Enrollment of CASE participants at different points in the educational process, with some enrolled as they started their programs and others as they were about to complete them.
- Difficulty identifying those with the specific intent of an LTOY, CPCC, or IR <1 year.
- Financial aid eligibility for those identifying an LTOY, CPCC, or IR <1 year as their goal. (This issue is discussed in greater detail in the Key Issues section of this report.)

Employment Outcomes

Overall, 1,153 CASE participants who were unemployed at enrollment got jobs and 803 retained them, as shown in the chart below. CASE participants counted as having entered employment if they were unemployed at enrollment and got a job in their first quarter after exit. They counted as having retained employment if they remained employed in their second and third quarters after exit. These numbers fell short of CASE's goals.*



Comparing CASE's percentage goals to actuals shows that CASE also fell somewhat short of its entered employment goal (59 versus 65 percent) and retained employment goal (75 versus 80 percent), as shown in the chart below.** One major factor affecting CASE's employment outcomes was the state's economy, which was marked by persistently high unemployment, especially in the rural areas. The way in which the 17 community colleges implemented CASE was also likely a factor – who was served (e.g., those whose immediate interest was in earning an LTOY, CPCC, or IR <1 year, and getting a job versus those interested in getting an associate's degree and beyond), what services and support were provided, how employer and workforce system partners were engaged, etc. (CASE participant employment rates by community college are reported below.)

(Some promising practices for connecting people to jobs are identified in the Key Issues section of this report.)

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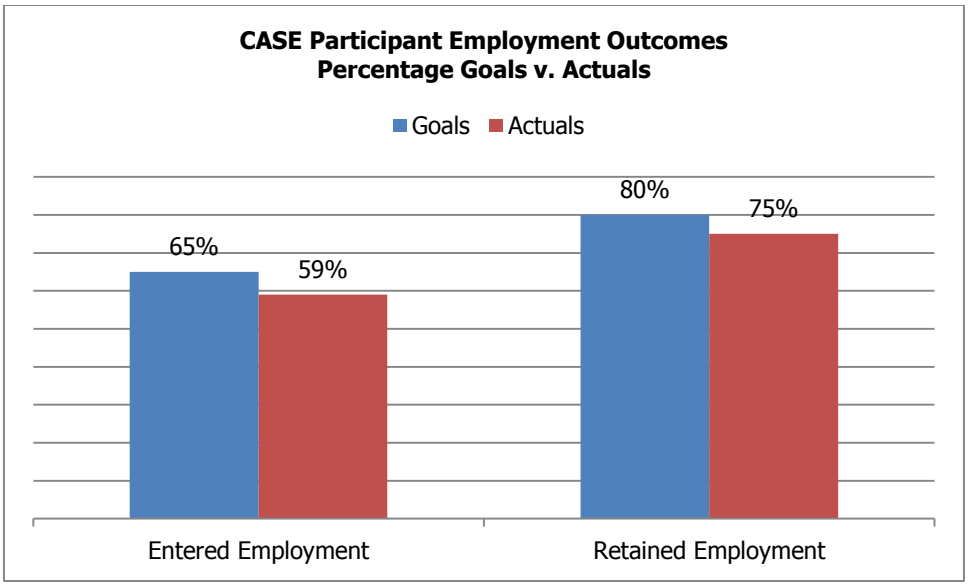
* Only limited employment data are available for CASE participants at one community college. As a result, CASE's employment and retention numbers are understated. Also, in calculating CASE's overall employment and retention rates, data on these participants, both in terms of number exited and number employed, are not included.

** In calculating CASE's overall retention rate, CASE participants who exited in the third year and got jobs, but for whom not enough time had passed for them to reach the retention point are not included. This adjustment was not made to retention rates broken down by participant demographics or credentials earned, which are included elsewhere in this section. However, this should not affect the patterns reported.



Oregon Employment Department Unemployment Insurance (UI) wage match data allow for a more in-depth look at the employment and earnings of CASE participants, both those who were unemployed at enrollment and those who were incumbent workers.

Unemployed

- 921 CASE participants who were unemployed at enrollment got jobs their first quarter after exit – 57 percent of CASE's three year target of 1,604.

- 65 percent got jobs their first quarter after exit, equal to CASE's target of 65 percent. CASE's employment rate remained fairly constant over the three years.

- 88 percent retained their jobs, exceeding CASE's target of 80 percent.

- Median hourly wages were $12.26 an hour for 2011-12, $13.28 an hour for 2012-13, and $14.13 an hour for 2013-14, compared to CASE's target of $16.84 an hour. For comparison purposes, the state's entry wage is $10.77 an hour in 2015 and the median wage, $17.51 an hour, according to the Oregon Employment Department figures.

- A regional analysis of CASE's employment and earnings outcomes shows that CASE participants in the Metro region had the highest entered employment rate at 68 percent and those in the Southern region the lowest at 55 percent, as shown in the table below. CASE participants in the Valley/Coast region had the highest retained employment rate at 92 percent and those in the Eastern region the lowest at 73 percent.

  A comparison of CASE's median hourly wages to Oregon's entry and median hourly wages by region shows that CASE participants earned more than the state entry hourly wage, but less than the state median hourly wage. For example, CASE participants in the Eastern region earned a median hourly wage of $13.46 an hour, compared to the state entry wage of $10.16 an hour for that region and median wage of $15.02 an hour.

CASE Employment & Earnings Outcomes by Region

	CASE Entered Employment	CASE Retained Employment	CASE Median Hourly Wage (2013-14)	Oregon Entry Hourly Wage (2015)	Oregon Median Hourly Wage (2015)
Metro	68%	90%	$11.98-$15.64	$11.23	$19.18
Southern	55%	84%	$10.85-$14.74	$10.10	$15.25
Valley/Coast	66%	92%	$12.25-$15.95	$10.31	$16.18
Eastern	67%	73%	$13.46	$10.16	$15.02
Statewide	65%	88%	$14.13	$10.77	$17.51

(For this analysis, community colleges and their CASE employment and earnings outcomes were grouped by region, following the methodology used in *Pathways in Oregon: A Descriptive Study of the Statewide Initiative and Initial Cohort of Completers*. Excluded from the CASE regional analysis is one community college for which employment and earnings data are largely unavailable.)

- An industry analysis of CASE employment and earnings outcomes shows that the largest portion of CASE participants were employed in health care and social assistance at 34 percent, followed by administrative and waste services, 14 percent; manufacturing, 13 percent; retail trade, 8 percent; accommodation and food services, 4 percent; educational services, 4 percent; construction, 3 percent; and transportation and warehousing, 3 percent, as shown in the table below.

CASE Employment & Earnings Outcomes by Industry

	% of CASE Employment	CASE Median Hourly Wage (2013-14)	Oregon Industry Entry Wage (2015)	Oregon Industry Median Wage (2015)
Accommodation/Food Services	4%	$11.86	$9.35	$9.72
Administrative/Waste Services	14%	$14.65	$10.11	$13.95
Construction	3%	$17.94	$14.10	$22.42
Educational Services	4%	$12.78	$13.93	$22.32
Health Care/Social Assistance	34%	$14.28	$11.45	$18.00
Manufacturing	13%	$16.63	$12.36	$19.01
Retail Trade	8%	$10.75	$9.82	$12.32
Transportation/Warehousing	3%	$16.25	$12.65	$19.07

Median wages for CASE participants employed in these industries ranged from a high of $17.94 an hour in construction to a low of $10.75 an hour in retail trade.

A comparison of median hourly wages for CASE participants to industry entry and median hourly wages shows that CASE participants, for the most part, earned more than the industry entry hourly wage, but less than the industry median hourly wage. For example, CASE participants employed in manufacturing earned a median wage of $16.63 an hour, compared to an industry entry wage of $12.36 an hour and an industry median wage of $19.01 an hour. The exception was educational services in which the median wage for CASE participants was lower than both industry entry and median wages.

Incumbent Workers

- 90 percent of CASE participants who were employed at enrollment received a wage increase post-enrollment.

- Health care and social assistance was the largest industry of employment for incumbent workers at 37 percent, followed by retail trade, 11 percent; accommodation and food services, 10 percent; manufacturing, 10 percent; and administrative and waste services, 7 percent.

- 92 percent of incumbent workers retained their jobs.

Outcomes by Participant Demographics

CASE educational and employment outcomes vary by participants' demographics.

People of Color

- 65 percent of people of color earned a credential; this compares to 68 percent for whites.

- People of color earning credentials were more likely to earn LTOYs, CPCCs, and IRs <1 year than whites – 82 percent versus 68 percent. They were less likely to earn degrees than whites – 20 percent versus 37 percent. (Figures add up to more than 100 percent because participants could earn credentials in more than one category.)

- 59 percent of people of color who were unemployed at enrollment and went on to earn a credential got jobs, about the same rate as for whites at 58 percent. 61 percent of people of color retained employment, somewhat lower than the 67 percent rate for whites.

TAA

- 65 percent of TAA participants earned a credential, about the same rate as for non-TAA participants at 67 percent. However, a higher portion of TAA participants were still enrolled in training, working on completing a credential.

- TAA participants earning credentials were more likely to earn degrees than non-TAA participants – 52 percent versus 32 percent.

- 56 percent of TAA participants who were unemployed at enrollment and went on to earn a credential got jobs; this compares to 59 percent for non-TAA participants. 68 percent of TAA participants retained employment; this compares to 70 percent for non-TAA participants.

  Supplemental data from the OED Central Trade Act Unit also show that CASE TAA participants had a credential attainment rate in the mid 60 percent range.* This compares to a credential attainment rate in the high 20 percent range for TAA participants enrolled at community colleges, but not in CASE during the same time period. A variety of factors could be at play in terms of this difference, including CTAU's access to data on credentials earned by CASE TAA participants; the greater likelihood of TAA participants still being enrolled in training and earning degrees, which might be more pronounced among non-CASE TAA participants given CASE's emphasis on LTOYs, CPCCs, and IRs <1 year; and/or the impact of CASE's career pathways and career coaching strategies.

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* For OED Central Trade Act Unit data, credential attainment rates are calculated by dividing the number of credentials earned by the number of participants; however, it is possible a participant earned more than one credential.

Non-CASE TAA participants enrolled at other education and training institutions (e.g., private vocational schools and four year schools) also had a completion rate in the mid 60 percent range.

Low Income

- 60 percent of low income participants earned a credential, lower than the 70 percent rate for those who were not low income.

- Low income participants earning credentials were more likely to earn LTOYs, CPCCs, and IRs <1 year than those who were not low income – 76 percent versus 71 percent. They were less likely to earn degrees – 28 percent versus 35 percent.

- 56 percent of low income participants who were unemployed at enrollment and went on to earn a credential got jobs; this compares to 60 percent for those who were not low income. 68 percent of low income participants retained employment; this compares to 71 percent for those who were not low income.

Food Stamp Recipients

- 61 percent of food stamp recipients earned a credential, lower than the 70 percent rate for those who were not food stamp recipients.

- Food stamp recipients earning credentials were more likely to earn LTOYs, CPCCs, and IRs <1 year than those who were not food stamp recipients – 76 percent versus 71 percent. They were less likely to earn degrees – 29 versus 35 percent.

- 59 percent of food stamp recipients who were unemployed at enrollment and went on to earn a credential got jobs, the same rate as for those who were not food stamp recipients. 68 percent of food stamp recipients retained employment, compared to 70 percent for those who were not food stamp recipients.

Pell Eligible

- 64 percent of Pell eligible participants earned a credential; this compares to 70 percent for those who were not Pell eligible participants.

- Pell eligible participants earning credentials were less likely to earn LTOYs, CPCCs, and IRs <1 year than those who were not Pell eligible participants – 66 percent versus 76 percent. They were more likely to earn degrees – 47 percent versus 25 percent.

- 57 percent of Pell eligible participants who were unemployed at enrollment and went on to earn a credential got jobs; this compares to 60 percent for those who were not Pell eligible participants. 74 percent of Pell eligible participants retained employment, compared to 67 percent for those who were not Pell eligible participants.

ABS

- 53 percent of all ABS participants earned a credential, lower than the 70 percent rate for those were not ABS.

- All ABS participants earning credentials were far more likely to earn LTOYs, CPCCs, and IRs <1 year than those who were not ABS – 92 percent versus 69 percent.

- 57 percent of all ABS participants who were unemployed at enrollment and went on to earn a credential got jobs; this compares to 59 percent for those who were not ABS. 68 percent of all ABS participants retained employment; this compares to 70 percent for those were not ABS.

- Patterns differ for ESL participants, as a subset of the ABS group. For example, ESL participants had an 82 percent credential attainment rate. Of those who were unemployed at enrollment and earned credentials, 65 percent got jobs.

Outcomes by Community College

CASE educational and employment outcomes also vary by community college, as shown in the charts below. These differences reflect a variety of factors, including:

- Populations served – Some community colleges conducted community outreach, working with community partners such as community based organizations, the workforce system, and public housing authorities to reach unemployed and underemployed workers; others recruited primarily from their existing student population. Some also placed a priority on serving the adult basic skills population. For example, 57 percent of completers at one community college were ABS.

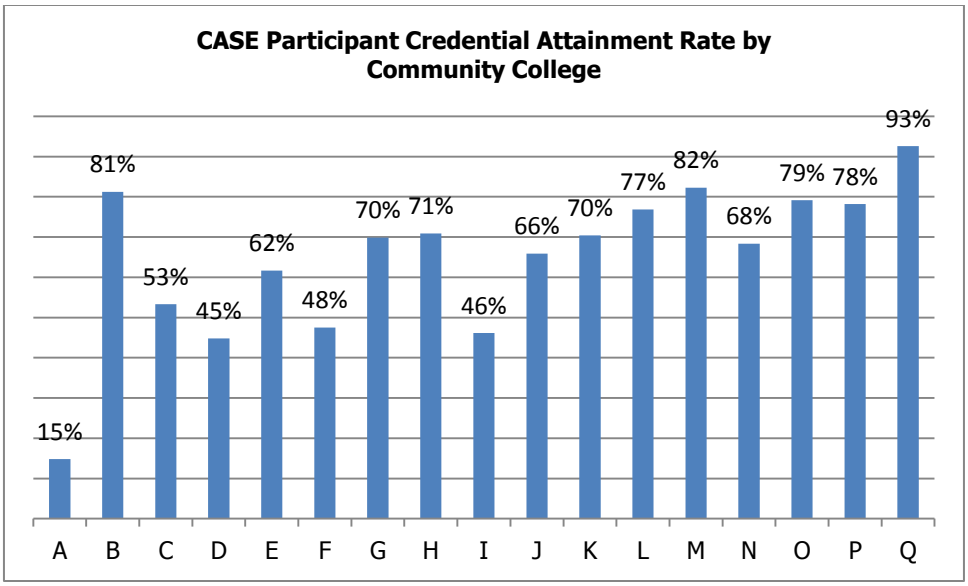
- Target programs – Some community colleges targeted programs providing LTOYs, CPCCs, and IRs <1 year; others did not. In addition, some, but not all, community colleges strategically targeted a few programs such as health care and manufacturing. For example, 60 percent of CASE participants at one community college were in one program – health care. At another, CASE participants were in almost 20 different programs, with no one program accounting for more than about 20 percent of its participants.

- Approach to implementation of CASE strategies – Some community colleges focused on providing career coaching and other services and supports to participants in CASE created cohorts from start to finish; others focused more on serving individual CASE participants who were at different points in the educational process, with some just starting and others nearing completion.

- Regional economies and labor markets – Community colleges operate in regional economies and labor markets; this has an impact on employment and earnings. As already noted, employment rates for CASE participants ranged from 68 percent in the Metro region to 55 percent in the Southern region. However, when looking at employment rates for community college within regions, there are also differences. This suggests other factors may also come into play such as targeted sectors, employer engagement, and workforce system partnerships.

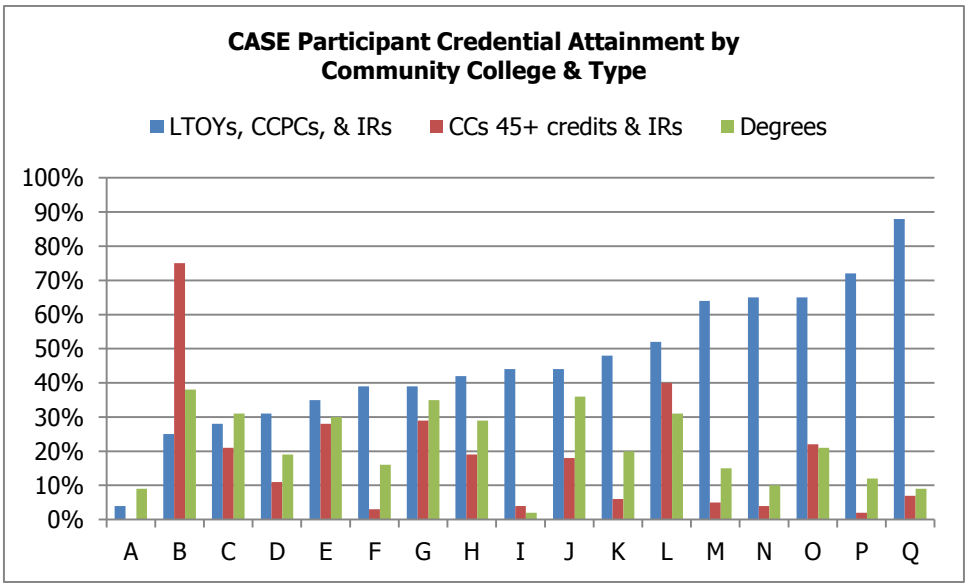
(Some of these issues are examined in more detail in the Key Issues section of this report.)

In terms of educational outcomes, CASE participant credential attainment rates range from 15 to 93 percent, as shown in the chart below. Two community colleges had credential attainment rates in the 80 percent range, six in the 70 percent range, three in the 60 percent range, one in the 50 percent range, and three in the 40 percent range. It is important to note that there is a connection between programs of study and types of credentials earned; some programs of study have more LTOYs, CPCCs, and IRs <1 year.

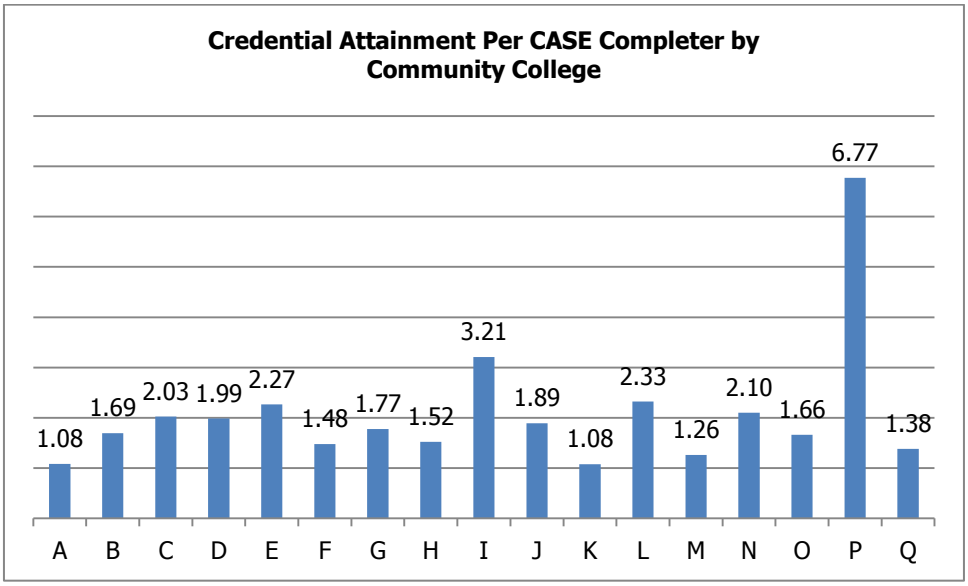


Types of credentials earned by CASE participants vary by community college. The percent of participants earning LTOYs, CPCCs, and IRs <1 year ranges from 4 to 88 percent, with two community colleges exceeding CASE's goal of 70 percent. The percent earning CCs 45+ credits and IRs >1 year ranges from 0 to 75 percent, with nine community colleges exceeding CASE's goal of 10 percent. And the percent earning degrees ranges from 2 to 38 percent, with 16 community colleges exceeding CASE's goal of 5 percent.

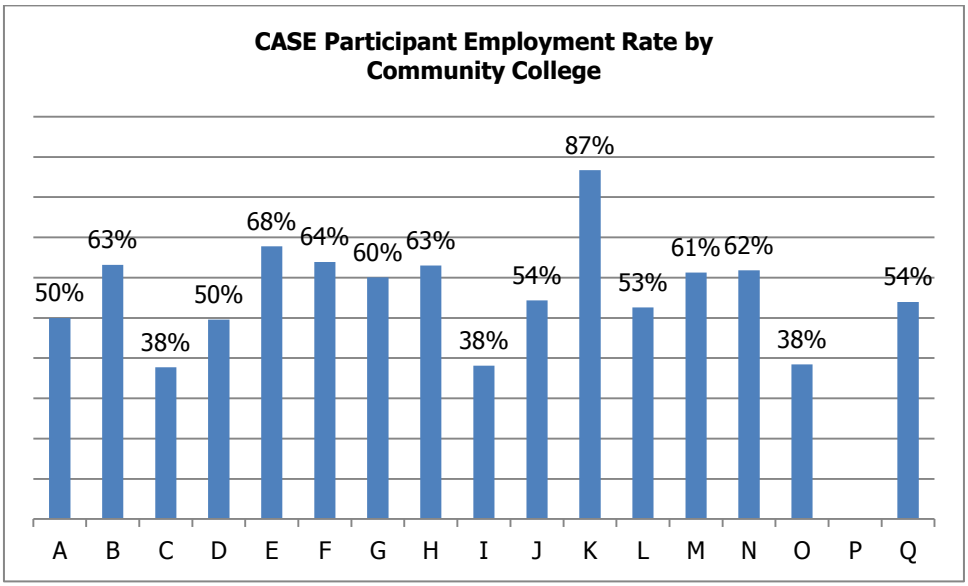
The distribution of types of credentials earned by CASE participants varies by community college, as shown in the chart below. For example, at one community college, 88 percent of CASE participants earned LTOYs, CPCCs, and IRs <1 year; 7 percent earned CCs 45+ credits and IRs >1 year; and 9 percent earned degrees. (The total is more than 100 percent because participants could earn credentials in more than one category.) At another community college, 52 percent earned LTOYs, CPCCs, and IRs <1 year; 40 percent earned CCs 45+ credits and IRs >1 year; and 31 percent earned degrees. And at another community college, 25 percent of participants earned LTOYs, CPCCs, and IRs <1 year; 75 percent CCs 45+ credits and IRs >1 year; and 38 percent degrees.



The number of credentials earned per CASE completer also varies by community college. For example, at one community college, CASE completers earned an average of 1.08 credentials, with most earning a degree. At another community college, CASE completers earned an average of 6.77 credentials, with most earning several IRs <1 year. At another community college, CASE completers earned an average of 2.33 credentials, with many earning credentials in more than one of the following three categories: CPCCs, LTOYs, and IRs <1 year; CCs 45+ credits and IRs >1 year; and degrees.



Employment outcomes for CASE participants also vary by community college, with employment rates ranging from 38 percent to 87 percent, as shown in the chart below.



Outcomes by Credential Earned

CASE employment outcomes also vary by type of credential earned. CASE participants who earned LTOYs, CPCCs, and IRs <1 year and those who earned degrees had comparable employment rates – 57 percent and 58 percent,

respectively. Those earning CCs 45+ credits and IRs >1 year had an employment rate of 52 percent. Retention rates were 65 percent for those earning LTOYs, CPCCs, and IRs <1 year; 84 percent for those earning CCs 45+ credits and IRs >1 year; and 73 percent for those earning degrees.

CASE participants who earned credentials in more than one category—LTOYs, CPCCs, and IRs <1 year; CCs 45+ credits and IRs >1 year; and degrees—tended to have higher employment and retention rates.

It should be noted that almost three quarters of those who earned LTOYs, CPCCs, and IRs <1 year earned only credentials in that category; more than a quarter also earned CCs 45+ credits, IRs >1 year, and/or degrees. By contrast, about three quarters of those earning CCs 45+ credits and IRs >1 year, and about two thirds of those earning degrees earned credentials in more than one category. One of the things this speaks to is the need for community colleges to continue to engage those who have earned LTOYs, CPCCs, and IRs <1 year once they enter the labor market, so they can continue to earn credentials to help them move along career pathways. (This issue is discussed in more detail in the Key Issues section of this report.)

Outcomes for CASE Experimental Group versus Control Group

Comparing outcomes for an experimental group of CASE participants to a control group shows that the CASE group tends to have higher completion and entered employment rates, as shown in the table below. For example, the CASE group in health services had an 89 percent completion rate and a 75 percent entered employment rate. By comparison, the control group had a 64 percent completion rate and a 56 percent entered employment rate. Similarly, the CASE group in industrial and engineering systems had an 81 percent completion rate and a 67 percent entered employment rate; the control group had a 40 percent completion rate and a 46 percent entered employment rate.

CASE Experimental Group v. Control Group
Educational & Employment Outcomes

	Number	Completion	LTOY, CPCC & IR	CC 45+ & IR	Degree	Entered Employment	Retained Employment
Business Management							
Control Group	151	46%	48%	19%	90%	32%	46%
CASE Group	150	56%	65%	27%	45%	57%	63%
Food & Natural Resources							
Control Group	173	40%	16%	3%	54%	23%	67%
CASE Group	172	90%	75%	12%	25%	19%	70%
Health Services							
Control Group	296	64%	10%	41%	79%	56%	94%
CASE Group	270	89%	76%	35%	31%	75%	86%
Human Resources							
Control Group	76	26%	45%	25%	95%	30%	67%
CASE Group	73	49%	72%	6%	33%	44%	100%
Industrial & Engineering Systems							
Control Group	210	40%	20%	29%	84%	46%	80%
CASE Group	196	81%	80%	34%	42%	67%	78%

Sources: I-Trac (educational outcomes for CASE experimental group), OCCURS (educational outcomes for control group), and OED UI wage match data (employment outcomes for both groups)

Also, a higher percent of the CASE group earned LTOYs, CPCCs, and IRs <1 year. For example, of the CASE group in health services, 76 percent of completers earned LTOYs, CPCCs, and IRs <1 year, compared to 10 percent for the control group. Of the CASE group in industrial and engineering systems, 80 percent of completers earned LTOYs, CPCCs, and IRs <1 year, compared to 20 percent for the control group.

Some background information on the CASE experimental and control groups: DOL required comparison control groups, as part of the TAACCCT grant. The CASE experimental group was constructed based on programs of study and the control group by key courses tied to those programs of study. Both were aggregated up to career areas. The CASE experimental groups are made up of participants who entered training in 2011-12. However, not all participants in these programs got the full CASE treatment (e.g., enhanced curriculum, start to finish career coaching, etc.). The control groups are made up of participants who entered training in 2009-10. Participants in the CASE experimental and control groups were matched on community colleges offering training and certain demographic characteristics (e.g., age, gender, and ABS). IRs are included among the credentials earned for the CASE group, but not the control group because the state's community college data system does not track IRs. This is one factor in the CASE group earning a higher percent of LTOYs, CPCCs, and IRs <1 year.

Systems Level

CASE also set for itself a number of systems level outcomes, including:

- Institutionalization of the career pathways framework
- Diffusion of promising practices for employer engagement
- Institutionalization of career coaching promising practices
- Alignment and articulation of credit for prior learning
- System-wide use of data for decision making
- Increased understanding of partner agencies' programs, services, and resources

Most of these are discussed in the following section on key issues and their implications for policy, practice, and systems.

Key Issues and Implications for Policy, Practice and Systems

CASE Model

CASE participants who took part in CASE created cohort training programs and received career coaching from start to finish along with support services had an 89 percent completion rate, compared to 67 percent for CASE overall. They also had a 68 percent entered employment rate, compared to 59 percent for CASE overall; and a 79 percent retained employment rate, compared to 75 percent for CASE overall.

CASE created cohort training programs were created or enhanced in terms of curriculum and/or format through CASE. They included LTOY, CPCC, IR <1 year, CC 45+ credits, IR > 1 year, associate's degree, and customized training programs. Common features included:

- Upfront intake; assessment with a focus on determining readiness for training and addressing any potential barriers; orientation; and education and career planning contextualized to the specific sector or occupation targeted by training

- Participants going through training as a group, with one result being that participants provided peer support to one another

- Curriculum enhancements, including supplemental instruction and supports (e.g., integrated, contextualized basic skills instruction, tutoring, skill labs and learning centers, etc.), work-based learning, and alternative scheduling

- Career coaching from start to finish (e.g., regular progress check-ins, facilitated referrals to other services and supports at the community college and in the community, job search assistance, etc.), with some of these services contextualized to the sector or occupation targeted by training

- Support services

Career areas covered included health care (e.g., CNA, LPN, ADN (Associated Degree in Nursing), and medical assistant), machine tools, welding, early childhood education, accounting assistant, and HVAC.

These results are consistent with CASE's vision: TAA, unemployed, and underemployed workers participating in CASE's braided strategies of career pathways and career coaching will have higher completion rates, as well as higher employment rates. It is also consistent with the Alliance for Quality Career Pathways framework, which focuses on career education and training, along with career coaching or navigation, support services, and employment services and work experience.

Examples of CASE created cohort training programs include:

- Mt. Hood Community College's I-BEST accounting assistant career pathway certificate program, which piloted the Integrated Basic Education and Skills Training (I-BEST) model in Oregon. The program provided CASE participants cohort training; team teaching, with one instructor teaching career/technical content and the other basic skills; contextualized instruction; internships; peer mentoring; career coaching from start to finish; and wrap-around supports.

  Mt. Hood reported that about 80 percent of participants completed training and earned their accounting assistant CPCC. And about 80 percent of those got jobs with average wages of about $13 an hour.

- Portland Community College's ABS HVAC career pathway certificate program, which provided CASE participants an upfront college success orientation; cohort training; a contextualized, hands on ABS support course; career coaching from start to finish, including regular progress check-ins; wrap-around supports; referrals to WorkSource and WIA resources (e.g., funding for tools); a career planning course; and internships. Career coaches worked closely with instructors as part of a team. Also part of the team was an employment specialist who developed internship sites for participants.

  PCC reported that about 80 percent of participants completed training and earned HVAC installer CPCCs and two IRs <1 year. Some got jobs; others were continuing their education and training (the HVAC installer certificate is part of the facilities maintenance program); and still others were both working and continuing their education and training.

- Oregon Coast Community College's health care cohort training programs, which included nursing assistant and medical assistant career pathway certificate programs created or enhanced as part of CASE as well as LPN and ADN programs. In addition to cohort training, CASE participants were provided career coaching from start to finish and work-based learning, with health care employers providing clinical sites (which the career coaches helped place them in).

  Oregon Coast's health care cohort training programs had a 96 percent completion rate, with participants earning credentials in all three of the following categories: LTOYs, CPCCs, and IRs <1 year; CCs 45+ credits and IRs >1 year; and degrees. They also had a 73 percent entered employment rate and an 80 percent retained employment rate.

- Clackamas Community College's customized welding training program, which involved Clackamas' customized training center, WorkSource, WIA, and the CASE career coach. All teamed up to help an area manufacturer meet its need for new welders/fabricators. This included conducting cohort training at the worksite, both classroom instruction and on-the-job projects; and providing career coaching and support services (e.g., a career development class, regular progress check-ins, tutoring, etc.). Participants earned entry level welding CPCCs and IRs <1 year. Almost all were hired by the manufacturer, which provided the facilities, helped with instruction, and compensated participants while in training.

In all, about 9 percent of CASE participants took part in CASE created cohort training programs and also received career coaching and support services.

Implications for policy, practice and systems

- Expand cohort training programs, combined with career coaching and support services. Possible sources of support include existing institutional resources, which Mt. Hood is largely using to sustain and expand its I-BEST efforts post-CASE; state funding (e.g., Community College Strategic Fund and Career Pathways); federal funding (e.g., Perkins); partner resources, services, and supports (e.g., WorkSource, WIA (now WIOA), TAA, and community based organizations); grants; and the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) 50-50 program.

  The SNAP E&T 50-50 program provides a federal match or reimbursement for nonfederal funds spent on providing food stamp recipients employment, education, and training services. (As already noted, 28 percent of CASE participants were food stamp recipients.) SNAP E&T funds can be used to support a variety of employment, education, and training services, including job search, work experience, education and training programs, support services, and job retention services.

  A consortium of community colleges has submitted a proposal to participate in the state's SNAP E&T 50-50 program. This could take effect in late 2015 or early 2016.

- Collect and analyze data on the educational and employment outcomes of those who take part in cohort training and who also receive career coaching and support services, in order to document and evaluate the results and promote continuous improvement.

Career Pathways Framework

One of CASE's intended system level outcomes was to help institutionalize the career pathway framework. Progress on this front included over 75 new and enhanced career pathway certificate programs developed, about 50 ABE/ESL bridge and career/technical education courses developed, and hundreds of employers engaged in education and training programs and work-based learning.

An example of CASE helping to build out career pathways is Oregon Coast Community College's health care career pathway. The pathway now includes CNA (Certified Nursing Assistant) 1, CNA 2, LPN (Licensed Practical Nurse), and ADN (Associated Degree in Nursing), with CNA and LPN training programs run as cohorts. Along the way, participants can earn career pathway certificates in acute, restorative, and dementia care. Employers were involved in developing the curriculum and provide participants clinical sites. The pathway has multiple exit and entry points. For example, some participants complete CNA training and then get a job at the area hospital or a nursing facility. Others complete CNA training, get a job, and then continue their education and training. And others are already working as a CNA and come back to school to get the education and training needed to become a nurse, while working at the same time. A medical assistant career pathway certificate program was also developed.

Many community colleges reported that the career pathways work done as part of CASE was one of its greatest successes, and one that will be sustained post-CASE.

However, the use of career pathways—along with their marketing and communication—appears uneven across community colleges. For example, some view career pathway certificates as stackable credentials with labor market payoffs, enabling those earning career pathway certificates to enter the labor market and get jobs, and then return for additional stackable credentials that can lead to higher wage, higher skill jobs and ultimately degrees. Others see career pathway certificates as essentially components of associate degree programs to be awarded retroactively upon completion of a degree.

Also, some career pathway certificates are seen as having limited labor market payoffs.

Implications for policy, practice and systems

- Continually assess the labor market payoffs of career pathway certificates by actively engaging employers in an ongoing way in the development, implementation, and evaluation of career pathway certificate programs; conducting labor market assessments; and making changes, as needed.

- Continue to provide community colleges the opportunity to come together around career pathways to share promising practices, analyze outcome data, and promote peer learning and continuous improvement. (The Oregon Pathways Alliance has served this function over the years.)

- Provide dedicated, ongoing, systemic training and professional development for those working at community colleges—as well as workforce system and community partners—around career pathways, along with career/technical education, employer engagement, labor market information, and related topics.

- Market career pathways to the population at large through WorkSource centers and the like.

Retention Strategies

Most, but not all, CASE participants who earned credentials got jobs. And some of those who got jobs got lower paying, entry level jobs. CASE data on this point include:

- 59 percent of CASE participants who completed training got jobs.

- Entered employment rates vary by credential. 57 percent of CASE participants who earned LTOYs, CPCCs, and IRs <1 year got jobs, about the same rate as those who earned degrees (58 percent) and higher than those who earned CCs 45+ credits and IRs >1 year (52 percent). However, CASE participants who earned credentials in more than one category tended to have higher employment and retention rates.

- Median wages for CASE participants who got jobs were $12.26 an hour (for 2011-12), $13.28 an hour (for 2012-13), and $14.13 an hour (for 2013-14), below CASE's target of $16.84 an hour. They are above the state's entry wage of $10.77 an hour in 2015, but below the state's median wage of $17.51 an hour.

  In addition, CASE's wage rates are below what is needed to support a family. For example, a family budget for a household of two adults and two children living in Portland in 2015, as calculated by the Economic Policy Institute, is $5,650 a month or $67,802 a year. This equals $32.60 an hour.

All of this speaks to the importance of reaching out and engaging those who have earned credentials, but need further education and training either to get a job or move along career pathways. This is especially the case for those who earned LTOYs, CPCCs, and IRs <1 year, which are designed to help people enter the labor market and get jobs, but are to be stacked with additional credentials leading to higher wage, higher skill jobs and ultimately degrees.

There is some evidence to suggest this is happening at some community colleges and in some programs. For example, some participants in Portland Community College's ABS HVAC cohort training program who got jobs after earning their HVAC installer career pathway certificate are continuing their education and training (the certificate is part of PCC's facilities maintenance program).

Implications for policy, practice and systems

- Develop retention strategies to engage—or reengage—those who have earned LTOYs, CPCCs, and IRs <1 year and entered the labor market, but need further education and training either to get a job or move along career pathways leading to higher wage, higher skill jobs.

Financial Assistance for Short Term Training

Financial aid eligibility is an issue for those identifying LTOYs, CPCCs, or IRs <1 year as a goal. This is likely one of the reasons why the percent of CASE participants earning LTOYS, CPCCs, and IRs <1 year is well below CASE's target (49 percent versus 70 percent). In terms of financial aid for LTOYs, CPCCs, and IRs <1 year, the Oregon Community Colleges Handbook & Planning Guide states:

> Federal and state financial aid is not designed for short-term Certificate programs and does not fund most Career Pathway, Less Than One Year (LTOY), and other stand-alone 12-44 credit Certificate Programs.
>
> While many students are not entirely certain of their major goal when they enter community college and apply for financial aid, declaring an associate degree as their major goal allows students the most options

to attain a certificate or degree. Students who declare a course of study as an Associate Degree can obtain a Career Pathway Certificate, LTOY, or other stand-alone Certificate as they complete the required coursework toward attaining their degree. Career Pathway Certificates & Less than One Year Certificates are "momentum points" in student progression toward an associate degree.

An analysis of CASE participant data shows a connection between financial aid status and LTOYs, CPCCs, and IRs <1 year. For example, CASE participants who were Pell eligible and earned credentials were less likely to earn LTOYs, CPCCs, and IRs <1 year than those who were not Pell eligible participants – 66 percent versus 76 percent. They were also more likely to earn degrees – 47 percent versus 25 percent.

Implications for policy, practice and systems

- Provide financial assistance for those pursuing LTOYs, CPCCs, and IRs <1 year. This includes:

  - Advocating for changes in federal financial aid requirements. Recent progress on this front includes partial restoration of "ability to benefit," which provides low income participants who lack a high school diploma or its equivalent access to Pell grants when enrolled in an eligible career pathway program.

    Legislation has also been introduced to expand Pell eligibility to those enrolled in short term job training programs that lead to industry recognized credentials, as reported by the Center for Law and Social Policy.

  - Pursuing other sources of support for those seeking LTOYs, CPCCs, and IRs <1 year such as the SNAP E&T 50-50 program, which supports education, training, and employment services for those who are on food stamps.

ABS Transition and Completion

Community colleges developed a number of innovative approaches to help CASE participants with the adult basic skills transition (e.g., Integrated Basic Education and Skills Training or I-BEST model and ABS support courses). 93 percent of CASE ABS participants made the transition to college level courses and 50 percent earned credentials.

For example, Mt. Hood Community College piloted the I-BEST model in Oregon, as already noted. The I-BEST accounting assistant program provided CASE participants contextualized ABS instruction using a team teaching approach, with one instructor teaching career/technical content and the other basic skills. Other features included cohort training, internships, peer mentoring, career coaching, and wrap-around supports. About 80 percent of CASE participants completed training and earned their accounting assistant career pathway certificate. And about 80 percent of those got jobs with average wages of about $13 an hour.

Mt. Hood is continuing to offer the I-BEST accounting assistant program post-CASE and has expanded the I-BEST model to its office clerk, assistant teacher (early childhood education), and machine tool programs. Funding comes largely from existing institutional resources. However, WorkSource funding is used to pay for tuition not otherwise covered. In addition, WorkSource staff are also involved in career coaching, job search preparation, internship placement, and employment.

Several other community colleges developed ABS support courses providing contextualized basic skills instruction. Examples include Portland Community College's ABS HVAC training program, which included an ABS support course contextualized to HVAC (also covered: study skills and job readiness training); and Lane Community College's and Rogue Community College's VESL early childhood education programs, which included VESL support courses contextualized to early childhood education.

It is important to note that state general fund support (specifically, the Community College Strategic Fund) was leveraged to support CASE ABS participants in transitioning to college level courses and earning credentials. These funds were used for tuition and fees, books, additional staffing and instruction, and other supports – items US DOL did not allow to be funded through the TAACCCT grant.

Implications for policy, practice and systems

- Expand ABS transition and completion efforts piloted as part of CASE. Possible sources of support include existing institutional resources; state funding (e.g., Community College Strategic Fund); partner resources, services, and supports (e.g., WorkSource, WIA, TAA, and community based organizations); grants; and the SNAP E&T 50-50 program.

- Conduct further analysis of transition and completion rates for the ABS alone population and their implications. As noted earlier, completion patterns differ for CASE participants who were ABS alone versus ESL alone. For ESL alone, 82 percent completed a program; 5 percent were still enrolled in training at the end of CASE's third year, but had yet to complete a program; and 13 percent exited without completing. For ABS alone, 36 percent completed a program; 17 percent were still enrolled in training, but had yet to complete a program; and 47 percent exited without completing.

Career Coaching

CASE's career coaching strategy focused on providing CASE participants coaching, facilitated referrals to other resources at the community college (e.g., advising, academic, and student services) and in the community, job related assistance, and other services and supports in order to increase completion, credential attainment, and employment. This is in contrast to the traditional advising model of short and long term academic planning. One element of this work was partnering with the public workforce system.

Career coaching took a variety of forms, including regular progress check-ins, orientation, job search assistance, assistance with college registration, resume assistance, career exploration, educational plan development, assistance with financial aid, referrals to advising (and other college services), and referrals to TAA and WIA services (in order of frequency).

In looking across the community colleges, a career coaching model emerges. This includes:

- Working with participants from start to finish. This helps build positive, value-added relationships with participants.

- Targeting specific cohort training programs, industry/occupational areas, and/or populations. The targeting of specific cohort training programs makes it possible for career coaches to develop sector knowledge and positive, value-added relationships with faculty and employers in that program or industry/occupational area.

- Embedding career coaching and related services and supports in the classroom, where and when possible. This makes it possible to serve groups of participants (where they are rather than trying to track them down), foster a sense of community among participants, and engage faculty.

Among the most critical career coaching services and supports are:

- A focus on supporting participants' career goals

- Single point of contact for participants, as well as for faculty in selected programs and/or industrial/ occupational areas.

- Regular progress check-ins, as a form of intrusive, proactive coaching

- Facilitated referrals to services and supports, as a way to break down silos at the community college and with external partners (this requires data and information sharing agreements)

- Case notes, as part of the student information system, so that participants do not have to repeatedly provide the same information and there is a record of issues, services provided, and the like.

At most community colleges, staff were hired specifically to provide career coaching. At one small community college, faculty in a targeted program area served this function. And at a couple of other community colleges, WorkSource or WIA service provider staff who also worked at the community college provided career coaching.

CASE participants who received career coaching from start to finish, took part in CASE created cohort training programs and received support services had an 89 percent completion rate, compared to 67 percent for CASE overall. They also had a 68 percent entered employment rate, compared to 59 percent for CASE overall; and a 79 percent retained employment rate, compared to 75 percent for CASE overall.

One of CASE's intended system level outcomes was to institutionalize career coaching promising practices. Progress on this front included:

- Some community colleges shifted their career coaches from the CASE grant to existing institutional resources. Others were looking to secure grants to continue these positions.

- A couple of community colleges altered their advising services to reflect a coaching model. (However, this requires buy-in and training/professional development opportunities.)

- Several community colleges also increased their focus on employment, adding career services, career centers, and other job/employment resources. Some of this is being sustained through other funds post-CASE.

For example, Blue Mountain Community College shifted its two career coaches from the CASE grant to existing institutional resources. Advising also adopted the coaching model (e.g., start to finish, progress check-ins, wrap-around supports, etc.). It also developed a career center.

Other community colleges also developed career centers that will be sustained through existing institutional resources post-CASE. For example, Chemeketa Community College's career center provides career services and supports and builds on program faculty, staff, and employer relationships (e.g., program advisory committees). Lane Community College's career center integrates workforce development, career pathways, and career and employment services. And Southwestern Oregon Community College has a virtual career center.

Implications for policy, practice and systems

- Expand the availability of career coaching services to TAA, unemployed, and underemployed workers. Possible sources of support include existing institutional resources, which Blue Mountain is using to retain its career coaches; state funding; partner resources, services, and supports (e.g., WorkSource, WIA, TAA, and community based organizations); grants; and the SNAP E&T 50-50 program.

- Provide career coaches and others providing career coaching services at community colleges in the state the opportunity to come together as a group on a regular basis to share promising practices, participate in training and professional development, serve as peer mentors, and the like. Career coaches reported that being able to meet regularly with peers to share challenges, strategies, approaches, and promising practices was a real value add of CASE.

Credit for Prior Learning

CASE's credit for prior learning (CPL) strategy aimed to increase use of credit for prior learning as a way to accelerate time to completion and, as a result, employment.

Much of CASE's CPL work took place at the level of state policy. For example, early on, CASE brought to light that CPL data were not being tracked statewide. Specific issues included no standardized definitions of CPL types; data not being included in the statewide community college data system; and few, if any, CPL standards at the community colleges. Since then, statewide standards and common definitions have been developed (discussed in greater detail below). However, not all community colleges are reporting data.

There was an intentional partnership and leveraging of state and CASE resources to promote statewide policy change in terms of CPL. Progress included:

- Passage of state legislation (HB 4059) that sets out the following goals: increase the number of students who receive academic CPL, increase the number and type of academic credits accepted for prior learning in institutions of higher education, develop transparent policies and practices in awarding CPL, improve prior learning assessment practices, create tools to develop faculty and staff knowledge and experience in awarding CPL and to share exemplary policies and practices among institutions of higher education, develop articulation agreements, and develop outcome measures to track progress.

- Development of statewide CPL standards that cover CPL learning requisites, evidence based assessment, tuition and fee structure, transferability and transcription, data collection and reporting, faculty and staff development, quality assurance, and transparency/access.

- CPL pilot projects that aimed to identify challenges or barriers associated with implementation of the CPL standards (e.g., organizational issues, costs associated with awarding CPL credit, staff development needs, student issues, etc.).

At the level of individual community colleges, however, not much appears to have changed at least yet in terms of CPL. Few CASE participants—24—were awarded CPL. It seems as though there are few incentives—and a lot of disincentives—to expanded use of CPL. For example, the Community College Support Fund/FTE reimbursement does not pay for CPL.

The CPL approach also needs to be geared to the target population. For example, portfolios that take a couple of quarters to develop may not be well suited for unemployed workers interested in getting trained and back into the labor market as soon as possible. For them, challenge exams may be a better fit.

One bright spot is early childhood education. For example, Lane Community College and Rogue Community College worked with CASE participants in their VESL early childhood education career pathway certificate programs to help them get CPL to meet state certification requirements. However, this can still be a time consuming, costly process.

The early childhood education example may suggest a way to approach CPL more generally: within the context of providing education and training for incumbent workers in an industry to help them move along career pathways, and with industry partnerships and employer engagement.

Implications for policy, practice and systems

- Examine incentives and disincentives to the expanded use of CPL.
- Gear CPL approach to the target population (e.g., challenge exams may be a better fit for unemployed workers looking to get training and go back to work as soon as possible).
- Explore approaching CPL in the context of providing education and training for incumbent workers in an industry to help them move along career pathways, and with industry/employer partnerships.
- Provide faculty and staff CPL training.

Partnerships and Collaboration

One of CASE's assumptions was that partnerships between community colleges, the OED Central Trade Act Unit, WorkSource, and WIA service providers would result in greater understanding of each partner's programs, services, and resources; increased coordination and integration; and a more seamless, transparent set of services and support for CASE participants. This, in turn, would increase the target population's access to education, employment, training, and support services; their participation in education and training; their persistence in and completion of education and training programs; and their employment and earnings.

Partnerships and collaboration with TAA, WorkSource, and WIA service providers took many forms, including sharing participant data and information, and leveraging services, supports, and resources.

The partnership with the OED Central Trade Act Unit made it possible for CASE to better serve one of its target populations – TAA eligible workers who lost their jobs due to a shutdown or layoff related to foreign trade. TAA benefits include job training, job search and relocation allowance, and income support.

Elements of this partnership included:

- Data sharing agreements between CTAU and community colleges that made it possible to share TAA eligible worker information and, as a result, better coordinate services and supports. CTAU will continue sharing data under intergovernmental agreements with community colleges post-CASE.
- Career coaching, with CASE career coaches serving as a single point of contact at the community colleges for TAA training case managers and helping TAA eligible workers navigate the community college system.
- A statewide TAA liaison who worked with community colleges across the state. This position will continue post-CASE.

Due in part to this partnership, TAA eligible workers made up 6 percent of all CASE participants – the highest rate among TAACCCT grants across the country. Another key factor was that TAA eligible workers could enroll in any program at most of the community colleges and receive career coaching. Most TAACCCT grants were targeted to specific sectors and, as a result, limited their program options.

In addition, 65 percent of CASE TAA participants earned a credential.

Collaboration also took place at the community level. For example, when a call center employing well over 200 workers shut down on the Southern Oregon coast, partners came together to offer TAA career planning workshops. Southwestern Oregon Community College provided computer labs. WIA staff shared Rapid Response information, including skill assessments of the affected workers. CASE staff shared information on training programs, class schedules, and tuition. And TAA training case managers facilitated the workshops and reviewed and approved individual training plans. Within two weeks, all TAA affected workers who were interested in and in need of training were enrolled.

Partnerships between community colleges, WIA, and WorkSource varied by community college, local WIA service provider, and WorkSource center, with some partnerships stronger than others. For example, Mt. Hood Community College is also a WIA service provider and an integrated, on-site partner in the operation of a WorkSource center, making coordination of services, supports, and resources seamless.

At Southwestern Oregon, the career coach worked at the community college, but was a WIA service provider staff member. As a result, one of the things the career coach did was help bring WIA and WorkSource services and supports to CASE participants on campus, in addition to providing them facilitated referrals to services and supports not available on campus such as job search workshops and UI assistance. The career coach also provided assistance to WIA participants at the community college.

Also, Klamath Community College now has a WorkSource center on campus.

Many community colleges reported that partnerships and collaboration with CTAU, WorkSource, and WIA service providers were one of CASE's greatest successes, and one that will be sustained post-CASE.

Implications for policy, practice and systems

- Continue to strengthen partnerships and collaboration between community colleges, CTAU, WorkSource, WIA (now WIOA) service providers, community based organizations, and others, as a way to increase TAA eligible, unemployed, and underemployed workers' access to education, employment, training and support services; their success in education and training programs; and their employment and earnings.

  For community colleges, sponsored students such as TAA eligible workers can be a source of enrollments and funding. For example, TAA enrollments during the life of the CASE grant totaled over 1,200 participants and generated about $17 million, which paid for participants' tuition as well as their books, tools, and supplies. However, increasing sponsored students' access to and success in training may also require changes (e.g., alternative scheduling, so they can start training in a timely manner; block scheduling; priority enrollment for classes; etc.).

- Develop effective partnerships, key elements of which include:

  - Institutional expectations regarding partnerships and collaboration

  - Clear roles and responsibilities for the partners, with each focusing on what it does best

  - Leveraging of partners' complementary resources (e.g., services, supports, and financial resources)

  - Training and professional development to promote understanding of each partner's roles, responsibilities, and resources

  - Shared performance outcome measures

- Data and information sharing

Employer Engagement

As part of CASE, all community colleges developed plans for increasing employer engagement that focused on increasing employer awareness of and involvement in career pathways, increasing work-based learning opportunities, increasing hiring of those completing certificates and degrees, and leveraging employer relationships at the college and with workforce system partners. The employer engagement plans included specific strategies; detailed work plans (e.g., activities, timelines, staff assignments, deliverables, outcomes, and progress to date, etc.); data (e.g., numbers of employers contacted and participating in CASE, number of CASE participants engaged in work-based learning, etc.); challenges and opportunities; and lessons learned.

Community colleges reported engaging hundreds of employers in education and training programs and work-based learning, as part of CASE.

At some community colleges, employer engagement as part of CASE was limited. One challenge: both internal and external partners protecting their own individual employer contacts, and seeing employer engagement as their purview. At some community colleges, CASE staff found ways to add value to the existing employer engagement efforts of internal and external partners, to the benefit of CASE participants; and at others, not.

Employer engagement took a variety of forms, including:

- Working with program advisory committees, including helping bolster them by conducting employer outreach.

- Developing employer databases into which everyone at the community college working with employers enters information; this makes it possible to coordinate employer outreach and engagement across the college.

- Providing participants work-based learning opportunities (e.g., cooperative work experience, industry tours, internships, job shadows, and paid work experience), with some getting directly hired as a result.

- Working with employers to help them meet their need for skilled workers by providing customized training, career coaching, and support services.

For example, Mt. Hood Community College was one college that developed an employer database. Everyone working with employers at the college enters information into the database, so that employer engagement efforts can be tracked and coordinated. It also has an employer partnership committee that brings together departments across the college that engage employers to share resources and develop strategies for improving employer engagement. Mt. Hood also has an employer partnership coordinator who goes out and talks with employers, helps line up internships and strengthen program advisory committees, connects with others at the college who work with employers, and works with the employer partnership committee. Most of this work continues post-CASE.

Linn-Benton Community College also developed an employer database as part of its employer outreach and engagement efforts, starting with program advisory committees. The database includes employer profiles and job postings as well as participant resumes. Linn-Benton continues to use the database post-CASE.

At Clackamas Community College, the college's customized training center, WorkSource, WIA, and the career coach teamed up to help an area manufacturer meet its need for new welders/fabricators – the result of a growing backlog of orders. This included recruiting participants; conducting cohort training at the worksite, both classroom instruction and

on-the-job projects; and providing career coaching and support services (e.g., a career development class, regular progress check-ins, tutoring, etc.). Participants earned entry level welding career pathway certificates and less than one year IRs. Almost all were hired by the manufacturer, which provided the facilities, helped with instruction, and compensated participants while in training.

At Blue Mountain Community College, the career coach used career pathway roadmaps as a tool to reach out to and engage area employers and get them involved in Blue Mountain's program advisory committees.

Implications for policy, practice and systems

- More actively engage employers in the development, implementation, and evaluation of career pathway certificate and other programs. This includes validating the labor market payoffs of career pathway certificate programs and providing participants work-based learning opportunities.

- Provide staffing, tools, and resources targeted to employer engagement.

- Coordinate employer outreach and engagement across individual community colleges and with external partners.

Data

One of CASE's intended system level outcomes was to promote system-wide use of data for decision making. To this end, CASE invested in the collection and analysis of data that otherwise would not have been available (e.g., certain participant demographic information; services provided; educational outcomes such as industry recognized credentials and CPL; employment outcomes; etc.)

Data on who is served, what services they are provided, and what their educational and employment outcomes are are critical for decision making.

Implications for policy, practice and systems

- Invest in data collection, analysis and evaluation to promote state and local use of data for decision making (e.g., data systems, training, and resources).

- Expand state and local data collection efforts to include items such as additional demographic information, services provided, industry recognized credentials attained, CPL, and employment outcomes.

- Develop sustainable data sharing agreements among the partners in order to track overall educational and employment outcomes and to use such data for evaluation purposes.

Equity

Analyzing CASE participant and outcome data through an equity lens serves to identify achievement or opportunity gaps and the importance of strategies to close those gaps. Examples include:

- People of color and low income participants are overrepresented among the ABS population. For example, people of color made up less than 25 percent of all CASE participants, but about 45 percent of the ABS population. Therefore, strategies for increasing ABS transition and completion (e.g., I-BEST and ABS support courses) are particularly important from an equity perspective.

- Completion rates vary by race/ethnicity and income. For example, 56 percent of American Indians/Alaska Natives completed training. For Hispanics/Latinos, the figure was 60 percent and Blacks/African Americans, 63 percent. This compared to 66 percent for whites. Therefore, strategies for increasing completion such as cohort training programs, combined with career coaching and support services are particularly important from an equity perspective. People of color taking part in CASE created cohort training programs had a 91 percent completion rate, compared to an 87 completion rate for whites.

- People of color and low income participants earning credentials were more likely to earn LTOYs, CPCCs, and IRs <1 year. For example, 82 percent of people of color earning credentials earned LTOYs, CPCCs, and IRs <1 year, compared to 68 percent of whites; they were also less likely to earn degrees – 20 percent versus 37 percent. Therefore, financial assistance for short term training is important from an equity perspective, as is financial aid more generally, so that the option of continuing on to get a degree is there. (CASE's Pell eligible population was somewhat less racially/ethnically diverse than the overall CASE population, due largely to the underrepresentation of Hispanics/Latinos.)

  Also important from an equity perspective: retention strategies to engage those who have earned LTOYs, CPCCs, and IRs <1 year and entered the labor market, but need further education and training to move along career pathways leading to higher wage, higher skill jobs.

  (CASE data were also analyzed by gender, but no significant differences were found between women and men.)

Implications for policy, practice and systems

- Analyze educational and employment outcome data broken down by race/ethnicity and income to identify achievement or opportunity gaps.

- Develop and implement strategies to close those gaps.

- Gather outcome data on these strategies to document and evaluate their impact on opportunity gaps and promote continuous improvement.

Targeted Sectors/Occupations

Two long term, systems level outcomes CASE set were: mitigation of regional labor market shortages in high growth industries; and pipelines that connect TAA, unemployed, and underemployed workers to employers and jobs in their communities and provide employers skilled workers. One way to accomplish this is through targeted sector initiatives that:

- Target a particular occupation within an industry

- Intervene by becoming a valued actor in the industry that employs the occupation

- Exist for the primary purpose of assisting low income people to obtain decent employment

- Create, over time, systemic change within the occupation's labor market (e.g., improving job quality)*

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* Peggy Clark and Steven L. Dawson, *Jobs and the Urban Poor: Privately Initiated Sectoral Strategies* (Aspen Institute, 1995). See also Maureen Conway and Robert P. Giloth, *Connecting People to Work: Workforce Intermediaries and Sector Strategies* (Aspen Institute, 2014).

Oregon Coast Community College was one community college that strategically targeted its CASE work to a couple of sectors, with one being health care. It built out its health care career pathway, which now includes CNA 1, CNA 2, LPN, and ADN. Employers were involved in developing the curriculum and provide participants clinical sites. The pathway has multiple exits and entry points, allowing participants to move from school to work and back again. It also developed a new medical assistant career pathway certificate program. Career coaching services were also targeted to participants in these programs.

60 percent of Oregon Coast's CASE participants were in health care. (By contrast, at another community college, CASE participants were enrolled in almost 20 different programs, with no one program accounting for more than about 20 percent of its participants.) Oregon Coast's health care cohort training programs had a 96 percent completion rate, a 73 percent entered employment rate, and an 80 percent retained employment rate – all above CASE statewide rates.

A targeted sector approach also makes it possible for career coaches and others such as employment specialists helping to line up work-based learning opportunities to develop sector knowledge and value-added relationships with program faculty and employers in that sector. It also makes it possible to contextualize services and supports to that sector (e.g., career planning, job search assistance, etc.).

Implications for policy, practice and systems

- Target sectors and/or occupations that are in demand in the regional economy and provide high wage, high skill jobs (or at least a pathway to these jobs).

Institutional Change

TAACCCT grants aimed not only to improve educational and employment outcomes for individual TAA eligible, unemployed, and underemployed workers, they also aimed to promote broader institutional and system change. This included expanding and improving the ability of community colleges and other institutions of higher education to deliver education and career training programs that can be completed in two years or less; are suited for workers who are TAA eligible, unemployed, and underemployed workers; and prepare participants for employment in high wage, high skill occupations, while also meeting the needs of employers for skilled workers.

One helpful framework for thinking about institutional change and what it requires is Achieving the Dream's guiding principles for institutional improvement:

- Committed leadership (e.g., demonstrated willingness to make changes in policies, programs, and resource allocations)

- Use of evidence to promote policies, programs, and services (e.g., use of data to identify achievement gaps among students, formulate strategies, and evaluate their effectiveness)

- Broad engagement (e.g., shared responsibility among faculty, staff, and administration for student success, collaboration on assessing effectiveness of strategies and improving upon them)

- Systemic institutional improvement (e.g., data informed strategic planning and resource allocation, evaluation of programs and services to assess how well they promote student success and how they can be improved, professional development opportunities for faculty and staff, etc.)

- Equity (e.g., commitment to elimination of achievement gaps, engagement of faculty, staff, and administration in developing and implementing strategic changes, etc.)

Most community colleges reported that certain aspects of CASE will be sustained post-CASE, primarily the career pathway certificate programs created or enhanced, the ABE/ESL bridge and career/technical education curricula developed, and the partnerships developed with CTAU, WorkSource, and WIA.

However, a couple of community colleges also strategically used CASE to promote broader institutional change (e.g., broadening and deepening institutional commitment to and support for the career pathways framework and ABS transition and completion). This involved positioning CASE to advance larger institutional priorities; engaging faculty, staff, and administrators from across the community college in CASE; piloting innovative strategies; and using data on the outcomes of those strategies to make the case for continued institutional support. As reported by one of these community colleges, CASE was transformational.

Data Sources & Definitions

Data Sources

I-Trac: I-Trac is a comprehensive, policy based management information system for workforce development programs and is managed by Worksystems, Inc. CASE used I-Trac to track participants, services provided, and outcomes. Individual community colleges entered data on CASE participants into the system. They also used it to track their CASE participants.

OCCURS: The Oregon Community College Unified Reporting System (OCCURS) is a collaboratively designed and maintained base of data on Oregon's 17 community colleges. It includes unit record student data from each community college, along with course, program, financial, and other supporting data. CASE used OCCURS to construct a control group that could then be compared to the CASE experimental group in terms of educational and employment outcomes. OCCURS was restructured in 2014 and is now called D4A.

OED UI Wage Match: Each quarter, Oregon employers are required to submit to the Oregon Employment Department (OED) the amount of wages paid to and number of hours worked by each employee. OED used these data to report employment, retention, wage gain, and approximate hourly and 6 month median wages for CASE participants.

TAAMIS: The Trade Act Management Information System (TAAMIS) tracks Trade Act training for OED. TAAMIS was used for supplemental outcome data on CASE TAA participants as well as TAA participants who enrolled at community colleges but not in CASE, and those who enrolled at other education and training institutions during the same time period (e.g., private vocational schools and four year schools).

Data Definitions

Entered Employment: As defined by DOL, a participant who was unemployed on the day of registration with the CASE grant, completed at least one training program, exited the grant/school and obtained unsubsidized employment within the first quarter of exit from the grant.

Incumbent Worker: As defined by DOL, a participant who was employed in any kind of unsubsidized employment on the date of registration with the grant.

Less Than One Year Certificates: Less than one year certificates (LTOYs) and career pathway certificates of completion (CPCCs) are certificates awarded by community colleges that consist of 12-44 credits. CPCCs are wholly-contained and "stackable" credits within an associate's degree program; LTOYs include coursework contained in more than one associate's degree program. Less than one year industry recognized credentials (IRs <1 year) are awarded by entities outside the community college system (e.g., Oregon State Board of Nursing and American Welding Society) that take 44 credits or less of classroom preparation to qualify for sitting for the credential exam.

More Than One Year Certificates: Certificates of completion of 45 credits or more (CCs 45+ credits) are awarded by community colleges. More than one year industry recognized credentials/licenses (IRs >1 year) are awarded by entities outside the community college system (e.g., Oregon State Board of Nursing) that take 45 credits or more of classroom preparation to qualify for sitting for the credential exam.

Retained Employment: As defined by DOL, those participants who met the definition of "Entered Employment," and retained employment in the second and third quarters after exiting the grant.

Resources

Center for Law and Social Policy. "The JOBS Act: Expanding Pell Grants for Students in Workforce & Job Training Programs," 2015. Available at: http://www.clasp.org/postsecondary/in-focus/the-jobs-act-expanding-pell-grants-for-students-in-workforce-job-training-programs

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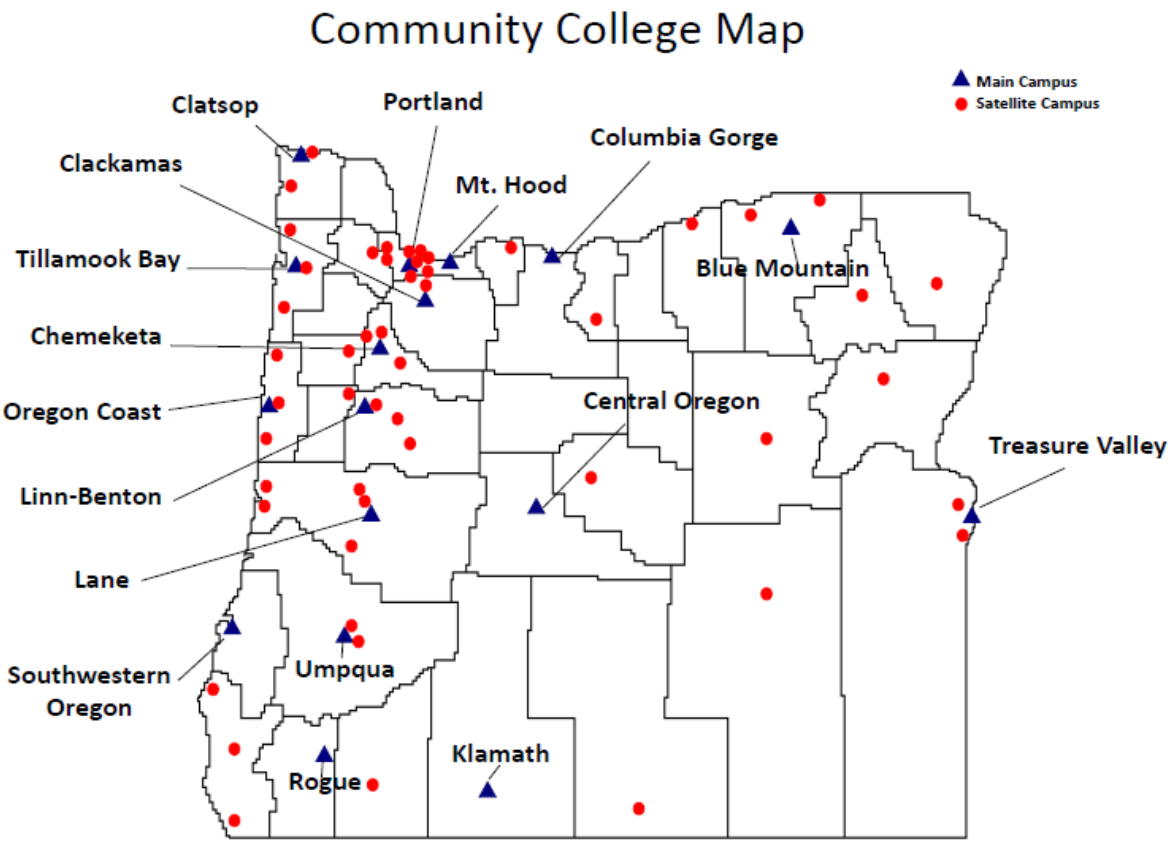
Oregon Department of Community Colleges and Workforce Development. *Pathways in Oregon: A Descriptive Study of the Statewide Initiative & Initial Cohort of Completers*, 2013. Available at: http://www.oregon.gov/ccwd/pdf/pathways/pathwaysdescriptivestudy.pdf

Eileen Casey White, Connections Consulting. *CASE Subject Matter Expert Curriculum Review Summary Report,* 2014.

Appendix I. Map of Oregon's Community Colleges



Source: Oregon Community College Association

Appendix II. CASE Management Team

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Appendix III. CASE New & Enhanced Career Pathway Certificate Programs, 2011-12 & 2012-13

New Career Pathway Certificate Programs Created & Approved

New career pathway certificate programs created and approved as part of CASE included:

- Agriculture, Food and Natural Resources

  - Fire Protection – Portland
  - Fire Science – Clatsop
  - Vineyard Technician – Treasure Valley
  - Wildland Firefighter – Clackamas
  - Wildland Fire Forestry – Clackamas

- Arts, Information and Communications

  - Digital Production Technician-Graphic Design – Mt. Hood
  - Digital Production Technician-Video – Mt. Hood

- Business and Management

  - Accounting Assistant – Mt. Hood
  - Accounting for Business Management – Clatsop
  - Accounting Technician – Clatsop
  - Cisco Networking Support Technician – Umpqua
  - Computer Support Technician – Southwestern Oregon
  - Computer Support Specialist – Treasure Valley
  - Computers in Business – Clatsop
  - Customer Service Management – Portland
  - Customer Service Professional – Portland
  - Entrepreneurship – Clatsop
  - General Office – Clatsop
  - Office Assistant – Treasure Valley
  - Office Clerk – Mt. Hood
  - Office Support Specialist – Klamath

- Health Services

  - Health Informatics – Mt. Hood
  - Health Informatics – Umpqua
  - Medical Assistant – Oregon Coast
  - Nursing Assistant – Oregon Coast

- Human Resources

  - Addition Studies – Klamath
  - Casino and Security Surveillance – Southwestern Oregon
  - Child Care Center Teacher – Mt. Hood
  - Corrections – Blue Mountain

- Corrections Officer – Oregon Coast
- Court Technician – Blue Mountain
- Early Childhood Education – Umpqua
- Early Childhood Education Assistant – Blue Mountain
- Group Exercise Instructor – Lane
- Infant/Toddler – Umpqua
- Law Enforcement – Blue Mountain
- Parenting Educator & Early Childhood Home Visitor – Southwestern Oregon
- Pre-School – Umpqua

- Industrial and Engineering Systems

  - Automotive Technician-Electrical/Electronic Specialist – Klamath
  - AWS Entry Level Welder – Clatsop
  - Diesel Technician-Electrical/Electronic Specialist – Klamath
  - Electronic Technician – Mt. Hood
  - Historic Preservation – Clatsop
  - Lean Process Improvement – Clackamas
  - Production Welding Specialist – Treasure Valley
  - Quality Control Systems – Clackamas
  - Six Sigma Manufacturing – Clackamas
  - Surveying – Umpqua
  - Under Car Technician-Automatic Transmission – Clackamas
  - Under Car Technician-Manual Transmission – Clackamas
  - Under Hood Technician – Clackamas
  - Water Quality – Umpqua
  - Welding Assistant – Southwestern Oregon

Existing Career Pathway Certificate Programs Enhanced

Existing career pathway certificate programs enhanced as part of CASE included:

- Business and Management

  - Accounting Clerk – Portland
  - Administrative Office Personnel/Web Design – Klamath
  - Business Administration – Tillamook Bay
  - Business Management/Licensed Income Tax Preparer – Klamath
  - Business Technology – Chemeketa
  - Computer Applications – Columbia Gorge
  - Computer Applications Systems – Portland
  - Microsoft Office Technologist – Umpqua
  - Office Professional – Linn-Benton
  - Office Systems – Columbia Gorge
  - Project Management – Clackamas
  - Retail Management – Mt. Hood

- Health Services

  - Home Health Aide – Oregon Coast
  - Medical Assistant – Southwestern Oregon

- Medical Customer Service Rep – Mt. Hood
- Nursing Assistant – Oregon Coast

- Human Resources

  - Early Childhood Education – Southwestern Oregon
  - VESL Early Childhood Education-Intermediate – Rogue

- Industrial and Engineering Systems

  - AWS Certified Welder – Mt. Hood
  - CNC/CAD/CAM Tech – Mt. Hood
  - HVAC Installer – Portland
  - Industrial Maintenance Technology – Tillamook Bay
  - Manufacturing – Lane
  - Manufacturing Automotive – Central Oregon
  - Welding – Southwestern Oregon

Appendix IV: CASE ABE/ESL Bridge & Career/Technical Education Curricula

ABE/ESL Bridge Curricula

ABE/ESL bridge curricula developed as part of CASE included:

- Human Resources
  - ESL Support Course for Early Childhood Education – Lane
  - Writing Lab/Workshop for ESL Early Childhood Education Students – Rogue
- Industrial and Engineering Systems
  - Basic Manufacturing Math – Central Oregon

Career/Technical Education Curricula

Career/technical education curricula developed or revised as part of CASE included:

- Agriculture, Food and Natural Resources
  - Beer Making – Tillamook Bay
  - Cheese Making – Tillamook Bay
  - General Viticulture – Tillamook Bay
  - Organic Waste Management – Tillamook Bay
  - Wine Making – Tillamook Bay
- Business and Management
  - Advanced Project Management Tools – Clackamas
  - Beginning Word – Columbia Gorge
  - Budgeting for Managers – Clackamas
  - Human Relations in Business – Clackamas
  - Keyboarding for Speed and Accuracy – Columbia Gorge
  - Leadership and Motivation – Clackamas
  - Microcomputer Applications-Database – Umpqua
  - Microcomputer Applications-Email – Umpqua
  - Microcomputer Applications-Presentation Software – Umpqua
  - Microcomputer Applications-Word Processing – Umpqua
  - Microsoft Project 2010 – Clackamas
  - Negotiation – Clackamas
  - Network Fundamentals – Umpqua
  - Project Management Fundamentals – Clackamas
  - Project Management Workshop – Clackamas
  - Retail Sales and Service – Portland
  - Routing Protocols – Umpqua
  - Solving Business Communications Problems with Technology – Clackamas
  - Switching – Umpqua
  - Teamwork – Clackamas

- WAN – Umpqua

- Health Services

  - Basic EKG Interpretation I and II – Clackamas
  - Medical Assisting Certification Review – Clackamas

- Human Resources

  - Applied Childhood Development – Rogue
  - Breath Alcohol Technical Training – Clackamas
  - Early Childhood Development – Rogue
  - Early Childhood Education: A Professional Overview – Rogue
  - Early Childhood Education Best Practices – Rogue
  - Fostering Creativity – Rogue
  - Guiding Children in Group Settings – Rogue
  - Infant/Toddler Development – Rogue
  - Preschool/Primary Development – Rogue
  - Selected Topics in Early Childhood Education – Rogue
  - Urine Drug Screen Collections – Clackamas

- Industrial and Engineering Systems

  - General Repair: Hybrid Training – Clackamas

Source: CASE Subject Matter Expert Curriculum Review Summary Report

Appendix V. Detailed Year-by-Year Data Tables

CASE Participants, 2011-12, 2012-13 & 2013-14

	2011-12	2012-13	2013-14	Total
Numbers Served	983	2,221	1,435	4,639
Demographics				
Race/Ethnicity				
Hispanic/Latino	115 (12%)	240 (11%)	182 (13%)	537 (12%)
American Indian/Alaska Native	33 (3%)	84 (4%)	61 (4%)	178 (4%)
Asian	64 (7%)	93 (4%)	83 (6%)	240 (5%)
Black/African American	27 (3%)	50 (2%)	55 (4%)	132 (3%)
Native Hawaiian/Other Pacific Islander	6 (1%)	22 (1%)	14 (1%)	42 (1%)
White	675 (69%)	1,749 (79%)	1,096 (76%)	3,520 (76%)
More than one race	21 (2%)	57 (3%)	36 (3%)	114 (2%)
Gender				
Women	491 (50%)	1,166 (52%)	813 (57%)	2,470 (53%)
Men	492 (50%)	1,055 (48%)	622 (43%)	2,169 (47%)
Age				
Mean age (years)	35	34	33	34
Educational Attainment at Enrollment				
Less than 12 years	80 (8%)	123 (6%)	61 (4%)	264 (6%)
High school diploma/GED	477 (48%)	1,012 (46%)	683 (48%)	2,172 (47%)
Some college (incl. voc, tech)	280 (28%)	798 (36%)	456 (32%)	1,534 (33%)
Associate's degree	46 (5%)	160 (7%)	112 (8%)	318 (7%)
Bachelor's degree or more	100 (10%)	128 (6%)	123 (9%)	351 (8%)
Employment Status at Enrollment				
Not currently employed	773 (79%)	1,598 (72%)	922 (64%)	3,293 (71%)
Employed	210 (21%)	623 (28%)	513 (36%)	1,346 (29%)
Underemployed	165 (17%)	379 (17%)	281 (20%)	825 (18%)
Specific Groups				
TAA	61 (6%)	136 (6%)	82 (6%)	279 (6%)
Veterans	93 (10%)	279 (13%)	109 (8%)	481 (10%)
Pell Eligible	298 (30%)	1,001 (45%)	505 (35%)	1,804 (39%)
Food Stamp Recipient	154 (16%)	715 (32%)	424 (30%)	1,293 (28%)
TANF Recipient	24 (2%)	77 (3%)	75 (5%)	176 (4%)
Single Parent	50 (5%)	260 (12%)	155 (11%)	465 (10%)
Persons with Disabilities	28 (3%)	143 (6%)	68 (5%)	239 (5%)
Homeless	7 (1%)	31 (1%)	17 (1%)	55 (1%)
Criminal Record	25 (3%)	169 (8%)	113 (8%)	307 (7%)

Source: I-Trac, September 2015

CASE Progress Measures/Indicators, 2011-12, 2012-13 & 2013-14

	2011-12	2012-13	2013-14	Total
Individual Level				
Total participants	983	2,221	1,435	4,639
TAA, unemployed, and underemployed workers served[1]	943 (96%)	1,979 (89%)	1,198 (83%)	4,120 (89%)
TAA eligible workers served	61 (6%)	136 (6%)	82 (6%)	279 (6%)
Unemployed workers served	773 (79%)	1,598 (72%)	922 (64%)	3,293 (71%)
Underemployed workers served	165 (17%)	379 (17%)	281 (20%)	825 (18%)
Participants persisting in education and training[2]	746 (76%)	1,416 (64%)	957 (67%)	3,119 (67%)
ABS participants	221 (22%)	405 (18%)	214 (15%)	840 (18%)
ABS participants transitioning into cert., degree programs	215 (97%)	369 (91%)	199 (93%)	783 (93%)
ABS participants earning credentials	129 (58%)	167 (41%)	128 (60%)	424 (50%)
Students earning credits for prior learning[3]	0	14	10	24
CPL credits awarded per student	0	10	7	9
Students completing work-based learning experience	175 (18%)	373 (17%)	237 (17%)	785 (17%)
Credentials earned	2,581	3,120	1,428	7,129
System Level				
New career pathway certificate programs created	40	13	-	53
Existing career pathway certificate programs enhanced	25	-	-	25
New CTE and ABE/ESL bridge curricula developed	-	-	-	51
Employers engaged in work-based learning	-	-	-	-
E-portfolio curriculum developed	-	-	-	-
Military crosswalks developed	-	-	-	4

Source: I-Trac (individual level outcomes), September 2015

[1] Some CASE participants fall into both TAA eligible and unemployed worker categories.
[2] Persistence is defined as CASE participants completing education and training.
[3] Data are from a limited number of participating community colleges.

CASE Education, Employment & Earnings Outcomes, 2011-12, 2012-13 & 2013-14

	2011-12	2012-13	2013-14	Total	Target
Numbers Served	983	2,221	1,435	4,639	3,525
Education					
Credential Attainment	738 (75%)	1,393 (63%)	923 (64%)	3,054 (66%)	
Credential Attainment < 1 year[1]	563 (57%)	972 (44%)	726 (51%)	2,262 (49%)	2,468/3,525 (70%)
Certificates < 1 year	382 (39%)	693 (31%)	417 (29%)	1,492 (32%)	
Industry recognized <1 year	339 (34%)	489 (22%)	455 (32%)	1,283 (28%)	
Credential Attainment > 1 year[1]	183 (19%)	568 (26%)	169 (12%)	734 (16%)	353/3,525 (10%)
Certificates > 1 year	156 (16%)	336 (15%)	109 (8%)	601 (13%)	
Industry recognized > 1 year	57 (6%)	84 (4%)	61 (4%)	202 (4%)	
Degrees	247 (25%)	568 (26%)	221 (15%)	1,036 (22%)	176/3,525 (5%)
Credit Attainment	36,949 (38)	71,950 (34)	32,583 (24)	141,482 (32)	81,075 (23)
Employment & Earnings					
Unemployed Participants					
Entered employment rate[2]	66% (270/412)	59% (535/915)	55% (292/532)	59% (1,097/1,859)	1,604/2,468 (65%)
Employment retention rate	79% (212/270)	76% (407/535)	67% (149/223)	75% (768/1,028)	1,283/1,604 (80%)
Average earnings (hourly)	$14.48	$14.41	$14.47	$14.44	$16.84

Sources: I-Trac, September 2015

[1] Credential attainment is not an unduplicated count in that CASE participants can earn both certificates and industry recognized certificates; certificates and industry recognized certificates are unduplicated counts.

[2] Only limited employment data are available for CASE participants at one community college. In calculating CASE's employment and retention rates, data on these participants, both in terms of number exited and number employed, are not included.

CASE is a WIA Title I- financially assisted program and is therefore an equal opportunity employer/program which provides auxiliary aids and services upon request to individuals with disabilities by calling 711 or 800.648.3458 TTY. The CASE grant project ($18,679,289) is 100% funded through the US Department of Labor's Trade Adjustment Assistance Community College and Career Training program. This workforce solution was funded by a grant awarded by the US Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the US Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.

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