

Oregon's May Revenue Forecast

The May Revenue Forecast was released Thursday. Here are some highlights:

2009-11: Personal income tax collections have grown at double-digit rates since the beginning of the year. Despite the strong start to the revenue recovery, the outlook for the 2009-11 biennium is somewhat weaker than what was predicted in the March 2011 forecast. The May forecast is \$49.0 million below the March 2011 forecast. This downward revision is primarily the result of a weaker outlook for final and estimated personal income tax payments, together with a weaker outlook for collections of inheritance taxes. After incorporating the use of Rainy Day Funds and other legislative actions, total available resources amount to \$12.5 billion which is \$1 billion below the Close of Session (2009) forecast.

2011-13: Looking forward into the 2011-13 biennium and beyond, the improved outlook for job growth has resulted in an upward revision to the revenue forecast. General Fund revenues will total \$13.9 billion in 2011-13, an increase of 12.3 percent from the prior period, and \$127 million above the March 2011 forecast. This expected growth will help mitigate some (not all) of the anticipated reductions.

The complete forecast is located here: <http://www.oregon.gov/DAS/OEA/docs/economic/press0511.pdf>

Legislative Updates

The latest community college legislative action is available on the Oregon Community College Association (OCCA) Website: <http://www.occa17.com/>

For information about workforce legislation that CCWD is tracking, contact Evelyn Roth at evelyn.m.roth@state.or.us or 503-947-2431.

Complete College America

To inspire and enhance state efforts to significantly boost college completion and close attainment gaps for traditionally underrepresented populations, Complete College America, with funding support from the Bill & Melinda Gates Foundation, has launched the Completion Innovation challenge. Governors from all 50 states are invited to submit proposals to win one of ten \$1 million, 18-month implementation grants. Oregon is submitting an application for this grant with awards being announced in July 2011. For more information: www.completecollege.org.

CCSSE Statewide Workshop

Mark your calendars for August 10, 2011 for the statewide CCSSE workshop at Linn-Benton Community College. The workshop will include facilitated discussions around the use of CCSSE data as well as designated time for campus teams to work on their self-study plans. Academic affairs, students services, institutional researchers, and faculty are all invited. Registration information will be sent as the date gets closer, and the agenda is attached. For more information, please contact Elizabeth Cox at elizabeth.cox@state.or.us.

ABE to Credentials Grant Update

Oregon recently received a nine month design grant to determine what model of services would significantly increase the number of students moving from "ABE to Credentials". The design grant, funded by the Bill and Melinda Gates foundation, provides an opportunity to examine how curricular practices, student services, funding realignment, data tracking and connections between Adult Basic Skills/English Language Learners and Career and Technical Education Career Pathways programs can better support student persistence and success. A Design Team of community college, workforce, employer and social service representatives has been convened to work on Oregon's approach to this challenge. At this time, approximately half of the eleven states participating in the design phase are expected to be awarded a three-year, 1.6 million dollar implementation grant. David Moore, Education Division Director at Community Colleges and Workforce Development is State Lead on the grant, and Debbie Moller, CCWD, is serving as State Coordinator. For additional information on this grant, please contact Debbie Moller at 503-947-2423 or Debbie.moller@state.or.us

[ABE TO CREDENTIALS A BREAKING THROUGH INITIATIVE The United States ...](#)

Community College FTE and Data Desk Audit 2010-11

Preparations are underway for the 2010-11 FTE & Data Desk Audit. Agency reports should be sent to community colleges by June 3rd. The reports and audit directions will be sent to each college Chief Academic Officer, Chief Student Services Officer, Point of Contact, and Chief Institutional Research Officer. For additional information please contact: Donna Lewelling at donna.j.lewelling@state.or.us or 503-947-2428.

Student Success Oversight Committee

At the recommendation of the Student Success Oversight Committee and Oregon Presidents' Council, Commissioner Camille Preus will distribute the remaining 2009-11 CCSF Strategic Funds to Oregon's community colleges. The purpose of this investment is implementation of a college-identified First-Term to First-Year Persistence best practice tied to the college's student success plan. The total amount of this investment is \$255,000, with each college receiving \$15,000. If you have questions about these funds or the Student Success Oversight Committee, contact Donna Lewelling at donna.j.lewelling@state.or.us.

National Career Readiness Certificate (NCRC)

Oregon's NCRC program was officially launched in January 2011 by Governor Kitzhaber, and over 100 key public and private sector leaders. The Governor has identified the NCRC as one of his administration's key workforce development strategies. The program has evolved from a regional pilot phase in 2009-10 to its current phase of early statewide implementation in 2010-11.

Tamara Scott, a newly employed Oregonian who earned the NCRC, was introduced at Governor Kitzhaber's press conference on May 17. She spoke about her experience as a dislocated worker and her success attaining reemployment after earning the NCRC. A Brief video of Tamara's comments is posted at the bottom of this web link: <http://www.oregonncrc.org/index.php/about-the-ncrc/press-and-video>

Oregon has issued 7,644 NCRCs to date and 235 employers have signed a letter of commitment saying they would prefer the NCRC by job applicants. If you have questions about the NCRC, please contact Katelyn Roberts, katelyn.roberts@state.or.us or 503-947-5930

Career Pathways Web Tool Open Source

The Oregon Department of Community Colleges and Workforce Development working in partnership with Oregon's 17 community colleges developed the Career Pathways Roadmap Web Tool to provide visual maps for people to learn more about education, training, occupations, and careers in Oregon.

Oregon's Web Tool server is hosted by Lane Community College. To see more than 250 Roadmaps that have been developed in Oregon go to: www.MyPathCareers.org/cp

We welcome others state agencies, educational institutions, and organizations to download the source code to develop a comparable Web Tool for the students and citizens in their state or region. The Web Tool was developed with funds from the US Department of Labor Employment and Training Administration and the Oregon Community College Strategic Reserve Fund.

For more information about the Oregon Career Pathway Initiative contact Mimi Maduro, Pathways Initiative Statewide Director Dept. of Community Colleges & Workforce Development mmaduro@cgcc.cc.or.us, 541-506-6105.

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Community College Budget Highlights

CCWD's budget for 2011-13 passed out of the Education Subcommittee of Joint Ways and Means with a referral to full Ways and Means with a "do pass" recommendation. The budget includes an across-the-board General Fund reduction of 3.5%. Other highlights:

- The Community College Support Fund (CCSF) was funded at \$395.8 million. If the economic forecast is positive, 3.5 percent will be added back in the 2012 session bringing the CCSF up to \$410 million.
- All healthcare funding was eliminated.
- Funding for the two Skill Centers (Portland Community College and the Sabin Skill Center) was added back.
- CCWD Office Operations General Fund was cut by \$1.4 million.
- The ALDER (Statewide Longitudinal Data System) policy package was approved.

CCWD will continue to monitor action on this legislation as well as others that impact Oregon's community colleges. Additional information will be available once the budget is adopted.

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Healthcare Initiative Update

During the 2007-09 biennium the Oregon Legislature included \$2.2 million for the Healthcare Initiative in the Oregon Department of Community Colleges and Workforce Development (CCWD) budget. An additional investment in 2009-11 included \$2 million to expand and build both statewide and local capacity and access to allied health and nursing education programs and courses; the focus was on a sustainable statewide and distance/distributed delivery approach. The stated goal of the initiative was to enable all seventeen community colleges to meet their own local healthcare workforce needs by providing access to programs and curricula through collaboration and cooperation across colleges. The work accomplished by the initiative includes program and course development, statewide coordination of instructional delivery, and faculty professional development.

Currently the 2011-13 biennium budget for CCWD does not include funding for the Healthcare Initiative. For more information contact Larry Cheyne, larry.cheyne@state.or.us or 503.947.2430.

Community College Career and Technical Education (CTE) News

Formed officially spring of 2010, the Community College Career and Technical Education (CTE) Leaders is the new name for the long-standing CTE Deans group. This collection of CTE administrators, career pathways coordinators, and dual credit coordinators meets quarterly to discuss matters related to career and technical education in Oregon's community colleges. The most recent meeting took place on June 1. The leaders reviewed all of the numerous grant projects that are underway in Oregon (and there are many- several of which have been featured in previous issues of the CCWD Brief). Discussion also included a roundtable on CTE program growth, changes and/or budget reductions at community colleges and Oregon's high schools. Generally community college CTE programs are consistent or growing. However the picture is different for Oregon's high schools due to reduced state funding and cuts to Oregon high school CTE programs. The leaders also discussed professional development opportunities, current legislation, and federal funding through the Carl D. Perkins act. For more information on the CC CTE Leaders contact Larry Cheyne at larry.cheyne@state.or.us.

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Greening Oregon: The State Energy Sector Partnership (SESP) Training Project

The Greening of Oregon's Workforce project is developing local networks of training in green occupations within the state's long standing energy sector strategy to guide economic growth. Training is underway and is preparing workers for occupations in energy efficiency and renewable energy industries, including occupations that have long-term demand, offer the potential for high wage, career pathway jobs, and support local sourcing and innovation. One program partner, The Oregon Consortium/Oregon Workforce Alliance in partnership with 8 Oregon community colleges has completed the development of the one year Oregon Green Tech Certificate (OGTC). As of June 8, 2011 there were approximately 596 participants across Oregon in a variety of project-related training programs.

To learn more about the OGTC and other projects around the state and how to connect with the appropriate local Workforce Investment Board/SESP teams in your immediate area contact Tom Cope, Oregon SESP Coordinator, tom.cope@state.or.us or 503-947-5737. Click here to visit the website: <http://www.worksourceoregon.org/index.php/state-workforce-board/376-greening-oregon-the-state-energy-sector-partnership-sesp-training-project>

Oregon Presents at the Joyce Foundation Shifting Gears Initiative Cross-Site Meeting

"Driving it Home: From State Policy to Institutional Practice" was the theme of the Shifting Gears Initiative Cross-Site meeting in Minneapolis on June 1st through 3rd. The Joyce Foundation launched the initiative in 2006 to help six Midwest states to increase the economic opportunities and postsecondary credentials for low skilled adults. Over the past five years leaders in the six states have focused on advancing systemic change, policy development, and career pathways approaches in Illinois, Michigan, Minnesota, Ohio, and Wisconsin. Dr. Camille Preus was invited to present on the new Career Pathway Certificate of Completion policy approved by the Oregon State Board of Education in 2007 and progress on the path to implementing the Certificates statewide. For more information: <http://www.shifting-gears.org/state-progress-/95-state-progress.html>

Green Labor Market Information Grant News

The Green Labor Market Information Grant, funded by the U.S. Department of Labor, Employment and Training Administration*, has three components:

- Work Keys
- Career Pathways
- Green Training Performance System (GTPS)

The GTPS is a tool to provide information about community college green training that prepares students for green jobs and track students who are green-trained into completions, further education and jobs. This one-year project has two expected outcomes, data gathering and reporting. The GTPS Coordinator and all 17 Community College Green Leads performed a detailed review of every potential green course, created a list of green courses, and evaluated course content through syllabi, descriptions and learning outcomes. The GTPS project benefits the state and colleges through alignment with statewide green goals; the ability to track **students in the new statewide Green Technician Certificate; support of community colleges' internal sustainability efforts; enhanced reputation for green efforts; and the ability to attract new, and retain existing, students.** This project will make Oregon one of the first states in the nation to track green training across all its community colleges. For more information contact Tammie Stark at tammie.stark@state.or.us or 541-510-3678.

Community College FTE and Data Integrity Desk Audit (2010-11)

The Community College FTE and Data Integrity Desk Audit Reports for 2010-11 were sent to colleges on June 3rd. The primary focus of the audit is potential reporting errors and anomalies that might lead to variations in FTE reporting. Responses with supporting information or appeals are requested by July 8th. For additional information please contact: Donna Lewelling at 503-947-2428 or donna.J.Lewelling@state.or.us.

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Legislative Update

Education bills continue to move in both houses of the legislature. Many of interest to community colleges, including SB 909 (establishing the Oregon Education Investment Board) and HB 5011 (community college budget), have passed out of their originating branch and are waiting to be heard in the counter legislative body. For current information visit <http://www.occa17.com/>.

State Longitudinal Data System/ALDER

CCWD is partnering with the Oregon Department of Education (ODE), Oregon University System, Teacher Standards and Practices Commission, and the Oregon Employment Department to develop a statewide longitudinal data system. Project ALDER, Advancing Longitudinal Data for Education Reform, is a three-year \$10.4 million grant to ODE from the U.S. Department of Education to expand data collection and sharing between four sectors: early childhood, K-12, higher education and workforce. CCWD will be receiving a portion of the grant for two years (beginning July 1, 2011) with the purpose of collaborating with the other partner agencies to develop an identity resolution system to help match data records across sectors. For more information contact Elizabeth Cox at elizabeth.cox@state.or.us or 503-947-2454, or visit <http://alder.orvsd.org/>.

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Budget News!

HB 5055 passed giving the community colleges an additional \$15.0 million for the current biennium. This additional appropriation was needed to meet our Maintenance of Effort in post-secondary education for 2009-11. The \$15.0 million was added to the CCWD budget Thursday, June 23 and will be distributed to the colleges by the end of June 2011.

CCWD's budget bill, **HB 5011**, passed June 23. A total funds budget of \$565.5 million includes \$414.9 million General Fund, \$7.5 million Lottery Funds, \$6.9 million Other Funds and \$136.3 million Federal Funds. At this point, there are no new community college capital construction projects approved for state bonding. The Community College Support Fund was funded at \$410.0 million. However, 3.5 percent will be held back and may be restored during the 2012 legislative session depending on economic conditions. All Healthcare funding was eliminated, but the two Skill Centers were funded at \$275,000 each for the biennium. CCWD Personal Services funding was reduced by 5.5 percent, Services and Supplies by 6.5 percent, and 3.5 percent was held back for possible restoration in 2012. For more information, contact Pam Teschner, pam.teschner@state.or.us at 503-947-2436.

Multi-state Data Exchange

On June 21 and 22 staff from CCWD, along with the Oregon University System and the Oregon Department of Education, were in Portland, OR to attend the third gathering of states participating in a data exchange pilot project. Under a grant from the Bill and Melinda Gates foundation, the Western Interstate Commission for Higher Education (WICHE) is coordinating the data exchange project among four states including Oregon, Washington, Hawaii, and Idaho. The purpose of this pilot project is to test the feasibility of sharing data among sectors (e.g. education and employment) and states to examine the way educated individuals are produced in a region and their patterns of interstate mobility and into the workforce.

For additional information contact Al Pierce at al.pierce@state.or.us or 503-947-2458, or Elizabeth Cox at Elizabeth.cox@state.or.us or 503-947-2454.

Commissioner Preus Attends National Workforce Discussion

On June 21st CCWD Commissioner, Cam Preus, traveled to Washington, D.C., to represent Oregon at the roundtable discussion State Workforce Policy: The Future of Policy Innovation in a Changing Environment. The event was co-sponsored by the Georgetown Center on Poverty, Inequality, and Public Policy and the National Skills Coalition (NSC). The purpose of the roundtable was to bring together present and former state leaders from the public workforce systems to examine promising state workforce policies and practices implemented in the past several years. Additionally, attendees discussed federal policy changes to WIA, TANF and other key legislation as well as links between workforce, education, and economic development. For more information on the Center, visit www.law.georgetown.edu, and for the NSC, visit www.nationalskillscoalition.org.

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CCWD Legislative Update

The Community Colleges Support Fund (CCSF) received \$395.5 million from the 2011 Legislature. However the Legislature held back \$14.5 million from the CCSF that will be released in the February session in 2012 as long as the economy does not go into another recession, bringing to total funding level to \$410 million.

The Community College Support Fund also received an additional \$15 million as part of the "maintenance of effort" requirement for federal dollars received from the federal American Recovery and Reinvestment Act of 2009; the funds were spent by June 30, 2011 in the current 2009-11 biennium.

The end-of-session "Christmas Tree" bill included additional funding for CCWD: \$3.4 million for the National Career Readiness Certificate (NCRC) and On the Job Training Programs as well as \$500,000 for the Trucking Solutions Consortium.

Two major restructuring bills also passed the legislature: SB 909 and SB 242. The full impact of these bills is yet to be determined. Teams and task forces have been, or will soon be, appointed to begin the design and implementation work. CCWD will provide updates as information becomes available.

Oregon Workforce Investment Board: Program Budget Review

The regularly scheduled quarterly meeting of the Oregon Workforce Investment Board was held on June 23, 2011 in Salem. One of the most significant discussions by the Board was their review of workforce programs and budgets. The Workforce Investment Act (WIA) requires the review of the WIA budget annually, but OWIB Chair Dave Williams wanted a more systemic view of the public workforce system, and asked all programs to present their budgets and program details.

The Board heard from WIA Title IB (Youth, Adult and Dislocated Worker programs), Wagner-Peyser and related Employment Service programs, Carl Perkins Career Technical Education, Temporary Assistance for Needy Families (TANF) JOBS program, Vocational Rehabilitation, Commission for the Blind, Senior Community Service and Employment Program, Bureau of Labor and Industries (BOLI) Apprenticeship and Training Division, Oregon University System workforce programs, and the workforce-related activities of the Oregon Business development Department. The breadth and scale of the information presented was unprecedented. The Board asked the Governor's Workforce Policy Cabinet to discuss next steps, which could include a presentation of how the programs work together currently and could work better together in the future.

The Board also heard a presentation from its strategic planning consultants on the Report Card for the current strategic plan, Winning in the Global Market. The Report Card reveals that while much was accomplished over the five years of the plan, extensive stakeholder interviews and research into other states' strategic plans indicated that any future iteration of the plan include a focus on a few measurable results, accountability for producing the results, more frequent reporting on progress, and more frequent opportunities to update the plan.

For additional information contact Greg White, OWIB Executive Staff, 503-947-2451, greg.white@state.or.us.

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Legislative Recap

House Bill 3521 requires the Joint Boards of Education to develop standards related to the ability of students to apply credits earned through courses of study at community colleges to baccalaureate degrees awarded by state institutions of higher education. The standards will be known as "Transfer Student Bill of Rights and Responsibilities." A report is due to the Legislature by November 1, 2012 regarding Implementation of this Student Bill of Rights.

House Bill 2418 creates a 17-member Task Force on Higher Education Student and Institutional Success to study and prepare a report based on best practices, methods and funding options to promote student and institutional success. The task force will:

1. Examine best practices and models for accomplishing student and institutional success because such success is measured by achievement of the mission of higher education.
2. Consider institutional and statutory barriers to student success and completion of programs.
3. Examine methods for students to acquire basic skills and career preparation skills.
4. Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion.
5. Compare alternative funding options instituted in other states for improving student and institutional success.

An initial report is due to legislative committees related to higher education no later than December 1, 2011, and a final report no later than October 15, 2012. For additional information contact Evelyn Roth at 503-947-2431 or evelyn.m.roth@state.or.us.

Community College Survey of Student Engagement (CCSSE) Workshop Registration Open

Registration for the August 10 CCSSE workshop at Linn-Benton Community College is now available online: <http://www.odccwd.state.or.us/ccsse/>

For additional questions contact Elizabeth Cox at 503-949-2454 or elizabeth.cox@state.or.us.

Career & Technical Education (CTE) Viewbook Available Online

For readers who've been around for a while you may remember the "poster size" Viewbook that listed Oregon's CTE programs in a PDF file. These posters were printed and distributed every two years but quickly were out of date. The type size on the poster got smaller and smaller each time too in order to list all the program, certificates, and degrees.

The Viewbook is available online through CCWD's website and is updated regularly as new programs are approved. Check it out and "bookmark" it for future reference. It can also be printed as well. <http://www.oregon.gov/CCWD/ccdirectory.shtml>. For additional information contact Mimi Maduro at 541-506-6105 or mmaduro@cgcc.cc.or.us.

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Legislative Recap

SB 275 requires community college boards to develop standards to give credit for military education and training and in consultation with the Department of Veterans' Affairs, develop methods for informing persons who served in the Armed Forces of the United States about how credit may be received.

SB 338 establishes a task force on community college tuition waivers for spouses and dependents of fallen and disabled soldiers. The members of the task force are the 17 Community College Presidents, or designees. The task force will address the issue of tuition waiver policies at community colleges for qualified students. In order to use this waiver, the student must be admitted to a certificate or degree program at an Oregon community college and must be a child (includes adopted child or stepchildren), spouse, or un-remarried surviving spouse of a member of the United States Armed Forces who:

1. Died while on active duty, or
2. Died as a result of a military service-connected disability, or
3. Is 100% disabled as the result of a military service-connected disability as certified by the Department of Veterans Affairs or any branch of the Armed Forces of the United States?

An eligible child must be 23 years of age or younger at the time the child applies for the waiver. A child who is older than 23 years of age is eligible for a waiver for a certificate or degree program if the child applied for and received a waiver when the child was 23 years of age or younger.

A report to the Legislative Assembly is due no later than February 1, 2012.

CCWD Participates in CIA Summer Retreat

Commissioner Cam Preus, Krissa Caldwell and Elizabeth Cox represented CCWD during the Chief Instructional Administrators' (CIA) summer retreat, "Student Success: A Focus on Quality Progression and Completion."

The meeting was held July 11 and 12 on the Central Oregon Community College campus in Bend.

Commissioner Preus gave a legislative update to the group and answered questions regarding potential changes that may result from the session, particularly around SB 909. The meeting also provided an opportunity for in-depth conversation around quality student progression and completion, data framework challenges, as well as "big picture" philosophical discussions. For more information regarding CIA, please contact Don McNair, current CIA Chair, at McNairD@lanecc.edu.

New Board of Trustee Orientation (OCCA)

Deputy Commissioner Krissa Caldwell was invited to give a presentation to newly elected community college board members at the Oregon Community College Association (OCCA) New Trustee Orientation held on Monday, July 18th. Her presentation included a brief history of the Department of Community Colleges and Workforce Development, overviews of community college enrollment, funding, and tuition, and more. For more information on this presentation, contact Krissa Caldwell at Krissa.caldwell@state.or.us; to learn more about OCCA, visit <http://www.occa17.com>.

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Agency Website and Servers Down During Construction

CCWD computer servers and its website will be offline on:

July 29 from 5:00 pm thru July 31st at 8:00 am; and,
August 26th at 5:00 pm through August 29th at 8:00.

Due to construction on the neighboring ODOT building, all power to the Public Service Building will be turned off on these days. The Department of Administrative Services and the electrical contractor are recommending all of our equipment be shut down for the entirety of these weekends to avoid power spikes when the power is turned back on.

Oregon Blue Book

The Oregon Blue Book, published every other year, is turning 100 this year. Since 1911, the Blue Book has **been the state's official fact book and** almanac with listings and descriptions of government and agencies and educational institutions. A commemorative, limited edition reproduction has been printed that shows what the 675,000 Oregon residents of the day saw when the first book was released. Also, a video – 100 Years of the Oregon Blue Book – was created to commemorate the occasion. The 37-minute video showcases 100 years of the publication, and the process to publish the Commemorative Edition 1911 Oregon Blue Book. The video is filled with historical vignettes and interviews with Oregon's legislative leaders.

For information about how to purchase these items, call the State Archives at 503-378-5199. Or, order books on-line at: <http://bluebook.state.or.us/misc/order/order.htm>. The Blue Book is also published online: <http://bluebook.state.or.us/>.

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Oregon Green Tech Certificate

Oregon Workforce Alliance, working with 10 Oregon community colleges, has developed a green energy certificate program to create an entry level workforce to attract green technology to the region. The Oregon Green Technology Certificate will prepare entry level employees with the foundation skills needed in a variety of industries that are associated with or support green jobs. While it may ultimately be adopted statewide, the Oregon Green Tech Certificate is being designed to meet the unique needs of rural Oregon, where companies tend to be smaller, many occupations may have only one or two local job openings, and employers need workers who have basic technical skills that can transfer to different kinds of work and work settings as employer requirements and labor market demands shift.

Additional information about the Oregon Green Tech Certificate program is located at <http://www.tocowa.org/Projects-and-Programs>. Or, watch a video about the program: <http://youtu.be/UgxxKLASm3c>

Win-Win Grant News

Oregon's 17 community colleges have been awarded a Win-Win grant from the Lumina Foundation for the period of August 2011-July 2013. The purpose of Win-Win is to identify former students who may prove to be eligible for retroactive associate's degrees or judged "potential" completers in the near term. Once identified, eligible students may be awarded a degree and "potential" completers encouraged to complete the necessary courses to earn a degree. The outcome of Oregon's Win-Win project is to significantly increase the number of associate's degree holding citizens in the state.

For additional information contact Elizabeth Cox at 503.947.2454 or elizabeth.cox@state.or.us.

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National Workforce Week of Action, August 15-19

The national unemployment rate is still greater than 9 percent and more than 14 million Americans who want a **job simply can't find one**. With numbers like these, **maintaining the nation's federal workforce development** programs is more important than ever. Yet, despite the clear and demonstrated need for Title I programs, Congress already cut more than \$1 billion in funding for workforce programs in Fiscal Year 2011 and many members of Congress are considering even deeper cuts to workforce investments for Fiscal Year 2012.

In response, more than 25 national organizations are coming together to raise awareness and maintain this necessary investment in workforce development programs. The recent efforts culminated with National Workforce Week of Action Aug. 15 to 19. To find out more visit <http://www.nationalskillscoalition.org/get-involved/week-of-action/>.

Foundations of Excellence

Seven Oregon community colleges will be participating in the *Foundations of Excellence (FoE) in the First College Year*, an initiative through the John N. Gardner Institute for Excellence in Undergraduate Education. FoE is designed to study all angles of the new student experience and to develop a plan for institutional improvement leading to increases in student persistence in college. The seven participating Oregon community colleges are: Columbia Gorge, Clackamas, Clatsop, Chemeketa, Lane, Linn-Benton and Tillamook Bay

Each college's FoE process will be guided by an institutional task force comprised of faculty, administrators, staff and students. There will also be designated liaisons on each campus – at least two individuals who will manage the project and serve as primary contacts to the Gardner Institute.

Representatives from four of the colleges (Clackamas, Columbia Gorge, Lane, and Linn-Benton), along with Elizabeth Cox from CCWD, attended the national launch for FoE, August 1-2nd in Asheville, NC. A launch for Oregon is being developed with plans to hold a statewide meeting in early September.

For more information, please contact Elizabeth Cox, Communications and Research Director for CCWD, at elizabeth.cox@state.or.us or 503-947-2454

SESP Grant participants head out of the classroom to get on-the-job experience

In the attached June 2011 edition of the *Stimulus Funds at Work in: Oregon Schools* newsletter, Lane Community College Energy Management students are highlighted for their work in the governor's School Energy Initiative.

Although the article does not mention the State Energy Sector Partnership (SESP) Grant directly, three of the four students mentioned are SESP supported students in the accelerated Energy Management Program at Lane Community College. Neil Oliver, Mike Gillespie and Dan Hoppe (as well as 12 other students in the cohort) have been supported by SESP since the summer of 2010 and all participated in the energy auditing experience **created by Governor Kitzhaber's 2011 School Energy Audit Initiative**. During the audits mentioned in the article, all gained hands-on practical experience in energy management not readily available in the classroom by putting their classroom learning to work on the assessments with the long-term potential of saving Oregon school resources by lowering energy costs.

For additional information about the program contact Robin Scott, SESP grant coordinator at the Lane Workforce Partnership (LWP) at robino@laneworkforce.org. For more information about SESP, contact Tom Cope at tom.cope@state.or.us or visit <http://www.worksourceoregon.org/index.php/state-workforce-board/376-greening-oregon-the-state-energy-sector-partnership-sesp-training-project>.

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Energy students head out of the classroom to get on-the-job experience

*The Governor's School Energy Audit Initiative was launched in January 2011 by Governor Kitzhaber in his first month on the job. The Initiative covers school buildings that are served by consumer-owned utilities and Idaho Power.**

Governor Kitzhaber directed the Oregon Department of Energy (ODOE) to lead the School Energy Audit Initiative and use Recovery Act (stimulus) funds to pay for the audits. Once audits are conducted, school districts can identify and prioritize energy efficiency projects. With a plan in hand, a school district can address financing options and see how energy savings could help repay a project loan.

ODOE assigned its Recovery Act staff to manage the audit initiative since stimulus funds paid for the audit initiative. The audits are being conducted between April and June 2011 by 11 audit firms that successfully responded to ODOE's Request for Proposal. One firm, Marinello Engineering of Corvallis, has provided an opportunity for Lane Community College Energy Management students to get on-the-job energy auditing experience.

With a few months until graduation, Lane Community College (LCC) Energy Management student Neil Oliver was eager to get the required practical experience he needed to fulfill all his requirements for his Associate of Applied Science degree.

Fortunately for Oliver, the Governor's School Energy Audit Initiative came along at the perfect time. Oliver and 20 of his classmates are conducting energy audits on many public schools in the Eugene area under the watchful eyes of LCC faculty such as Bruce Alford.

"It's a good opportunity for the students to see what we have been teaching them in the classroom," said Alford, a former energy specialist for a private-sector engineering firm and for the Oregon Department of Energy Schools program.

**School buildings served by PGE and Pacific Power have been receiving Public Purpose Charges since 2001 paid for by the utilities' ratepayers. The Public Purpose funds have paid for energy audits and energy efficiency improvements.*

On May 17, Alford, three other LCC team leaders and 20 students audited Malabon Elementary School in the Bethel School District in Eugene. LCC instructors designed the audit of Malabon as a hands-on learning experience. Each leader took a student group and headed to areas inside and outside of the 50,900-square foot building.

Because the school was still in session, auditors ensured that they worked in rooms without children present. Alford carried a clipboard with classroom schedules so they could audit a room when students were in the library or out at recess.

"We have to be flexible," Alford said. "But, it seems to work out pretty well."

All of the LCC staff and students had to successfully pass Criminal Record Checks including fingerprinting and Oregon State Police background checks to enter the school as an auditor. They all wore black shirts with the Energy Management Program logo and had armbands with their names to clearly identify themselves on the school campus.

Many of the teachers at Malabon discussed the audits with their Malabon students to enhance their science

"...a significant student training opportunity."

- Suzanne Marinello P.E.
Marinello Engineering



Mike Gillespie, LCC student auditor, left, checks out a light fixture in the library as student auditor Neil Oliver and LCC instructor Bruce Alford take photos. The group was auditing Malabon Elementary in the Bethel School District in Eugene.





Neil Oliver, LCC student auditor, checks to see the type of light used in the exit sign at Malabon Elementary in Eugene. The audit is part of the Governor's School Energy Audit Initiative paid for with Recovery Act funds.

classes and discuss how buildings use energy. Mrs. Kampfer's fourth grade class studied units of measurements during the audit so the class talked about how the LCC student auditors measured their classroom.

Gathering data

The student auditors enter the data gathered on to an energy audit template. It includes room measurements; light level readings; number, type and output of light fixtures; temperature in various areas of the room; equipment in the room (projectors, etc.); and general observations (gaps under the hall doors to the outside, etc.). Once all the data is collected from every room, nook and cranny of the school building, students and staff return to LCC computer lab and enter it into the ODOE School Energy Audit Initiative web application developed for the program.

Auditors could have entered the information directly into the web application using a hand-held device, either an I-pad or Droid device, however, Alford said LCC didn't have the hand-held devices and also wanted to ensure that faculty could review the data as it was entered.

The data collection will go through yet another level of review when Suzanne Marinello, P.E. and owner of Marinello Engineering of Corvallis and a full-time energy instructor at LCC, provides her input. Once she approves, the audit will be submitted to ODOE which has hired a quality control firm, SOLARC Architecture and Engineering, Inc., to review and analyze the findings.

Displaced workers

For Oliver, the auditing experience has been great. He looks forward to getting a job as an energy auditor or facilities manager when he graduates and the school audit experi-

ence is actual work experience he can put on his resume. Oliver had six-years of employment with now-bankrupt Monaco Coach Corporation of Coburg when he was laid off for the last time in 2009.

"The RV industry is dependent upon gas prices," Oliver said. "I knew I had to get into another line of work and I've always been interested in conservation and energy efficiency. This program was an opportunity I had to jump on."

As a displaced worker, Oliver qualified for accelerated training in LCC's Energy Management program.

"Many of the students are from the motor home industry and electronic industry," said Alford of the students in the accelerated training program. "The students range in age from 25 to 55, with most being in their mid-30s." The accelerated program for displaced workers is funded by Recovery Act (stimulus) dollars.

Mike Gillespie, Oliver's partner in the Malabon Elementary audit, was a laid off industrial painter when he learned of the LCC Energy Management Program.

Brian Ulrich, another student auditor, was a former forklift mechanic who worked while his wife was getting a graduate degree at University of Oregon. He is set to graduate from LCC in June and has a temporary seasonal job as sustainability coordinator with Portland Public Parks.

Dan Hoppe, has a Bachelor's degree in business, but saw an opportunity to get some specific job training with the LCC program.

Unique opportunity

The Governor's School Energy Audit Initiative provided a unique opportunity for the students to get on-the-job training. Suzanne Marinello, P.E., owner of Marinello Engineering and a full-time faculty member at LCC, saw that the initiative was made-to-order for student internships.

In her application to ODOE to provide some of the audits, Marinello wrote: "We envision this project as a significant student training opportunity that will produce energy management professionals for Oregon's workforce. An additional benefit for Oregon is that project interns will be more qualified for energy-related career opportunities included in Governor Kitzhaber's plan to revitalize Oregon's economy."

“The stimulus funds gave ODOE an opportunity to invest in activities that can be sustainable beyond the timeframe of the Recovery Act,” said Paul Egbert, ODOE Recovery Act manager. “Investing in the future energy workforce is one of the intended purposes of the Act. The result is an increased competence and expertise in the field.”

Audit process

ODOE divided the audit process into three broad stages:

- Preliminary data collection
- On-site data collection and quality control work
- Data analysis and report creation

ODOE staff contacted the 101 school districts involved in the Initiative to gather preliminary data on the number of buildings, square footage, the year built, remodel history, utility providers and three years of monthly utility usage.

The 11 audit firms were assigned school districts based on their regional preferences. Approximately 600 buildings were identified. ODOE developed a relatively prescriptive audit template that focused on shell, lighting and HVAC improvements.

“ODOE took this approach as we wanted a timely process without sacrificing audit quality and auditor safety while standardizing data collection and reporting,” said Jon Belmont, lead ARRA team project manager for the Initiative.

Once the audits are submitted they are reviewed and analyzed by SOLARC Architecture and Engineering, Inc., the quality control firm selected in a competitive solicitation process. SOLARC provides a report for school districts that advises them of the outcome of their audits, how their buildings compare with baseline buildings, potential energy efficiency projects, estimated costs and utility and other incentives and options for financing.



Teachers at Malabon Elementary in Eugene used the presence of energy auditors in the building as an opportunity to teach students about energy conservation.

ODOE and utility representatives will then meet with the school district representatives and review the report and answer questions that arise.

ODOE’s Small-Scale Energy Loan Program (SELP) has available special low-cost financing for eligible school projects to be completed in the summer of 2011 and again in early 2012.

Benefits for all

For school districts, implementing energy efficiency projects identified through the audits can result in reduced energy bills in the future.

For the audit firms selected, the Governor’s Initiative means steady work in a slow economy.

For Neil Oliver and his fellow students at LCC Energy Management Program, the Governor’s School Energy Audit Initiative has provided a special opportunity to get much needed on-the-job experience.

More information on Lane Community College Energy Management Program can be found at <http://www.lanec.edu/science/energyMgmt/index.html>

The Oregon Department of Energy (ODOE) awarded this energy project with American Recovery and Reinvestment Act (stimulus) funds through the State Energy Program. These funds are designated for energy efficiency and renewable energy projects. The U.S. Department of Energy administers the funds, approves the projects and reviews the state’s progress. The Oregon Department of Energy received \$42.1 million in SEP funding. All projects must be completed by February 15, 2012.

This material is based upon work supported by the Department of Energy under Award Number #DE-EE0000140. This report was prepared as an account of work sponsored by an agency of the United States Government. Neither the United States Government nor any agency thereof, nor any of their employees, makes any warranty, express or implied, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed, or represents that its use would not infringe privately owned rights. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not necessarily constitute or imply its endorsement, recommendation, or favoring by the United States Government or any agency thereof. The views and opinions of authors expressed herein do not necessarily state or reflect those of the United States Government or any agency thereof.



Learn Works

Learn Works was a group of 30 Oregonians asked to commit roughly 3,000 hours during the month of August to develop the architecture for the work laid out in SB 909. The group presented their proposed designs to an audience of stakeholders including business and industry, PK-20 educators (including Commissioner Preus and Chancellor Pernsteiner), and members of the legislature on August 25, 2011 during their *Final Tollgate Program* held in Portland.

Learn Works recommended that “in order to reach sustained and transformational change Oregon’s education system must include new policies and infrastructures that incorporate the following elements:”

- Proficiency-based Teaching and Learning
- System Level Learning Environments
- Education Data Systems
- Partnership Investments

To show his appreciation Governor Kitzhaber made a surprise appearance at the end of the presentations and expressed his gratitude for the time and effort put forth by the *Learn Works* members. More information regarding the *Learn Works* will be available online soon.

Laptops and Scholarship Money Available

Funds are still available for Oregon community colleges who can act quickly to participate in a HRSA-funded program to train Nursing Assistants and Home Health Aides. Over \$30,000 in scholarship funds, plus a laptop, manikin and other training materials are available immediately for schools who participate in this state-wide online program, funded by the federal Health Resources and Services Administration. Currently, five community colleges are participating in this program, receiving at least \$10,000 in scholarship funds per school. Participating colleges simply add the state-wide online Nursing Assistant course as an option for students. To qualify for the funds for this fiscal year, students must be enrolled in the online program before October 1, 2011.

The goal of the HRSA-funded program is to increase the workforce needed to meet the caregiving demands of an aging population. The online Nursing Assistant course has been approved by the Oregon State Board of Nursing and has been in use by nursing assistant training programs since 2007. The online Home Health Aide course is ready to launch this fall, and within the next two years of the grant CNA2 and other training and mentoring programs will be created to bolster this crucial workforce. To learn more, contact Ellen Riley at South Western Oregon Community College (eriley@socc.edu), Pam Ruona at Oregon Health Care Association (pruona@ohca.com) or Sharon Brothers at aQuire Training Solutions (sharon@acquiretraining.com).

PCC bridges ABE to Career Pathways

In the August edition of the CLASP newsletter, *Farther, Faster*, the Center for Postsecondary and Economic Success presents six promising programs that show how Career Pathways help basic skills students earn credentials that matter. Portland Community College is highlighted as one of three colleges that pair basic skills and CTE models. Students dually enroll in closely linked, paired basic skills and occupational certificate courses. Basic skills course content is contextualized to the occupational course material.

Since 2009, Portland Community College (PCC) has offered English language learners the opportunity to earn college credits and an occupational certificate through dual enrollment in contextualized English language classes and college-level career pathways certificate courses. Currently ESL students with a high school diploma (from either the United States or their home country) or GED can earn a Basic Computer Applications certificate (called CASOL, carrying 13 quarter credits) or an Entry-Level Accounting Clerk certificate (called VELAC, carrying 14 quarter credits). Each certificate is embedded within a full career pathway at the college.

The entire article is attached.

OWIB Youth and Education Committee Seeking Oregon Best Practices Submissions

The Youth and Education Committee of the Oregon Workforce Investment Board is developing a publication that will highlight promising programs that incorporate work-based learning strategies into their instructional practices to prepare youth for college and careers. This publication will feature national best practice models and promising practices in Oregon.

The final publication will be available on the Internet and will highlight 5-10 Oregon based programs that incorporate work-based learning into their program model and demonstrate strong community collaborations. We hope this publication will be utilized by youth program staff to garner ideas and practices they can adapt to



Oregon Launch of Foundations of Excellence

On Wednesday, September 7th CCWD hosted an event in Salem to launch the *Foundations of Excellence (FoE) in the First College Year*. FOE is an initiative through the John N. Gardner Institute for Excellence in Undergraduate Education designed to study all angles of the new student experience and to develop a plan for institutional improvement leading to increases in student persistence in college. The day-long workshop was facilitated by Dr. Andrew Koch, Executive Vice President, John N. Gardner Institute for Excellence in Undergraduate Education.

The seven Oregon community colleges participating in FOE during the 2011-12 academic year include: Columbia Gorge, Clackamas, Clatsop, Chemeketa, Lane, Linn-Benton and Tillamook Bay.

The *CCWD Brief* will have updates on the campuses' FOE journeys as they become available.

For more information, please contact Elizabeth Cox Brand, Communications and Research Director for CCWD, at elizabeth.coxbrand@state.or.us or 503-947-2454.

Byron McClenney visit to Linn-Benton

Dr. Greg Hamann has invited all community college presidents, CIA, CSSA, and IR staff to join him in welcoming Dr. Byron McClenney to Linn-Benton Community College on Tuesday, September 13th. The event will begin with a CCWD hosted lunch at 12:30 p.m. and will adjourn at 2:30 p.m. Dr. McClenney will be discussing **Achieving the Dream and how Oregon's involvement in the initiative may assist community colleges in achieving the completion goals the State has set.**

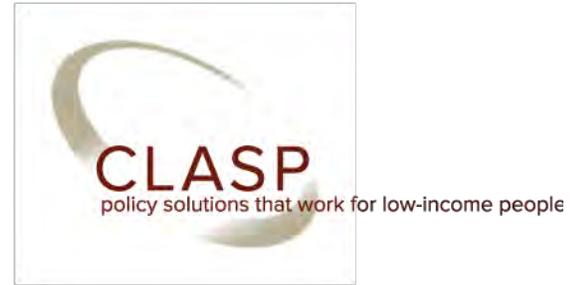
If you would like to attend, please reply as soon as possible to Renee Windsor-White at WINDSOR@linnbenton.edu.

The Mission of the Oregon Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

<http://www.oregon.gov/CCWD/> 503-378-8648

Farther, Faster

Six Promising Programs Show How Career Pathway Bridges Help Basic Skills Students Earn Credentials That Matter



AUGUST 2011 | JULIE STRAWN

Students forced to complete a long sequence of remedial or English language classes before they can begin their postsecondary program rarely earn college certificates or degrees.¹ This brief highlights six promising programs that show how career pathway bridges help lower-skilled students move farther and faster along college and career paths through dual enrollment in linked basic skills and occupational certificate courses. Because creating such bridges requires collaboration across college silos, they can also transform the way colleges operate.

Acknowledgements

The author would like to thank the many individuals from several states for participating in interviews, providing local materials, and reviewing drafts; including Luzelma Canales, Mary Jo Gardner, Diana Glosser, Sue Groth, Mark Johnson, Jon Kerr, Judy Mortrude, Andrew Roessler, Sara Treadway, and Heide Wrigley.

Career Pathway Bridges for Basic Skills Students

Career pathways provide a framework for mapping education and job opportunities in an industry or occupational cluster. They offer a series of education and training programs and support services that enable individuals to get jobs in specific industries and advance over time by successfully completing higher levels of education and work.² Career pathways provide a way for colleges to give students more clarity and structure in occupational programs. Research on community college students finds that many are bewildered by the complexity of choices they face in postsecondary education.³ This may be one reason for the rising popularity of for-profit institutions, which often offer transparent packages of courses for specific career goal.

–“Career pathway bridges,” a term coined by Wisconsin’s technical colleges, are an extension of the career pathways concept, but are designed specifically to meet the needs of lower-skilled adults and youth. These bridges provide targeted basic skills or English language help to lower-skilled students to enable them to enter and succeed in career pathways. While there are many variations of career pathways bridge models, they share some common elements. Career pathway bridges typically:

- **Combine basic skills and career-technical content**, including general workforce readiness skills, pre-college academic and English language skills, and specific occupational knowledge and skills, supported by comprehensive student services.
- **Contextualize basic skills** and English language content to the knowledge and skills needed in specific occupations.
- **Use new or modified curricula** with identified learning targets for both the academic and occupational content, articulated to the next level in the college and career pathway.
- **Change how classes are delivered**, using such strategies as dual enrollment in linked basic skills and occupational courses; integrated, team-taught basic skills and occupational courses; and, enrolling students in cohorts (also known as learning communities or managed enrollment).

- **Support student success** through comprehensive student services, often including a point of contact who helps students navigate through college advising and financial aid services, connects students to other public benefits, and works with students to problem solve as challenges arise that could derail progress.
- **Connect to local employer and community needs** by engaging key partners in design and implementation of bridges, such as employers, unions, workforce development boards, community-based organizations and foundations.

Career pathway bridges are a relatively new approach to basic skills and career-technical education. Consequently, little independent research has been conducted on their effectiveness, though local programs report promising early results. The most rigorous research to date is a 2010 study by Columbia University on the effectiveness of Washington State’s I-BEST program, which pairs basic skills and career-technical instructors in the same classroom to teach integrated occupational certificate and basic skills content. The study finds that I-BEST students are 56 percent more likely than regular adult basic education and ESL students to earn college credit, 26 percent more likely to earn a certificate or degree, and 19 percent more likely to achieve learning gains on basic skills tests—or more simply, as Washington puts it, I-BEST moves students **farther and faster.**⁴



Figure 1. Minnesota FastTRAC Model

Source: Minnesota State Colleges and Universities, Minnesota Department of Employment and Economic Development, and Minnesota Department of Education

initiative (see Figure 1). At the lower levels of adult basic education and English language instruction, career pathway bridges (sometimes called “pre-bridges”) tend to focus initially on career exploration and planning or on introducing students to broad concepts, vocabulary, and career opportunities in a specific sector. For example, a health care pre-bridge might include medical terminology and visits to health care workplaces to learn about the range of job opportunities in that sector. These types of pre-bridges tend to be delivered solely by basic skills instructors, either within adult basic education (ABE) or developmental education. Higher levels of career pathway bridges are typically more narrowly focused because their goal is to help students prepare for and succeed in specific occupational certificate programs within a career pathway. These bridges are typically jointly planned and delivered by basic skills and career-technical education (CTE) instructors. (For more on adult basic education,

In addition to the I-BEST study, considerable research exists on individual elements of bridge programs, such as dual enrollment, contextualization, enhanced student services, and learning communities.⁵ This research suggests that these can be effective strategies for improving student completion of basic skills coursework and for increasing enrollment in and completion of college-level courses. While the impact of any one of these strategies alone is often modest, the I-BEST experience lends weight to the idea that such strategies may have more impact when combined, as they are in career pathway bridges.

Basic skills students at all levels can benefit from career pathway bridges, as illustrated in Minnesota’s vision for its FastTRAC



developmental education, bridge programs and other basic skills innovations, see CLASP March 2011 report, *Beyond Basic Skills: State Strategies to Connect Low-Skilled Students to an Employer-Valued Postsecondary Education.*)

Standardized test scores are commonly used to determine which students can be served at what level in career pathway bridge programs. However, other factors can be equally or more important in predicting student success, such as personal motivation, financial stability, social supports, a sense of career direction, and work experience relevant to the occupational program.

Dual Enrollment Career Pathway Bridges: Earning Credits and Credentials Right From the Start

Dual enrollment career pathway bridges enable basic skills students to begin earning a postsecondary occupational credential right away, without having to first complete a sequence of adult basic education, English language, and developmental education services. Like dual enrollment options for high school students, students enrolled in these bridge programs work to master pre-college reading, writing, math or English language skills while also beginning their postsecondary program coursework. Dual enrollment career pathway bridges offer two key advantages over traditional, sequential approaches to remediation:

- **Students can immediately see how their basic skills class work will help them succeed in their postsecondary programs and, ultimately, in their careers.** The basic skills curriculum is contextualized to the occupational content covered in the postsecondary coursework. Often students use the same technical textbooks and technical manuals with the basic skills instructor as they use with the CTE instructor.
- **Students can enter a program of study from the very beginning of their postsecondary experience while still receiving support to improve their basic skills.** New research shows that the sooner students enter a program of study, the more likely it is that they will complete a certificate or degree or transfer to a four-year institution. Specifically, research found that students who entered a program of study in their first or second term were twice as successful in completing a certificate, an associate degree, or transferring as students who did not enter a program of study until their second year.⁶

There are two main types of dual enrollment career pathway bridge models. Under one approach, students dually enroll in closely linked, separately taught, basic skills and occupational certificate courses. In the other approach, basic skills content is integrated directly into an occupational certificate course, which is team taught by basic skills and CTE instructors. To be successful, both approaches require joint planning and ongoing, close coordination between the basic skills and CTE instructors. This allows the basic skills content to be contextualized to the occupational field and concepts to be taught in a sequence and manner that reinforce both basic skills and CTE learning targets. It is important to note that students in these kinds of dual enrollment models must meet the same standards for adult basic education learning outcomes and for CTE education outcomes as other ABE and CTE students.

Whether colleges use the paired course approach or the integrated course approach, they typically enroll students in cohorts and work to connect students to comprehensive services, such as financial aid, academic advising, and other supports. In practice, these two approaches are sometimes combined. For example, in many of the I-BEST programs in Washington State, the integrated I-BEST course is paired with a linked, contextualized basic skills



support course that provides additional help to lower-skilled or limited English proficient students.

Dual enrollment career pathway bridges are usually targeted to students with basic skills at roughly the 6th grade level or higher and ESL students at level three and higher. Some of these bridges require students to have a high school diploma or GED; others do not. Bridges that require a high school credential often do so because employers in a particular industry such as health care require one. Some other industries, such as construction and manufacturing, are more flexible. Even if not required, these models generally support students to earn a high school credential along the way if that is their goal.

Paired Basic Skills/CTE Models

Students dually enroll in closely linked, paired basic skills and occupational certificate courses. Basic skills course content is contextualized to the occupational course material.

- South Texas College, McAllen
- Lake Land College, Mattoon, Illinois
- Portland Community College, Oregon

Integrated Basic Skills/CTE Models

Students enroll in courses that integrate occupational certificate course content with basic skills content. Students sometimes also dually enroll in a basic skills support class whose content is contextualized to the integrated course.

- Lower Columbia College, Longview, Washington
- Western Technical College, La Crosse, Wisconsin
- Saint Paul Public Schools ABE/Hubbs Adult Learning Center, Ramsey County WIB, and St. Paul College, Minnesota

Some examples of these two approaches to career pathway bridges appear below. Many other examples can be found elsewhere, such as in resources from the [Breaking Through](#), [Shifting Gears](#), and [California Basic Skills](#) initiatives or in resources from states with extensive career pathway bridge efforts, such as [Illinois](#), [Minnesota](#), [Washington](#) and [Wisconsin](#). (See the Appendix for more information.)

Paired Basic Skills/CTE Models

South Texas College, McAllen, Texas

South Texas College offers basic skills students the opportunity to earn college credits and occupational certificates through dual enrollment in contextualized English language and math classes, technical Spanish classes (which cover occupational knowledge and vocabulary in the students' native language), and college-level

“I never thought I would come to school. I thought it was too late. I didn't think there was an opportunity for somebody without a GED to get back into college.”

- Cassandra Robles, Student, South Texas College

occupational courses. Through this dual language bridge model, basic skills students without a high school diploma or GED can complete three occupational courses in the Green Construction pathways (which include HVAC/Refrigeration, Plumbing, and Electrical). While the initial classes in the "on ramp" portion of these pathways are noncredit, students automatically receive transcribed

college credit for them upon enrolling in the next level up in the pathway (see Figure 2). In addition, when credit for the initial courses has been awarded, students without a GED can qualify for federal student aid through the

new option of demonstrating "Ability to Benefit" on successful completion of six credits rather than through passing Ability to Benefit test (see Figure 3).⁷

For students who have a GED or high school diploma, the college has a fourth dual language pathway in health care. Students move through all of these pathways in cohorts and, as they move into higher level courses in each pathway, students also take a college success course. Recruitment for the bridges and support services for students are coordinated by VIDA, a community-based workforce development group. The program also includes a partnership with the local workforce board which, together with VIDA, pays the cost of tuition and fees along with other support services such as childcare, textbooks, and gas vouchers. Though these bridges are relatively new, student retention in the initial cohorts has been very high and the college hopes to expand this bridge model to other occupational programs in the future.

Figure 2. South Texas College Accelerated Electrician Career Pathway (for students with a high school diploma or GED)
Source: *South Texas College*

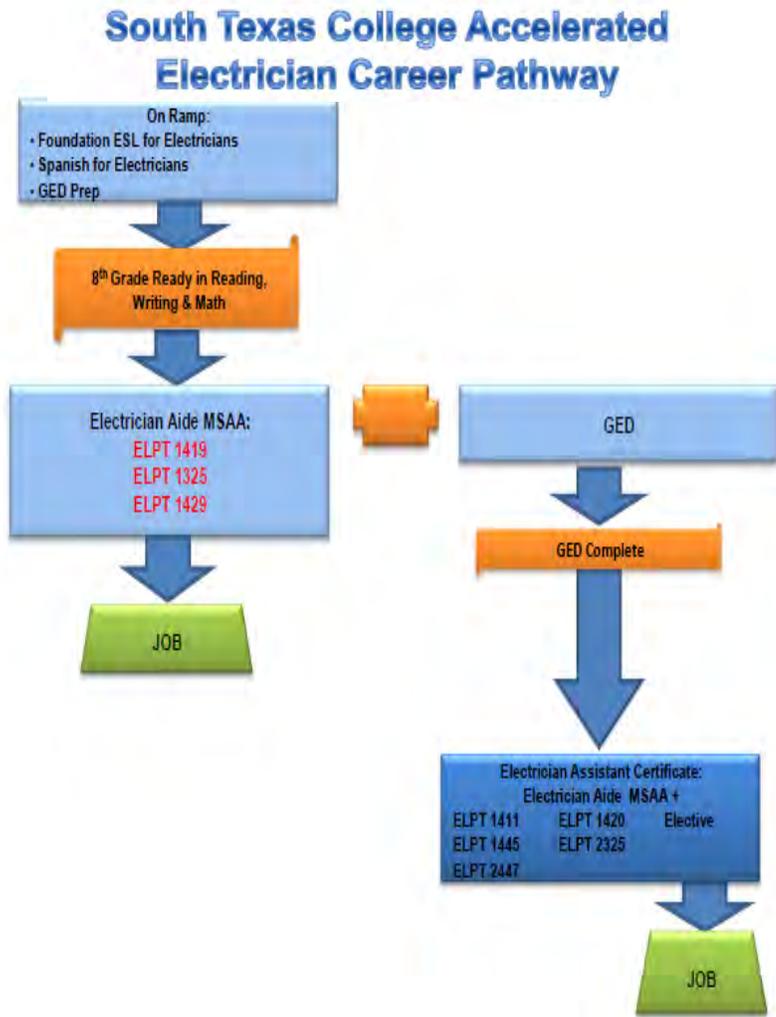
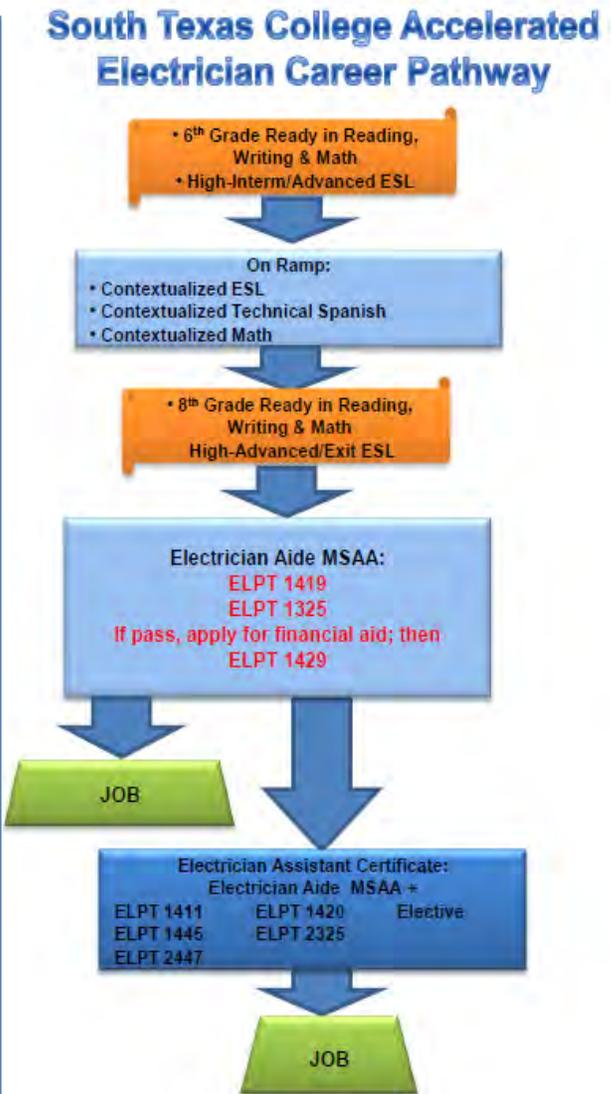


Figure 3. South Texas College Accelerated Electrician Career Pathway (for students without a high school diploma or GED, using Ability to Benefit option)
Source: *South Texas College*



Lake Land College, Mattoon, Illinois

In the fall of 2010, Lake Land College launched a Transportation Bridge Course which helps students who test into developmental reading and writing succeed in for-credit, transportation certificate programs at the college. Students dual enroll in this bridge course and in one of the transportation CTE programs: Automotive Technology, Automotive Mechanic, or the John Deere Technology program. Most of the students in the bridge to date have enrolled in the John Deere program, which also places students in paid internships with Deere dealerships. To create the bridge, Lake Land kept the learning targets for the regular developmental reading course but contextualized the curriculum to the content taught in the paired CTE courses, often using actual technical materials from the CTE courses like the John Deere manual. The bridge course includes an introduction to the auto technology workplace, technical reading applications, Automotive Service Excellence (ASE) certification reading requirement goals, and the use of work-based scenarios to practice appropriate listening, reading and communication skills. Students in the course also explore various educational options from certificate to AAS degree and beyond and are assigned a Project Mentor, with whom they are required to meet throughout the course to support their success.

"The classes are a lot of fun. They're really technical and hands-on, which is how I like to learn."

- Chad Blaney, Student, Transportation Bridge Course, Lake Land College in a student testimonial for the Shifting Gears initiative.

"If I had come into this class and they had made me read stuff I wasn't interested in, I would have dropped out."

-James Schoonover, Student, Transportation Bridge Course, Lake Land College



Students in the Transportation Bridge Course at Lake Land College.

The bridge begins with an intensive four full days of contextualized, developmental reading instruction prior to the start of the semester. After the semester begins, this class continues to meet every other week. In addition, the fall 2010 bridge course students voluntarily decided to hold study sessions every day as a group, coming to the college an hour before regular classes begin to do so. Students enter the course with reading and writing skills at the 7th or 8th grade level; the goal is to raise those skills to at least the 10th grade level by the time they finish the course. The entire fall 2010 bridge cohort passed the course with a C or better. Other occupational programs at Lake Land have been so impressed with the transportation bridge that they are asking for their own bridge courses. The college is developing six additional bridges to start in the fall of 2011. Lake Land's bridge efforts are supported by

the Illinois [Shifting Gears](#) initiative, which has led to more than 30 adult basic education bridge programs across the state and is currently piloting six developmental education-CTE bridges.



Portland Community College, Oregon

Since 2009, Portland Community College (PCC) in Oregon has offered English language learners the opportunity to earn college credits and an occupational certificate through dual enrollment in contextualized English language classes and college-level career pathways certificate courses. Currently ESL students with a high school diploma (from either the United States or their home country) or GED can earn a Basic Computer Applications certificate

(called CASOL, carrying 13 quarter credits) or an Entry-Level Accounting Clerk certificate (called VELAC, carrying 14 quarter credits). Each certificate is embedded within a full career pathway at the college.

Figure 4. Course Design for the Portland Community College CASOL Program
Source: Portland Community College

Course Design: CASOL

Pre-requisites:	Bridge Term	Term 1	Term 2
CASOL: ESOL Level 5 (placement into or previous enrollment through Level 4)	ESOL Support Class (Credit or non-option available) CASOL: Intro to Keyboarding (CAS 121)	ESOL Support Class (Credit or non-option available) CASOL: Keyboarding (CAS 122); Basic Computer Skills/MS Office (CAS 133) Internship – begin or explore	ESOL Support Class (Credit or non-option available) CASOL: Beginning Excel (CAS 170) and Beginning Word (CAS 216) Internship

Students attend academic courses in addition to an ESOL Support Course.

Students move through these courses in cohorts over three quarters and, as part of the program, work in internships in their fields. A coordinator acts as a liaison between the different parts of the college involved in these career pathway bridges and supports student success in a variety of ways. Students also receive help with college and career planning. PCC plans to expand these dual enrollment ESL/career pathway certificate options, and is exploring which of its more than 30 existing [career pathways certificates](#) can be best adapted to the model. (Oregon’s statewide [Career Pathways Initiative](#) supports development of local pathways in a variety of ways.⁸) Though it has sometimes proved challenging to retain the same students for all three quarters, about two-thirds of CASOL students typically complete the program while the newer VELAC pathway has so far retained about 80 percent of its students through the first two terms.

Course Design: VELAC

Pre-requisites:	Term 1	Term 2	Term 3
VELAC: ESOL Level 6 (placement into or previous enrollment through Level 5); Math 20 or test into Math 60	ESOL Support Class (Credit or non-option available) BA 131 – Computers in Business BA 111 – Intro to Accounting	ESOL Support Class (Credit or non-option available) BA 228 – Computerized Accounting Internship – begin or explore	ESOL Support Class (Credit or non-option available) BA 101 – Intro to Business Internship

Students attend academic courses in addition to an ESOL Support Course.

“I’m so happy I chose the Career Pathway Program, Office Skills Training. It is a unique opportunity for non-native speakers to realize their educational goals. In this program I earned a certificate. . . Also, I improved my English skills at the same time.”

-Mila Russell, Student, Portland Community College CASOL Program

Integrated Basic Skills/CTE Models

Lower Columbia College, Longview, Washington
As noted earlier, Washington State’s I-BEST instructional model has a proven track record of helping students increase their basic and English language skills and earn college credits and credentials at much higher rates than similar students in traditional education courses (see page 2). There are currently about 2,900 I-BEST students and more than 140 approved programs statewide. At Lower Columbia College, students can choose from among five I-BEST occupational options and a new I-TRANS (Integrated Transitional Studies or Academic I-BEST) program, which applies the I-BEST model to integration of ABE,

Figure 5. I-BEST Marketing Materials
Source: Lower Columbia College

Choose Your Area of Study:

Business Technology (BTEC)
— **Administrative Support**

- Two certificate levels total 48 credits toward a Certificate of Proficiency. You become more employable at each level.
- Receive traditional classroom teaching as well as individualized instruction in a computer lab to prepare for jobs in an office environment as administrative support professionals.

"The I-BEST support I've received has been invaluable. My grades have improved and I have a better understanding of the course content. My I-BEST instructor is the first person I go to when I need help. The extra assistance I've received also keeps me on track with course scheduling and test preparation."
—Dana Huang, I-BEST BTEC Student

Early Childhood Education (ECE)

- Three certificate levels total 43 college credits. You become more employable at each level.
- Receive training and experience to prepare for a career working with preschool children in childcare centers, preschools, licensed in-home care, and Head Start/Early Childhood Education and Assistance programs.

"The I-BEST program has created a climate of success for Early Childhood students. The support provided by this program has been unprecedented, and students have grown and achieved goals they previously thought unattainable."
—Colleen Allwine, ECE Instructor/
Home & Family Life Center Director

Health Occupations Core (HOC)

- Earn a HOC certificate of Completion and 12 college credits
- Prepare for employment in a health-care office
- Learn about customer service, relating to patients, confidentiality, safety, medical terminology, careers and employers' expectation

Manufacturing Occupations Core (MOC)

- Earn a MOC certificate of Proficiency and 47–49 college credits
- Prepare for entry-level work in metalworking, fabrication, cabinet making or other manufacturing environments
- Receive training in basic machining and welding skills, manufacturing processes, blueprint reading and safety

"The tutoring has been extremely helpful. I couldn't have done nearly as well without it. Instead of C's, I've earned all A's and one B."
— Harry Fisher, I-BEST MOC Student

Nursing Assistant

- Earn 8 college credits
- LCC's Nursing Assistant program provides the content and experience to prepare students to take the State of Washington Nursing Assistant certification exam.

04/15/11

1600 MAPLE STREET, P.O. BOX 3010
LONGVIEW, WA 98632
Lower Columbia College is an equal opportunity institution.

I-BEST

If you need a little extra help to succeed, Lower Columbia College I-BEST is for you!

I-BEST = Twice the support at no extra cost!

I-BEST — Integrated Basic Education and Skills Training — programs have:

- Two instructors in all certificate courses
- Added hours to increase success
- Advising support
- Student teams for added support and time working with others

I-BEST Students:

- Earn a certificate in a high demand career and college credits toward a degree
- Increase reading, writing, math, speaking & listening skills
- Receive hands-on training

Need Financial Help?
Don't let money discourage you from pursuing your education and pathway to a high demand job.

You may qualify for special funding if you are unemployed and receiving benefits or a dislocated worker. We will help you explore resources such as:

- Low-income Opportunity Grants
- Tuition payment plan
- WorkFirst funds
- Worker Retraining funds
- WIA funds
- VA benefits
- Traditional financial aid

Program Requirements:

- CASAS appraisal test with a minimum reading score
- Ongoing pre and post CASAS testing
- Background check and proof of a negative TB test for the Nursing Assistant and the Early Childhood Education programs.

It's easy to get started. If you're not enrolled in an ABE/ESL class, you need to take a CASAS appraisal. Free CASAS appraisals are given every weekday. Just contact the Transitional Studies office at 360.442.2580 for an appointment.

To learn more about I-BEST:
Contact Jill Yates, Transitional Studies
360.442.2584, jyates@lowercolumbia.edu
Visit our website: lowercolumbia.edu/ibest

LOWER COLUMBIA COLLEGE
higher and hire

Developmental Education and college-level academic classes. An example of the original, occupational I-BEST model is the four-quarter I-BEST Business Technology–Administrative Support program, which includes two stackable certificates carrying 48 college-level, quarter credits. The certificates prepare students for careers as administrative support professionals in a variety of business and medical offices. Students also have the option of taking an additional 11 credits to earn the Medical Reception certificate. All credits for the certificates in Business-Technology-Administrative Support apply to the AAS degree. Students completing the initial two certificates have only an additional 31 credits to earn to complete their two-year degree in Administrative Support or an additional 39 credits to earn their AAS in Medical Administrative Support. Lower Columbia also has I-BEST programs in early childhood education, manufacturing, and health care.

Western Technical College, La Crosse, Wisconsin

Western Technical College in La Crosse, Wisconsin, offers three technical certificates in Computer Numeric Control (CNC) Machining operation, setup and programming, each carrying six college-level, semester credits (18 credits total) and all embedded within a one-year technical diploma in CNC/Machine Tool Operation, which is part of an applied associate degree program. Basic skills students can earn those first three certificates in the career



Students at Western Technical College

pathway through integrated bridge courses that combine technical content with pre-college math, reading, and study skills. Some of these classes feature team teaching of the integrated courses, with additional basic skills instruction supplementing it; other classes are paired with a contextualized basic skills support course. According to a case study of the program by the Center on Wisconsin Strategy, though the program was originally designed for the Hmong population, Western has found that other, non-ESL students such as dislocated and incumbent workers can also benefit from the integrated courses.⁹ Retention and completion has been very high in the initial cohorts. The curriculum for this bridge, as well as for two other bridges created through Wisconsin’s statewide career pathways initiative, are publically available.¹⁰ There are now 44 RISE career pathway bridge programs across Wisconsin, with 12 of the state’s 16 technical colleges offering such bridges.

WTC CNC Machinist Bridge
CNC Operator Certificate

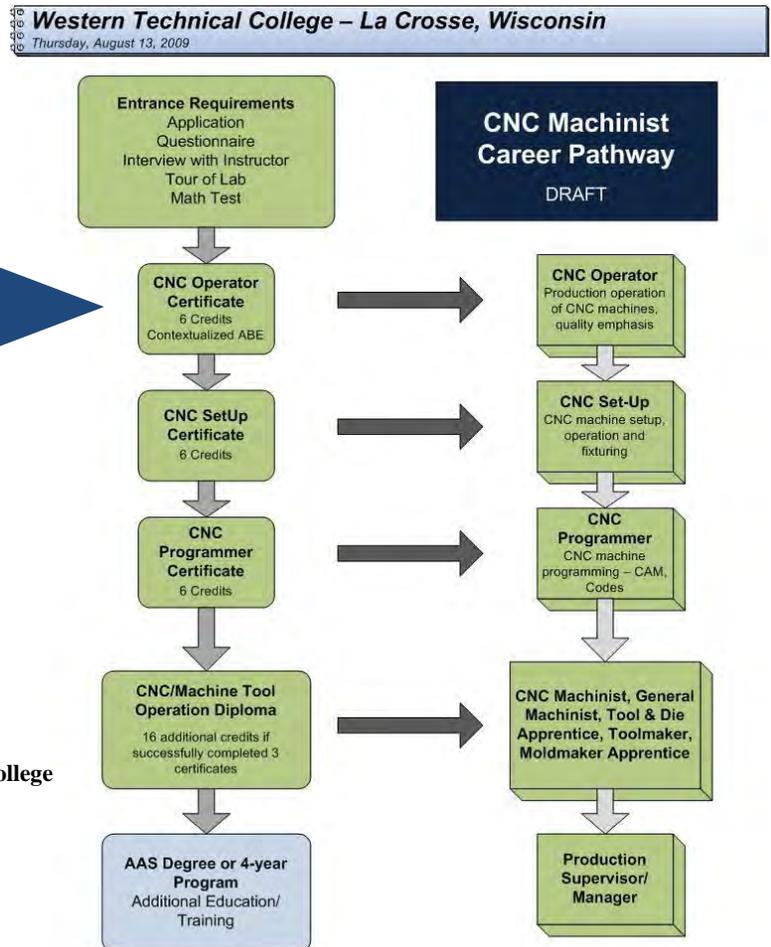
ABE Math (CNC Pathway) NRS 5 (2 Credits)
 ABE Reading and Study Skills (1 Credit)

integrated and/or paired with--

Manufacturing Math 1 (1 Credit)
 Blueprint Reading (1 Credit)
 Measurement and Inspection (1 Credit)
 Introduction to Machining (1 Credit)
 CNC Production Lathe: Operation (1 Credit)
 CNC Production Mill: Operation (1 Credit)

Figure 6. CNC Machinist Career Pathway at Western Technical College
 Source: Western Technical College

pathway through integrated bridge courses that combine technical content with pre-college math, reading, and study skills. Some of these classes feature team teaching of the integrated courses, with additional basic skills instruction supplementing it; other classes are paired with a contextualized basic skills support course. According to a case study of the program by the Center on Wisconsin Strategy, though the program was originally designed for the Hmong population, Western has found that other, non-ESL students such as dislocated and incumbent workers can also benefit from the integrated courses.⁹ Retention and completion has been very high in the initial cohorts. The curriculum for this bridge, as well as for two other bridges created through Wisconsin’s statewide



Ramsey County WIB, Saint Paul Public Schools ABE/Hubbs Center, St. Paul College and Goodwill/Easter Seals, Minnesota

In Ramsey County, the Medical Careers Pathway is offered through a partnership of Ramsey County Workforce Investment Board, healthcare employers (led by HealthPartners), Saint Paul College, Saint Paul Public Schools ABE/Hubbs Center and Goodwill/Easter Seals. Partners also include Saint Paul Public Housing and additional workforce partners. Students in this program earn a for-credit Medical Records Clerk certificate which applies to the Medical Coding certificate. The integrated basic skills and technical content are team-taught by ABE and college CTE faculty, and a pre-program bridge course prepares ABE/ESL students to succeed in the integrated courses. The ABE instructor supports student success with additional reinforcement of technical content and contextualized basic skills in additional class time, beyond that of the integrated course. The bridge also includes computer literacy. The Central Point of Contact, based out of Goodwill/Easter Seals, provides career exploration and intensive student support. Participants are a diverse mix of ABE and ESL students, dislocated workers and incumbent workers. Health care employers are actively involved by providing work experiences and collaborating with the education partners to expand the pathway to meet other workforce shortages they face. Early outcomes are promising: of the 11 ABE students who transitioned from the pre-program bridge to the Medical Terminology integrated course, nine passed with a 3.0 GPA or higher and will continue their career pathway education next semester.

Integrated Instruction Example – Medical Office Career Pathway



Figure 7. FastTRAC Medical Office Career Pathway Program Model
 Source: Minnesota State Colleges and Universities, Minnesota Department of Employment and Economic Development, and Minnesota



Career pathway bridges not only change students' lives, they can also transform how community colleges do business.

When career pathway bridges use dual enrollment and link basic skills and CTE curriculum and learning outcomes, they transform the way community colleges operate. This occurs because these bridges:

- **Engage instructors and administrators** from basic skills (both ABE/ESL and developmental education), CTE, and student services in **joint efforts** to continually align bridge curriculum, instruction, and support services behind student success.
- **Bring basic skills students into the mainstream** of colleges in a way that makes them visible and valued as contributors to overall college success.

At minimum, career pathways bridges should create shorter, more relevant paths to credentials that matter in the local economy. Local flexibility to craft the right bridge approach is critical, as are some state parameters, based on the best available research about what works.

At their best, basic skills bridges can transform institutions. But how can a state or college know if its career pathways bridge efforts will lead to wider change? Answering the following four questions can help guide states and institutions to the right choices in bridge policy and practice. Is your career pathways bridge designed to:

- Change students' perceptions of their own possibilities and abilities?
- Change faculty and staff perceptions—from across basic skills, CTE, and student services—of basic skills students, each other, and each of their roles in helping students succeed?
- Build relationships among students, between students and faculty/staff, and among faculty/staff from different parts of college?
- Show in measureable ways how it contributes to the success of each of the partners and the college overall?

—The team-taught CNC operator certificate has not only benefitted students by giving access to training for those who might not have had it before, but it has also benefitted our staff by building new relationships between occupational faculty and basic skills faculty.”

- **Chad Dull, Dean of Instructional Support Services, Western Technical College, in *Building Bridges in Wisconsin: Connecting Working Adults with College Credentials and Career Advancement*, Center on Wisconsin Strategy, 2010**

Appendix

Breaking Through

Breaking Through is a national initiative that promotes and strengthens the efforts of 41 community colleges in 22 states to help low-skilled adults prepare for and succeed in occupational and technical degree programs.

<http://www.jff.org/projects/current/workforce/breaking-through/20>

Shifting Gears

Shifting Gears is a regional initiative of the Joyce Foundation that has helped Midwest states re-engineer adult education, workforce development and postsecondary education policies to support economic growth and expand job opportunities for low-skilled workers in the Midwest. <http://www.shifting-gears.org>

California: The Basic Skills Initiative

The Basic Skills Initiative was a grant funded initiative from the California Community Colleges Chancellor's Office (CCCCO) from 2006 to 2009. The initiative engaged in widespread dissemination of information on effective basic skills practices, professional development to allow colleges to examine their existing basic skills and ESL efforts and determine how to improve them, and grants to colleges to support new approaches.

<http://www.cccbsi.org>

Illinois: Shifting Gears and Accelerating Opportunity

Illinois supports basic skills innovation in adult education and developmental education programs in many ways, including by participating in Shifting Gears and in a new national initiative, Accelerating Opportunity. Illinois Shifting Gears resources can be found www.shifting-gears.org. Illinois Accelerating Opportunity resources can be found at <http://www.iccb.state.il.us/abe.to.credentials.html>.

Minnesota FastTRAC

Minnesota's FastTRAC, part of the Shifting Gears initiative, is working to provide greater opportunities for low-skilled adults to increase their basic and occupational skills and to acquire credentials that lead to family-supporting employment. Resources from FastTRAC are available on the state's website

<http://www.fasttrack.project.mnscu.edu> and on the Shifting Gears website, www.shifting-gears.org.

Integrated Basic Education and Skills Training (I-BEST)

Washington's I-BEST initiative, which pairs basic skills and career-technical instructors in the same classroom to teach integrated occupational certificate and basic skills content, posts many resources for policymakers and practitioners; see http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx and <http://flightline.highline.edu/ibest/index.php> for more information.

Regional Industry Skills Education (RISE)

Wisconsin's RISE initiative, part of Shifting Gears, works to increase the number of low skill adults who earn postsecondary credentials related to high-demand jobs, primarily by developing career pathways, including basic skills bridge programs, throughout the state's technical college system. Resources on basic skills innovation in RISE can be found at <http://www.cows.org/pdf/rp-buildingbridges.pdf>, <http://risepartnership.org/default.htm>, and on the Shifting Gears website, www.shifting-gears.org

¹ For a review of this research, see: *Beyond Basic Skills*, Center for Law and Social Policy, March 2011, <http://www.clasp.org/admin/site/publications/files/Beyond-Basic-Skills-March-2011.pdf>.

² Davis Jenkins, *Career Pathways: Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy*, Workforce Strategy Center, August 2006, http://www.workforcestrategy.org/images/pdfs/publications/WSC_pathways8.17.06.pdf.



³ Judith Scott-Clayton, *The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges?*, Community College Research Center, Columbia University, January 2011, <http://ccrc.tc.columbia.edu/Publication.asp?UID=839>.

⁴ Matthew Zeidenberg, Sung-Woo Cho, and Davis Jenkins, *Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness (CCRC Working Paper No. 20)*, Community College Research Center, 2010, <http://ccrc.tc.columbia.edu/Publication.asp?UID=805>.

⁵ See the body of research on this summarized in *Beyond Basic Skills*. See also W. Charles Wiseley, Ed.D, *Effective Basic Skills Instruction: The Case for Contextualized Developmental Math*, PACE Brief 11-1, Stanford University, January 2011; and the eight papers in the Community College Research Center's Assessment of Evidence series, listed in *Introduction to the CCRC Assessment of Evidence Series*, Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins, CCRC, Columbia University, January 2011.

⁶ Davis Jenkins, *Get with the Program: Accelerating Community College Students' Entry into and Completion of Programs of Study*, Community College Research Center, Columbia University, April 2011, <http://ccrc.tc.columbia.edu/Publication.asp?UID=885>.

⁷ For more information on how students without a high school diploma or GED can qualify for federal financial aid, see: *New Path to Student Aid for Those with No High School Diploma or GED*, Center for Law and Social Policy, 2011, <http://www.clasp.org/admin/site/publications/files/Ability-to-Benefit-Final.pdf>.

⁸ For more information about Oregon's statewide Career Pathways Initiative, visit: www.pcc.edu/cp.

⁹ <http://www.cows.org/pdf/bp-WTCBridge-casestudy.pdf>.

¹⁰ Curriculum is available through the Curriculum Bank website: <http://www.curriculumbank.org/curriculumbank/index.pl?iid=17645>.



TAACCCT DOL Grant Awarded to Oregon Community Colleges

Clackamas Community College received notice that Oregon community colleges were funded for the **CASE** (Credentials, Acceleration and Support for Employment) proposal, funded under the TAACCCT DOL grant program. The grant award is \$18, 679, 289, **the amount requested in Oregon's proposal.**

CASE is a statewide collaboration that includes all 17 community colleges in Oregon, the Oregon Employment Department/Trade Act, the Oregon Department of Community Colleges and Workforce Development, **employers and community partners. The project's "three 'C' strategies" expand and enhance career pathways** as a vehicle to increase credential completion and accelerate time to completion; use career coaches to reduce barriers so that students enroll, persist, complete a credential and secure employment; and launch development of a portable approach to granting credit for prior learning for students and workers across the state. Emphasis is placed on improving coordination with Oregon's Trade Act representatives and the public workforce providers.

Nationally, 32 proposals were funded, almost all of them consortium efforts.

Oregon's consortium includes Clackamas Community College (consortium leader), Blue Mountain Community College; Central Oregon Community College; Chemeketa Community College; Clatsop Community College; Columbia Gorge Community College; Klamath Community College; Lane Community College; Linn-Benton Community College; Mt. Hood Community College; Oregon Coast Community College; Portland Community College; Rogue Community College; Southwestern Oregon Community College; Tillamook Bay Community College; Treasure Valley Community College; and Umpqua Community College.

A grant synopsis is attached and we'll share additional grant award information soon. DOL's news release is here: <http://www.dol.gov/opa/media/press/eta/eta20111409.htm>

Student Success Conferences, October 20th and 21st

Oregon's student success work continues this year with two fall conferences--Win-Win on October 20th and Degree Qualifications Profile (DQP) on October 21st. Both events will be held at Lane Community College.

We are expecting teams from each of the community colleges with the Chief Student Services Officer being the team lead for the Win-Win conference and the Chief Academic Officer being the lead for the DQP conference. Please complete the registrations at your earliest convenience.

The October 20th conference is focused on developing systems and practices that support students completing **their associate's degrees. This project, titled Win-Win**, is funded through a Lumina Foundation grant to CCWD and the 17 Oregon community colleges.

The October 21st conference will focus on student learning and the development of a nested framework for degree outcomes based upon "The Degree Qualifications Profile", report funded by the Lumina Foundation. CCWD and OUS have jointly submitted a letter of intent to Lumina to beta-test this framework.

The key note speaker for both conferences is Clifford Adelman, co-author of the Lumina Degree Profile report and a senior associate with the Institute for Higher Education Policy (IHEP).

Registration and conference information is available at <http://www.lanec.edu/winwindqp/index.html>.

Changes to the Oregon Opportunity Grant

Beginning in the 2012-13 school year, the Oregon Opportunity Grant will be a fixed award amount of \$1950 a year for all eligible institutions. Currently, award amounts are variable with community college awards capped at \$1800 and 4-year sector awards capped at \$1950.

The change partly reflects the recognition by the Oregon Student Assistance Commission that the vast majority of eligible students are receiving maximum awards anyway, so individualizing each award to a student's specific need is less necessary. It should also make processing the grants less time-consuming for financial aid offices.

Individualized awards began with the creation of the Shared Responsibility Model for the grants, which intended to calculate a student's unmet financial need based on a variety of factors. Since the recession began in 2008, however, most students receiving awards were eligible for the maximum amount.

Eligibility criteria and additional program information is available here: <http://oregonstudentaid.gov/oregon-opportunity-grant.aspx>

Oregon Team “Reverse Transfer” Site Visit



In light of the Governor’s call for Oregon to attain a 40-40-20 goal, a team of Oregon educators visited El Paso, TX, September 18-20, 2011, to examine an exemplary reverse transfer (RT) model between El Paso Community College (EPCC) and the University of Texas, El Paso (UTEP). One of the primary goals of RT is to utilize the courses students complete at the university to finish their associate degree at the community college. Members of the team representing Oregon Community Colleges included: Elizabeth Cox Brand, Shalee Hodgson, Scott Huff, Veronica Garcia, Elizabeth Lundy and Alicia Moore. The Oregon University System was represented by Joe Holliday, Bob Kieran, Karen Marrongelle, Kate Peterson, and Joan Jagodnik. The team met with a variety of

representatives including UTEP President Diana Natalicio and Associate Provost Donna Ekal, EPCC Vice President for Instruction Dennis Brown, and students from Early College High Schools, EPCC and UTEP transfers. Findings and recommendations for next steps will be delivered to Commissioner Cam Preus and Vice Chancellor Sona Andrews at the beginning of October.

For more information, please contact Elizabeth Cox Brand at Elizabeth.coxbrand@state.or.us or Joe Holiday at joe_holliday@ous.edu.

The Mission of the Oregon Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

<http://www.oregon.gov/CCWD/> 503-378-8648



Grant Program	Trade Adjustment Assistance Community College and Career Training Grants
Grantee Name	Clackamas Community College (Consortium)
Grantee City and State	Oregon City, Oregon
Consortium Members	Blue Mountain Community College; Central Oregon Community College; Chemeketa Community College; Clatsop Community College; Columbia Gorge Community College; Klamath Community College; Lane Community College; Linn-Benton Community College; Mt. Hood Community College; Oregon Coast Community College; Portland Community College; Rogue Community College; Southwestern Oregon Community College; Tillamook Bay Community College; Treasure Valley Community College; and Umpqua Community College
Grant Award Amount	\$18,679,289
Project Name	The Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium
Location of Grant Activities	All 36 Oregon counties
Identified Priorities	Accelerating Progress for Low-Skilled and Other Workers; Improving Retention and Achievement Rates and/or Reducing Time to Completion; Building Programs That Meet Industry Needs; Including Developing Career Pathways
Project Description	CASE is a statewide collaboration that includes all 17 community colleges in Oregon, the Oregon Employment Department/Trade Act, employers, and community partners. The project's "three 'C' strategies" expand and enhance Career Pathways as a vehicle to increase credential completion and accelerate time to completion; use Career Coaches to reduce barriers so that students enroll, persist, complete a credential, and secure employment in a demand occupation; and launch development of a "portable" approach to granting Credit

	for Prior Learning (CPL) for students and workers across the state. Emphasis is placed on improving coordination with Oregon’s Trade Act representatives and the public workforce providers.
Key Industries	Business and Management; Food and Natural Resources; Health Services; Human Resources; Industrial and Engineering
Populations to be Served	TAA-eligible Workers and Under/Unemployed Workers
Required Employer Partners	Samaritan Health Services; Hampton Affiliates/Tillamook Lumber; Samaritan North Lincoln Hospital; City of Rockaway Beach; J&H Boat Works; City of Lincoln City; North Wasco County School District; Pacific Office Automation; Blount Industries; Sulzer Pumps; Samaritan Pacific Communities Hospital; Clackamas Community College; Warn Industries; Central Willamette Credit Union; South Coast Head Start; Lincoln County Sheriff’s Department; TLC Federal Credit Union; Coos County; Renewable AG Energy; City of Pendleton; SoloPower; CanStaff Employment Services; Palotai Winery; Aerotek; Wildhorse Resort and Casino; Cardinal Services; Inc.; Corvallis Remodeling; Columbia Memorial Hospital; City of Newport; Marquis Care at Plum Ridge; US Fish and Wildlife Service; TCB Security; Johnson Crusher International; Express Employment Professionals; Pacific Crest Federal Credit Union; ON Semiconductor; Claus Paws Animal Hospital; Klamath County Juvenile Department; Gresham Ford; Pier4ce Pacific Manufacturing; Klamath Family Head Start; Chee Studio; Microchip; Fisher Farm & Lawn; Inc.; Oregon Child Development Coalition; Citizen’s Bank
All Other Project Partners	Job Growers; Inc.; Linn Benton Lincoln Workforce Investment Board; Oregon Consortium and Oregon Workforce Alliance; Oregon Employment Department; Worksource Systems; Inc.; The Job Council; Lane Workforce Partnership; Workforce Investment Council of Clackamas County; WorkSource Oregon; Oregon Trucking Association; Pacific Northwest Defense Coalition; Oregon Trucking Solutions Consortium; Long Term Health Care Consortium Oregon; Nursery Association; Manufacturing Leadership Academy Consortium
Public Contact Information	Scott Giltz, Dean; Technology, Health Occupations, and Workforce; scottg@clackamas.edu



Last Day to Register for Student Success: Win-Win/DQP

Register now! The registration deadline for both events is today.

Nine community colleges have registered and two universities for a total of 75 people. **There are openings for 180.** If you have questions, contact Anna Kate Malliris at 541/463-5120 or mallirisa@lanecc.edu.

Background: The Oregon Department of Community Colleges and the Oregon University System continue the work on student success with the goal of meeting the State Board of Education vision for Oregon 40-40-20. As part of this work, the colleges will engage in two statewide conferences:

The October 20 conference is focused on developing systems and practices that support students completing their associate and bachelor degrees. This project titled Win-Win is funded through a Lumina Foundation grant to the Oregon Department of Community Colleges and Workforce Development (CCWD) and the 17 Oregon Community Colleges.

October 21 will focus on student learning and the development of a nested framework for degree outcomes. The Lumina foundation published a report titled, [The Degree Qualification Profile](#), by authors Cliff Adelman, Peter Ewell, Paul Gaston, and Carol Geary Schneider. Oregon Department of Community Colleges and the Oregon University System has jointly submitted a letter of intent to Lumina to fund the beta-testing of this framework.

The key note speaker, [Clifford Adelman](#), co-author of the Lumina report, [The Degree Qualification Profile](#), is a senior associate with the Institute for Higher Education Policy (IHEP) since October 2006 and **he plays a senior role in the organization's expansive national and international** portfolio of research projects focusing on assessment, higher education access, and student mobility. He also expands upon subjects that have been a focus throughout much of his career including degree completion rates, standardized testing, transfer patterns, and the role of community colleges.

Here is the registration Web link <http://www.lanecc.edu/studentsuccess/winwindqp/index.html>.

New Toll Free Number Simplifies Access to Unemployment Information

The Oregon Employment Department has enabled a new, easy to remember, toll free number for Oregonians needing access to information about unemployment insurance. The number, 1-877-FILE-4-UI (1-877-345-3484) can be used by anyone needing to file a claim, or wanting information about their claim, no matter where they are located in Oregon.

The new phone number is a part of an upgrade to the department's telephone system that will provide several advantages including:

- Reducing the amount of phone numbers the public needs to call
- Technology to re-route toll free calls in emergency situations
- Increased reporting options on call volumes
- Savings in toll free costs to the department

In addition, the new system will allow for greater flexibility in monitoring in-coming calls, which should result in fewer busy signals for the public during periods of high call volume.

For Oregonians needing to file a claim for unemployment benefits, the fastest, most efficient method is online at www.WorkingInOregon.org/ocs. However, if Internet is not available, individuals can file by telephone using the new toll-free number.

Individuals who live in the Portland, Bend, or Eugene areas, should continue to use the local phone numbers to their respective Unemployment Insurance Centers.

Portland area: 503-451-2400

Bend: 541-388-6207

Eugene: 541-686-7800

For additional information, contact Craig Spivey, WorkSource Oregon Employment Department at 503-947-1303 or craig.c.spivey@state.or.us.

The Mission of the Oregon Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

<http://www.oregon.gov/CCWD/> 503-378-8648



National Career Readiness Certificate passes 10,000 mark

Today, Oregon has over ten-thousand certified, work-ready individuals. These Oregonians have earned a National Career Readiness Certificate (NCRC), a skills-based certification available across Oregon, primarily through WorkSource Oregon centers.

The certificate, launched on January 25 by Governor Kitzhaber, gives applicants a competitive edge in the job market by providing verification of the skills critical to the success of most jobs. It provides employers with one more tool to help them identify applicants who have the best fit to a job. During a recent press conference to provide a progress report on his jobs agenda, the Governor included Oregon's NCRC as one of the tools that is helping connect unemployed Oregonians to employers who are hiring.

To earn an NCRC, individuals complete three to four hours of proctored assessments in applied math, reading and locating information. To date, 10,647 Oregonians hold a certificate, and 378 businesses have added their names to a growing list of those who prefer to recruit job applicants with an NCRC. Employers and Oregonians interested in learning more about the certificate can begin by contacting a local WorkSource Oregon center or visiting www.OregonNCRC.org.

ACCT Award Recipients

Mary Spilde, president of Lane Community College, was awarded the 2011 Marie Y. Martin Chief Executive Award at the Association of Community College Trustees (ACCT) Awards on October 14 in Dallas, Texas.

Regional award winners were previously announced in late August. Pacific Region award winners from Oregon included Mary Spilde (Lane Community College) – ACCT Regional Chief Executive Officer Award; Jim Harper (Portland Community College) – ACCT Regional Trustee Leadership Award; and Tria Bullard (Columbia Gorge Community College) – ACCT Regional Professional Board Staff Member Award. The full list of regional winners can be found [here](#).

DOL Awards Innovation Funds to Oregon

Department of Labor, with support and partnership from the National Association of State Workforce Agencies (NASWA), is announcing the selection of five states which will receive a total of over \$7.6 million to design and implement innovative strategies for improving reemployment service delivery to Unemployment Insurance (UI) claimants and other unemployed workers.

DOL has provided Workforce Investment Act Dislocated Worker Demonstration funds for states to pilot the vision through NASWA. Five states were selected through a competitive process and the following awards are being made to the selected states.

Awards for piloting the first three transformational elements that make up the vision (an integrated common “front door” to the workforce system supported by common registration for multiple programs, real time triage, and skills transferability) are being made to the following states:

New York \$2,000,000	Oregon \$1,393,072	Mississippi \$2,000,000
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Awards for piloting the transformational element focused on the use of social media are being made to the following states:

New York \$750,000	Idaho \$750,000	Minnesota \$750,000
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States receiving these funds responded to a “call to innovate” around a new national vision and framework for improved reemployment services for unemployed workers through the public workforce system. The projects will be implemented in partnership with Local Workforce Boards and One-Stop Career Centers.

If you have questions, contact Karen Humelbaugh at karen.humelbaugh@state.or.us.



CCWD Welcomes New Director of Operations

CCWD is pleased to welcome Kyleen Stone as its new director of operations. Kyleen has 25 years in state service at a variety of agencies. She has experience in most administrative aspects of Oregon state government including accounting, budget, procurements, human resources, information technology, research, legislative strategy, and strategic planning. Kyleen was in charge of everything fun at parks including park master planning, statewide recreation planning, park interpretative programs, volunteer management, bicycle recreation, recreation trails programs, water-based recreation, marketing, public information, grants to communities for local parks, and Oregon's ATV programs. And, she managed the Oregon State Fair in 2009. Welcome Kyleen!

Win-Win Conference at Lane Community College

Clifford Adelman of the Institute for Higher Education Policy (IHEP) and Julie Carnahan of SHEEO (State Higher Education Executive Officers) kicked off the Win-Win conference held on October 20th at Lane Community College. There were 96 in-person attendees- presidents, administrators, faculty, staff and CCWD representatives- and an additional 185 hits on the web cast. Win-Win, a Lumina Foundation grant, is intended to increase the number of Oregonians holding associate's degrees, supporting the 40-40-20 goal to expand Oregonians' higher education attainment. The Win-Win model allows participants to learn from other states' and provides a successful framework, expert assistance and a clear process to follow. Dr. Adelman, the keynote speaker, engaged the attendees in discussion, collegial debate and definition creation. Over the next two years, these experts will collaboratively work with Oregon community colleges to enhance or modify systems and to identify and remove barriers to the awarding of degrees.

On the second day of the conference, community college and Oregon University System leaders and institutional representatives participated in the Degree Qualifications Profile (DQP) Summit also hosted by Lane Community College. Participants focused on the Lumina Foundation published report titled [The Degree Qualification Profile](#) which defines a process to identify degree outcomes—that is, what students should be expected to know and be able to do as a result of a degree, regardless of their specialization. Co-author of the report, Dr. Cliff Adelman, was again on-hand for a thought-provoking day of dialogue about the DQP and what it could mean for postsecondary education in Oregon. CCWD and OUS have submitted a letter of intent to Lumina to fund the beta-testing of the DQP methodology. For more information on the Win-Win project contact Tammie Stark at Tammie.stark@state.or.us or 541-510-3678.

HB 3418 Task Force Meeting

The HB 3418 Task Force on Higher Education Student and Institutional Success held a planning meeting on October 19, 2011. The 17 members, appointed by Governor Kitzhaber, who make up the task force include state legislators, business people, community college board members, OUS and community college faculty and students. According to Enrolled House Bill 3418, the task force shall:

- Examine best practices and models for accomplishing student and institutional success;
- Identify institutional and statutory barriers to student success and completion of programs;
- Examine methods for students to acquire basic skills and career preparation skills;
- Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion;
- Compare alternative funding options instituted in other states for improving student and institutional success.

Commissioner Cam Preus and Vice Chancellor Sona Andrews are representing Postsecondary Education and will provide information throughout the process. The task force has an interim report due to the legislature on December 1, 2011.

The first meeting for the task force is scheduled for November 7, 2011. Additional information will be posted in the *CCWD Brief* as it is available.



Eastern Promise Kickoff Meeting

On Friday, November 4, Eastern Oregon University hosted an event to launch the *Eastern Promise*, a commitment between Eastern Oregon University (EOU), Blue Mountain Community College (BMCC), Treasure Valley Community College (TVCC), InterMountain ESD, and six Oregon high schools. Event attendees included faculty, staff and administrators from *Eastern Promise* institutions as well as Tim Nesbitt, from the Governor's Office, Elizabeth Cox Brand, CCWD, and George Pernsteiner, OUS. The purpose of the *Eastern Promise* is to promote the values of education and to advance the numbers of students who graduate from high school in the Eastern Oregon region to attend- and eventually graduate from- a postsecondary educational institution. A website is being developed to distribute information about the collaborative; for more information, contact the Office of the President at EOU, BMCC or TVCC, or the InterMountain ESD Superintendent's Office.

HB 3418 Task Force Meeting

The first meeting of the HB 3418 Task Force on Higher Education Student and Institutional Success was held on Monday, November 7, at the OUS Board Room in Portland. Representative Michael Dembrow gave the task force an overview of HB 3418 and Tim Nesbitt, Governor's Office, provided context by reviewing other pieces of education legislation from the 2011 Legislative Session (SB 909, SB 253, HB 3521, and SB 242). Following those overviews, Commissioner Cam Preus and Vice Chancellor Sona Andrews facilitated a discussion with the task force concerning student success – what we know and what we are doing. Notes taken from the discussion will be synthesized and presented to the task force for their next convening on Friday, November 18 in Salem.

Green Training Performance System (GTPS) Project News

The Green Training Performance System (GTPS) project, one of the projects included in an Oregon Labor Market Information (LMI) Grant funded by U.S. Department of Labor's Employment and Training Administration, has come to a successful conclusion. Grant partners included Oregon Employment Department, Oregon Career Information System, Oregon Department of Community Colleges and Workforce Development and the Oregon Workforce Investment Board.

GTPS provides information about green training in Oregon's community colleges, including details on green course content, green programs, and green-trained students, both during training and post training, as they move into jobs. One important outcome of the project is that a system has been put in place to continue collecting information in future years about green training through the Oregon Community College Unified Reporting System (OCCURS). Cooperation and assistance by staff from Oregon's 17 community colleges has been excellent and invaluable.

The GTPS Final Report, providing a description of methodology, process, and reporting outcomes, can be accessed at <http://www.oregon.gov/CCWD/pdf/Green/GTPSReportSept2011.pdf>

Oregon Career Pathways Highlighted

The National Skills Coalition and the [Georgetown Center on Poverty, Inequality, and Public Policy](#) released a [joint policy brief](#) last week examining recent innovations in state workforce policy and the implications for their continuation in the current political, economic and budgetary environment. [State Workforce Policy: Recent Innovations and an Uncertain Future](#)—authored by Peter Edelman, Harry Holzer and Elizabeth Watson of Georgetown and Eric Seleznow and Andy Van Kleunen of NSC—highlights several innovative state practices that better align education and training with the demands for skilled workers in key occupations and industries. The paper identifies a number of ways in which federal policy can better support the development of these initiatives and offers several recommendations for restoring federal funding to encourage state workforce innovation.

A full copy of the brief may be found at: <http://www.nationalskillscoalition.org/homepage-archive/nsc-georgetown-policy-brief.html>

Community College Attrition has High Costs for States

A new [report](#) from the American Institutes for Research documents the costs to states of high student attrition at community colleges. In today's tough economic climate, community colleges play an increasingly important role providing a lower-cost path to postsecondary degrees. Although many of those degrees yield significant returns on the investments made by students and taxpayers, the report estimates that state and local governments spent close to \$3 billion over the past five years to help pay for the education of students who dropped out after their first year. The report gives a breakdown of expenditures per state on first-year, full-time, degree- or certificate-seeking community college students who subsequently dropped out. When state grants were combined with state or local appropriations for community colleges, eight states spent \$20 million or more in the 2008-2009 school year.

The report offers several recommendations to states for improving community college persistence and completion rates, including:

- Encouraging community colleges to adopt a more flexible, competency-based approach to credit accumulation, rather than relying solely on seat time in the classroom;
- Developing new and more effective approaches to addressing the widespread need for postsecondary remediation;
- Promoting the use of technology in higher education to increase flexibility and address individual students' needs;
- Creating incentives for colleges to improve retention and completion rates; and
- Collecting and disseminating more comprehensive information about student learning by and rates of success in labor markets for community college graduates by institution and program.

Source: NGA Center for Best Practices 10/31/11

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Noncredit to Credit Summit Scheduled for November 30, 2011

As an important next step in the area of noncredit to credit student progression, colleges are invited to identify a team to participate in a one-day event involving the Noncredit Task Force and the Council for Adult and Experiential Learning (CAEL). CAEL is a leading national expert on the practice of providing prior learning assessments. Given our need to increase educational attainment in the “Middle 40”, this event is an important opportunity to chart an action agenda for moving more Oregonians to credits/certificates/degrees.

College teams are recommended to include representatives for student service administration, instructional administration, institutional research, registrars and CTE deans.

This one day event is scheduled for November 30, 2011 at Linn-Benton Community College in Albany. The event begins at 9:00 am and will end at approximately 4:00 pm.

Video-conferencing is available for college teams who wish to participate remotely. Registrations are now being accepted online at: <http://www.odccwd.state.or.us/ncfm/>

If you have questions, please contact Donna Lewelling at donna.j.lewelling@state.or.us or (503)947-2428.

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Noncredit to Credit Summit Scheduled for November 30, 2011

On November 17, the Oregon Chapter of the American Association of Women in Community Colleges (AAWCC) awarded its highest honor, the Carolyn DeJardin Leadership Award, to Dr. Camille Preus.

The AAWCC Board of Directors celebrates individuals, chosen by local AAWCC membership, whose accomplishments made a difference for women at his or her own community college.

To learn more about the award:

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FERPA Regulations Revised

The U.S. Department of Education (the Department) has revised its regulations governing the Family Educational Rights and Privacy Act (FERPA). The following link contains a state and local (LEA) overview. It also contains information regarding Department of Education Webinars: http://www2.ed.gov/policy/gen/guid/fpco/pdf/sealea_overview.pdf

Data Quality Campaign's website is offering a webinar on December 9, 2011 beginning at 1 p.m. eastern time. Join DQC and Education Counsel's Steve Winnick for a webinar to review and discuss [DQC's in-depth analysis](#) on the final FERPA regulations and address their implications for states' efforts moving forward. [Register now!](#)

Oregon Education Investment Board Update

The Oregon Education Investment Board approved recommendations by Governor Kitzhaber last week for three legislative initiatives to go to the legislature in 2012 and 2013. The Oregon Community College Association (OCCA) published an update outlining the three initiatives: <http://www.occa17.com/assets/documents/Newsletters/2011-12-5%20newsletter.pdf>

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New report highlights impact of budget cuts on community colleges

The Education Policy Center at the University of Alabama recently released their report Challenging Success: Can College Degree Completion Be Increased as States Cut Budgets? The report is the second of a series of policy papers drawn from the annual survey of the members of the National Council of State Directors of Community Colleges. Among the key findings of the report are that nine of ten state community college leaders state that no long-term plans exist in their states to finance operating and capital budgets needed to expand college degree/certificate completion.

A full copy of the report is attached and available on the Education Policy Center website at <http://uaedpolicy.weebly.com>

Six Oregon institutions gain Dual Credit Program approval

At the November 22 meeting of the Oregon Joint Boards of Education the board granted dual credit program state approval for six institutions in Oregon.

Central Oregon Community College	Clackamas Community College
Portland State University	Oregon Institute of Technology
Lane Community College	Portland Community College

In 2010, The Joint Boards of Education adopted program approval standards for dual credit programs in Oregon. The standards are based on national criteria from the National Alliance for Concurrent Enrollment Partnerships and focus on faculty preparedness, student performance, valid assessment, and curricular alignment. The standards assure program alignment across community college and Oregon University System (OUS) institution dual credit programs. All public institution programs will need to be approved by June 30, 2013 in order to continue offering dual credit.

Dual credit is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college/university board policy. The course is taught by a secondary school district employed teacher who has been approved to offer the instruction by the credit-granting postsecondary institution. It is one of the various early college experience programs in Oregon referred to as Accelerated Learning Options (e.g. Advanced Placement, International Baccalaureate, Expanded Options are others).

For more information visit: <http://www.ode.state.or.us/search/results/?id=222>

Governor Kitzhaber announces new Workforce Development Policy Advisor

Governor Kitzhaber announced the appointment of Agnes Balassa to serve as his office's Workforce Development Policy Advisor. Ms. Balassa will advise the Governor on workforce development policy and serve as a liaison between federal, state and local efforts on workforce and training issues.

"Agnes is exactly the right person at the right time to lead our effort to build a more highly skilled workforce to support and expand Oregon's economy," said Governor Kitzhaber. "She's a great addition to our job creation team, and we're lucky to have her."

The complete news release from the governor's office is located here: <http://us2.campaign-archive1.com/?u=41b11f32beefba0380ee8ecb5&id=289ba36362>

Council for Adult and Experiential Learning joins colleges for Noncredit to Credit Summit

Sixteen of Oregon's community colleges participated in the Noncredit to Credit Summit held on November 30 at Linn-Benton Community College (LBCC). The event included approximately 80 participants who attended in person and via video-conferencing.

Carol Schaafsma, Executive Vice President of Academic Affairs and Workforce Development for Linn-Benton Community College, welcomed everyone to the event. She provided a historical overview of Oregon's work on noncredit to credit progression thru the work of the Student Success Oversight Committee and the Noncredit Task Force. CCWD Commissioner Camille Preus followed the welcome address by connecting the work with the Oregon Community College Student Persistence and Completion Strategy. Commissioner Preus reminded those in attendance that helping student progress from noncredit to credit learning is an important factor in helping Oregon's community college students become successful and persist to certificate and degree completion.

Chari Leader-Kelly from the Council of Adult and Experiential Learning (CAEL) provided the keynote address and provided participants with a national perspective of the importance of Prior Learning Assessment. Oregon's work within the Noncredit to Credit Framework and Models aligns with the national work, specifically in the model area of Credit for Prior Learning.

Representatives from Mt. Hood Community College, Portland Community College, Chemeketa Community College, Rogue Community College and Clackamas Community College presented information on programs available that help students progress from noncredit to credit learning. Debbie Clark, a student from Chemeketa Community College, provided attendees with a student perspective of transitioning from noncredit to credit learning using a portfolio process.

An overview of data collection conducted by other states was presented by Chari Leader-Kelly and **information regarding Oregon's noncredit students was presented by Donna Lewelling. Participants** identified areas in which noncredit student data collection might be improved. Colleges broke into teams to develop college noncredit to credit plans and provide recommendations for next steps for statewide activities. Feedback for Statewide activities included partnership with the Credential, Acceleration, and Support (CASE) Consortium grant in the area of Credit for Prior Learning, with a focus on the portfolio process.

Materials from the summit are available online at: <http://www.odccwd.state.or.us/ncfm/>

FERPA Revised Regulations: webinars offered

January 11, 2:00 pm (EST): [Data Sharing Under FERPA](#)

This webinar will review best practices for data sharing, including reasonable methods and written agreements. This training will include the recent regulation changes. While the training is geared toward SEAs, all are welcome to participate. For more information visit:

<https://edinfoevents.webex.com/edinfoevents/onstage/g.php?t=a&d=661742602>

February 9, 2:00 pm (EST): [FERPA for Colleges and Universities](#)

This webinar will provide FERPA basics, geared toward a postsecondary audience. It is not specifically about the recent regulation changes; rather it will provide a high level overview of FERPA and how it applies in the postsecondary context. For more information visit:

<https://edinfoevents.webex.com/edinfoevents/onstage/g.php?t=a&d=666846567>

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Challenging Success: *Can College Degree Completion Be Increased as States Cut Budgets?*

By Stephen G. Katsinas, The University of Alabama
Mark M. D'Amico, University of North Carolina at Charlotte
and Janice N. Friedel, Iowa State University

KEY FINDINGS

- Just 4 of 51 respondents indicate a long-term plan exists to fund operating budgets needed to increase numbers of adults with college degrees/certificates.
- Just 3 of 51 indicate a long-term plan exists to fund capital budgets needed to increase numbers of adults with degrees/certificates.
- Capacity is strained in 24 states, which have growing minority populations.
- 39 of 51 disagree their state funding system adequately rewards community college transfer.
- A large majority (35) said performance funding models are under consideration or implemented.
- By 2:1, graduation rate increases will be difficult to achieve, due to cuts.
- 16 report *de facto* enrollment caps implemented at community colleges.
- 3 of the 5 largest states report their public flagship and regional universities had raised admission standards to limit transfer.

***State Cuts Make Bolstering Degree/
Certificate Completion Difficult***

With deep cuts in state operating budgets, can higher education leaders and policymakers realistically expect our nation's public access colleges to increase graduation rates?

Nine of ten state community college leaders disagree that the long-term plans exist in their states to finance operating and capital budgets needed to expand college degree/certificate completion. Just 4 agree that their state funding systems adequately reward community college efforts to increase transfer to the baccalaureate degree, even as most report consideration/implementation of so-called "performance funding." By a 2:1 margin, state college leaders believe it will be difficult to raise graduation rates due to state budget cuts.

About this study

This report assesses college degree completion issues from the unique perspective of state community college directors responsible for coordination, supervision, and management of community colleges. Since 2003, The University of Alabama's Education Policy Center has documented these issues in our *Access and Funding in Public Higher Education* report series (see http://uaedpolicy.weebly.com/uploads/6/1/7/1/6171842/the_2011_state_survey.pdf).¹ Community colleges are the portal of entry into higher education for millions of academically-talented minority, low income, first-generation and adult students. With caps in enrollments at selective private and public flagship universities in many large states, to increase graduation rates will likely require expanding community

<i>In my state...</i>	<i>To increase the number of adults with college degrees and certificates, a long-term plan exists in my state to finance...</i>	<i>The funding and incentive systems adequately reward community college efforts to increase transfer toward the baccalaureate degree.</i>	<i>In light of state funding cuts, achieving increases in graduation rates will be difficult.</i>
	<i>operating budgets</i>	<i>capital budgets</i>	
Agreement	4	3	24
Neutral/Don't Know	11	8	16
Disagreement	36	40	11

Source: 2011 Survey of Access and Finance, Education Policy Center, The University of Alabama

We thank the generous support of



college transfer to public access regional and flagship universities. The broad knowledge of National Council of State Directors of Community Colleges members of policy and practice across all education sectors provides perspective as to where college completion and related access and funding issues stand today.²

The impending deep federal cuts in summer Pell Grants next year, as state budgets are being cut, raises the question: Can college degree/certificate completion reasonably be expanded as tuition is predicted to rise to compensate for state cuts in public access college budgets? *Challenging Success* presents selected results of the 2011 Survey of Access and Finance, conducted from July 5 to August 24, 2011.³ We thank our advisory panel for survey input⁴, American Public University System for support, and NCSDDC members. The responsibility for any errors is ours and ours alone.⁵

We add these caveats in interpreting this report: (1) results are respondents' *perceptions*, not actual measures. State community college directors are most knowledgeable about issues in their own sector; responses to other items can be interpreted as estimates; (2) in most states the community college coordinating agency is **not** assigned formal authority to coordinate the development and monitor progress of long-term state plans for **all** public higher education sectors. Typically, plans are mandated by statute. (3) Responses may not add to 51, as respondents could choose to not answer items.

The Context: Key Findings from Squeeze Play

Our prior report, *Squeeze Play*, which all 51 NCSDDC members responded to, found students and families squeezed as tuition is predicted to rise by twice the inflation rate, while 29 predict flat-funding or cuts in state-student aid programs. Most report cuts in operating budgets for flagship and regional universities, and community colleges. High unemployment has exhausted available WIA/other workforce training funds in 21 states, constricting community colleges' ability to serve workers in need of retraining. *Squeeze Play* also found that to prepare workers for good jobs, funds are needed to expand high demand programs tied to high wage jobs in allied health, engineering, and information technology. This cannot happen if states reduce operating budgets for community

recession has increased pressure on colleges to offer/expand "quick" job training in non-credit areas in most states. *Squeeze Play* concluded access threats are acute in large states with fast-growing minority populations. The operating budget cuts come as enrollments are predicted to rise at community colleges in 2 of 3 states. Facilities construction/renovation was a major need in 48 states.

This is not the first time foundations, and federal and state officials tried to expand college completion in America.

The Benefits of Statewide Coordination

This is not the first era when foundations, and federal and state officials were intensively engaged in efforts to expand the numbers of Americans with college degrees and certificates. In the late 1950s and early 1960s, state coordination of public higher education was strongly recommended as good public policy by higher education experts including A.J. Brumbaugh (1963)⁶ and Lyman Glenny (1966).⁷ A key benefit to state policymakers was more effective use of tax dollars through development and execution of multi-year funding plans. Significant expansion of existing public four-year institutions and the establishment of new ones, and community college systems were needed to deliver on the promise of access to the bulge of children of World War II GIs, the "baby boomers," who approached traditional college-going ages of 18-24 years old from 1965 to 1973.

The planning process began by developing statewide goals and objectives for higher education. This included extending geographic and programmatic access to all citizens by creating a statewide network of comprehensive community colleges, enacting what was proposed by the Truman Commission report of 1947.⁸ This was followed by developing long-range plans to finance the operating and capital budgets needed to sustain those state policy goals. These were typically multi-year plans, as sustained investments were required to create/expand new state systems such as the State University of New York or the California State University System, and new community college systems. While recession might delay funding of multi-year plans, the public planning process was essential to convince the public as to the needs and benefits of state investment in public higher education.

Table 2

No Long-Term Plans and Funding Cuts Make Increasing College Degree Completion Difficult

<i>In my state...</i>	A long-term plan exists to finance the operating budgets needed to increase the number of adults with college degrees and certificates.	A long-term plan exists to finance the capital budgets needed to increase the number of adults with college degrees and certificates.	The funding and incentive systems adequately reward community college efforts to increase transfer toward the baccalaureate degree.	Policies to incentivize improved performance (e.g. funding models based on credits and/or degrees completed) are under consideration/have been implemented.	In light of state funding cuts, achieving increases in graduation rates will be difficult.
Alabama	Neutral/Don't know	Disagree	Strongly Disagree	Agree	Disagree
Alaska	Neutral/Don't know	Disagree	Disagree	Agree	Disagree
Arizona	Agree	Agree	Strongly Disagree	Agree	Strongly Agree
Arkansas	Neutral/Don't know	Disagree	Strongly Disagree	Strongly Agree	Agree
California	Disagree	Disagree	Disagree	Agree	Neutral/Don't know
Colorado	Strongly Disagree	Strongly Disagree	Disagree	Strongly Agree	Strongly Agree
Connecticut	Disagree	Disagree	Strongly Disagree	Agree	Agree
Delaware	Disagree	Disagree	Disagree	Disagree	Neutral/Don't know
Florida	Disagree	Disagree	Disagree	Disagree	Neutral/Don't know
Georgia-TCS	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know
Georgia-UGS	Disagree	Disagree	Disagree	Agree	Neutral/Don't know
Hawai'i	Agree	Neutral/Don't know	Disagree	Strongly Agree	Disagree
Idaho	Strongly Disagree	Strongly Disagree	Disagree	Agree	Neutral/Don't know
Illinois	Disagree	Disagree	Disagree	Strongly Agree	Agree
Indiana	Neutral/Don't know	Disagree	Agree	Strongly Agree	Disagree
Iowa	Neutral/Don't know	Disagree	Disagree	Disagree	Neutral/Don't know
Kansas	Disagree	Disagree	Disagree	Agree	Disagree
Kentucky	Disagree	Disagree	Neutral/Don't know	Agree	Agree
Louisiana	Disagree	Disagree	Strongly Disagree	Agree	Agree
Maine	Strongly Disagree	Neutral/Don't know	Strongly Disagree	Strongly Disagree	Neutral/Don't know
Maryland	Agree	Agree	Disagree	Agree	Agree
Massachusetts	Disagree	Disagree	Strongly Disagree	Agree	Agree
Michigan	Disagree	Strongly Disagree	Disagree	Strongly Disagree	Agree
Minnesota	Disagree	Disagree	Agree	Agree	Neutral/Don't know
Mississippi	Disagree	Disagree	Strongly Disagree	Strongly Agree	Agree
Missouri	Disagree	Disagree	Disagree	Agree	Agree
Montana	Disagree	Neutral/Don't know	Disagree	Agree	Neutral/Don't know
Nebraska	Disagree	Disagree	Disagree	Disagree	Disagree
Nevada	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree	Strongly Agree
New Hampshire	Strongly Disagree	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know
New Jersey	Neutral/Don't know	Agree	Neutral/Don't know	Disagree	Disagree
New Mexico	Disagree	Disagree	Disagree	Agree	Agree
New York	Disagree	Disagree	Disagree	Disagree	Agree
North Carolina	Neutral/Don't know	Strongly Disagree	Strongly Disagree	Agree	Agree
North Dakota	Disagree	Disagree	Neutral/Don't know	Agree	Neutral/Don't know
Ohio	Neutral/Don't know	Neutral/Don't know	Strongly Agree	Strongly Agree	Neutral/Don't know
Oklahoma	Agree	Strongly Disagree	Disagree	Strongly Agree	Agree
Oregon	Disagree	Disagree	Disagree	Strongly Agree	Agree
Pennsylvania	Disagree	Disagree	Neutral/Don't know	Disagree	Agree
Rhode Island	Disagree	Disagree	Neutral/Don't know	Disagree	Disagree
South Carolina	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree	Neutral/Don't know
South Dakota	Neutral/Don't know	Neutral/Don't know	Disagree	Neutral/Don't know	Neutral/Don't know
Tennessee	Disagree	Disagree	Agree	Agree	Disagree
Texas	Disagree	Disagree	Strongly Disagree	Strongly Agree	Strongly Disagree
Utah	Disagree	Disagree	Strongly Disagree	Neutral/Don't know	Agree
Vermont	Disagree	Disagree	Neutral/Don't know	Neutral/Don't know	Agree
Virginia	Disagree	Disagree	Disagree	Agree	Strongly Agree
Washington	Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree
West Virginia	Neutral/Don't know	Neutral/Don't know	Disagree	Agree	Neutral/Don't know
Wisconsin	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Agree
Wyoming	Disagree	Disagree	Disagree	Agree	Disagree
Strongly Agree			1	10	6
Agree	4	3	3	24	18
Neutral/Don't Know	11	8	8	5	16
Disagree	28	31	26	8	10
Strongly Disagree	8	9	13	4	1

Source: 2011 Survey of Access and Finance Issues, Education Policy Center, The University of Alabama

Not one respondent from the nation's 9 largest states reports a long-term plan exists in their state to finance the operating and capital budgets needed to increase the number of adults with college degrees and certificates.

Is the open door truly open? Respondents from 16 states indicate community colleges have limited the number of class sections, resulting in a de facto cap of enrollment.

With impending federal Pell Grant cuts, tuition rising at more than double the inflation rate and state-funded student aid stagnating in most states, students and their families are being squeezed. ...And the significant reductions in state operating budgets challenge public higher education access colleges committed to serving them.

TABLE 3 Capacity Concerns Lead Public Institutions to Ration Opportunities				
	Community colleges have limited the number of class sections resulting in a de facto enrollment cap at all or some institutions in my state.	To significantly increase numbers of successful community college transfers who obtain baccalaureate degrees requires expanding my state's public universities.	Due to inability to meet the demand of growing transfer numbers, some or all of my state's... ...public flagship universities have raised admissions standards to limit transfer.	...public regional universities have raised admissions standards to limit transfer.
Alabama	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
Alaska	Disagree	Disagree	Strongly Disagree	Strongly Disagree
Arizona	Agree	Neutral/Don't know	Disagree	Neutral/Don't know
Arkansas	Agree	Disagree	Neutral/Don't know	Neutral/Don't know
California	Strongly Agree	Agree	Agree	Agree
Colorado	Agree	Strongly Disagree	Disagree	Disagree
Connecticut	Strongly Agree	Disagree	Neutral/Don't know	Neutral/Don't know
Delaware	Disagree	Neutral/Don't know	Disagree	Disagree
Florida	Disagree	Agree	Agree	Agree
Georgia-TCS	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know
Georgia-UGS	Disagree	Disagree	Neutral/Don't know	Disagree
Hawaii	Strongly Disagree	Strongly Disagree	Neutral/Don't know	Strongly Disagree
Idaho	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Illinois	Strongly Agree	Agree	Disagree	Disagree
Indiana	Neutral/Don't know	Strongly Disagree	Strongly Disagree	Strongly Disagree
Iowa	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Kansas	Disagree	Disagree	Disagree	Disagree
Kentucky	Disagree	Disagree	Disagree	Disagree
Louisiana	Agree	Disagree	Disagree	Disagree
Maine	Agree	Strongly Agree	Disagree	Neutral/Don't know
Maryland	Disagree	Agree	Agree	Strongly Agree
Massachusetts	Agree	Disagree	Disagree	Disagree
Michigan	Disagree	Disagree	Disagree	Agree
Minnesota	Neutral/Don't know	Disagree	Strongly Disagree	Strongly Disagree
Mississippi	Neutral/Don't know	Agree	Neutral/Don't know	Neutral/Don't know
Missouri	Neutral/Don't know	Disagree	Disagree	Disagree
Montana	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Nebraska	Neutral/Don't know	Disagree	Disagree	Disagree
Nevada	Strongly Agree	Disagree	Agree	Agree
New Hampshire	Strongly Disagree	Disagree	Disagree	Disagree
New Jersey	Agree	Disagree	Disagree	Disagree
New Mexico	Disagree	Disagree	Disagree	Disagree
New York	Neutral/Don't know	Agree	Agree	Agree
North Carolina	Strongly Agree	Disagree	Disagree	Disagree
North Dakota	Strongly Disagree	Disagree	Disagree	Disagree
Ohio	Disagree	Disagree	Neutral/Don't know	Neutral/Don't know
Oklahoma	Disagree	Disagree	Disagree	Disagree
Oregon	Agree	Disagree	Disagree	Disagree
Pennsylvania	Neutral/Don't know	Neutral/Don't know	Strongly Disagree	Neutral/Don't know
Rhode Island	Disagree	Disagree	Disagree	Disagree
South Carolina	Disagree	Agree	Disagree	Disagree
South Dakota	Neutral/Don't know	Agree	Disagree	Disagree
Tennessee	Disagree	Disagree	Disagree	Disagree
Texas	Neutral/Don't know	Strongly Disagree	Disagree	Neutral/Don't know
Utah	Strongly Agree	Agree	Disagree	Disagree
Vermont	Strongly Disagree	Disagree	Disagree	Disagree
Virginia	Disagree	Agree	Neutral/Don't know	Neutral/Don't know
Washington	Agree	Strongly Agree	Strongly Agree	Agree
West Virginia	Disagree	Neutral/Don't know	Strongly Disagree	Strongly Disagree
Wisconsin	Strongly Agree	Neutral/Don't know	Neutral/Don't know	Neutral/Don't know
Wyoming	Disagree	Disagree	Disagree	Disagree
Strongly Agree	7	2	1	1
Agree	9	10	5	6
Neutral/Don't Know	10	6	9	11
Disagree	17	25	27	25
Strongly Disagree	8	8	9	8

Source: 2011 Survey of Access and Finance Issues, Education Policy Center, The University of Alabama

Multi-Year Planning Is Needed Today

The need for multi-year planning is accentuated by long-term enrollment increases, even as state support is declining. Nearly 50 years later after “baby boomers” hit their college going years, our nation is in the midst of a new wave of students. From 2009 to 2012, an additional 1 million Americans will reach the traditional college-going ages of 18 to 24 years old. To this is added the 3 million more young adults ages 25 to 34.⁹

Much of the growth has been in America’s minority populations. In 1980 in Illinois, African Americans and Hispanics were 13.8 and 5.6 percent, respectively, of the total. By 2010, Illinois had grown by 1.4 million people, of which African Americans and Hispanics comprised 15 and 16 percent, respectively.¹⁰ Without long-term plans to finance the operating and capital budgets, will there be seats at the table of higher education for them?

State Cuts and Expanding College Completion

Financing plans for access and student success are critical. **Yet few respondents indicate long-term plans exist in their states to fund the operating and capital budget increases needed to increase numbers of adults with college degrees and certificates.** Just 4 respondents agree long-term plans exist in their states to finance operating budgets needed to increase the number of adults with college degrees and certificates. A important related long-term capacity issue is the adequacy of the physical infrastructure. In our September 2011 report, 48 respondents said facilities funding was a major need. **But respondents from just 3 states indicate long-term plans exist in their states to finance the capital budgets needed to increase college degree and certificate completion.** A lack of long-term plans for operating and capital budgets means public access colleges may not have the funding needed to provide postsecondary opportunities to America’s growing minority populations. And if they are not funded to perform this function, which institutions will?

Rationing Opportunity at Public Access Colleges

Capacity issues in public access sectors are real and have led to potential limiting of access to postsecondary opportunities. Respondents from 16 states indicate that there are *de facto* enrollment caps at all or some of their community colleges, including many fast-growing ones.

Two of 3 disagree public universities need expanding to increase community college transfers completing baccalaureate degrees—but those agreeing include 4 of the 5 largest states (California, Florida, Illinois, & New York).

Have public flagship and regional universities raised admission standards to limit transfer? Just 6 were in agreement that public flagships had done so, and just 7 agree that their public regional universities had done so (36 and 33 respondents, respectively, disagreed). This is again tempered by the fact that 3 of the nation’s 5 largest states—California, Florida, and New York—agreed with both. How large states are coping with capacity pressures is discussed in further detail below.

***24 states report capacity strains...
Since 2000, nearly all saw
significant growth in their
Hispanic populations***

The Moving Demographic Target Strains Capacity

State planning for public higher education does not occur in a vacuum. Demographics matter; America’s are changing—rapidly. Table 4 summarizes responses from the 24 states indicating capacity strains in one of the four items presented in Table 3. To place capacity strains in context, changes in the total and Hispanic population from the 2000 and 2010 Census are shown. Among these 24, 9 report population increases under 10%, 4 between 5 and 10%, 8 between 10 and 20%, and 3—Arizona, Nevada, and Utah—report population increases above 20% in just ten years.

It is important to note that in our nation’s largest states, small percentage increases in population can mask large increases in numbers. For example, New York’s 2.1 percentage increase in population between 2000 and 2010 translates into an additional 400,000 people. The Empire State’s Hispanic population grew by 19.2% over the decade, which means an additional 549,339 New Yorkers of Hispanic origin. This pattern of Hispanics constituting a substantial percentage, if not a clear majority, of population growth was repeated in nearly all 24 of the states indicating capacity strains.

TABLE 4

States Indicating Access Capacity Strains and Population Growth from 2000 to 2010

	<i>Respondents Indicating "Agree" or "Strongly Agree"...</i>				<i>CHANGE, 2000 to 2010 in...</i>				
	Community colleges have limited the number of class sections resulting in a <i>de facto</i> enrollment cap at all or some institutions in my state.	To significantly increase numbers of successful community college transfers who obtain baccalaureate degrees requires expanding my state's public universities.	Due to inability to meet the demand of growing transfer numbers, admissions standards have been raised to limit transfers at some or all of my state's public...		TOTAL Population Growth		HISPANIC Population Growth		
			flagship universities	regional universities	Number	%	Number	%	
1	Arizona					1,261,385	24.6	599,532	46.3
2	Arkansas					242,518	9.1	99,184	114.2
3	California	California	California	California		3,382,308	10.0	3,047,163	27.8
4	Colorado					727,935	16.9	303,086	41.2
5	Connecticut					168,532	4.9	158,764	49.6
6		Florida	Florida	Florida		2,818,932	17.6	1,541,091	57.4
7	Illinois	Illinois				411,339	3.3	497,316	32.5
8	Louisiana					64,396	1.4	84,822	78.7
9	Maine	Maine				53,438	4.2	7,575	80.9
10		Maryland	<i>Maryland</i>	Maryland		477,066	9.0	242,716	106.5
11	Massachusetts					198,532	3.1	198,925	46.4
12				Michigan		-54,804	-0.6	112,481	34.7
13		Mississippi				122,639	4.3	41,912	105.9
14	Nevada		<i>Nevada</i>	Nevada		702,294	35.1	322,531	81.9
15	New Jersey					377,544	4.5	437,953	39.2
16		New York	New York	New York		401,645	2.1	549,339	19.2
17	North Carolina					1,486,170	18.5	421,157	111.1
18	Oregon					409,675	12.0	174,748	63.5
19		South Carolina				613,352	15.3	140,606	147.9
20		South Dakota				59,336	7.9	11,216	102.9
21	Utah	Utah				530,716	23.8	156,781	77.8
22		Virginia				922,509	13.0	302,285	91.7
23	Washington	Washington	Washington	Washington		830,419	14.1	314,281	71.2
24	Wisconsin					323,311	6.0	143,135	74.2
Total	16	12	6	7					

Note: The largest states are **bolded and italicized**.

Sources: (1) 2011 Survey of Access and Finance Issues, Education Policy Center, The University of Alabama. (2) Data on Total Population Growth and Hispanic Population Growth: Ennis, S.R., Rios-Vargas, M., and Albert, N.P. (2011). The Hispanic Population, 2010. Washington, D.C.: U.S. Census Bureau. May. Table 2

Without long-term operating and capital budget plans in place, will enough seats be at the table of our nation's public access colleges and universities to serve the growing numbers who want in?

Today, many are concerned with increasing numbers of minorities who make it through community colleges, transfer, and complete baccalaureate degrees. ***Among the 24 states indicating capacity strains, in 15 the Hispanic population grew by more than 50 percent in just ten years.*** Even in states with smaller total population increases, Hispanics increased in the double-digits. Thus, among the 24 states indicating capacity strains, nearly all have seen significant Hispanic population growth between 2000 and 2010.

Sixteen of these 24 report *de facto* enrollment caps, and 12 indicate their public universities need expansion to significantly increase community college transfers obtaining baccalaureate degrees. **And in each state reporting raised admissions standards to limit transfer at their public flagship and public regional universities, the Hispanic population grew substantially.** This is troubling, if minorities are to use community colleges as pathways to the baccalaureate.

In light of state funding cuts, achieving increases in graduation rates will be difficult.

Table 5
Hispanic Population Growth and Long-Term Plans for Financing in Large States

State	Increase in Hispanics, 2000 to 2010		<i>To increase the number of adults with college degrees and certificates, a long-term plan exists in my state to finance..</i>		In light of state funding cuts, achieving increases in graduation rates will be difficult.
	Number	%	<i>operating budgets</i>	<i>capital budgets</i>	
California	3,047,163	28	Disagree	Disagree	Neutral/DN
Florida	1,541,091	57	Disagree	Disagree	Neutral/DN
Georgia-TCS	418,462	96	Neutral/DN	Neutral/DN	Neutral/DN
Georgia-UGS			Disagree	Disagree	Neutral/DN
Illinois	497,316	33	Disagree	Disagree	Agree
New York	549,339	19	Disagree	Disagree	Agree
North Carolina	421,157	111	Neutral/DN	Strongly Disagree	Agree
Ohio	137,551	63	Neutral/DN	Neutral/DN	Neutral/DN
Pennsylvania	325,572	86	Disagree	Disagree	Agree
Texas	2,791,255	42	Disagree	Disagree	Strongly Disagree

Source: 2011 Survey of Access and Finance Issues, Education Policy Center, The University of Alabama

Table 5 presents the Hispanic population increases from 2000 to 2010, juxtaposed with three other survey items: the existence of long-term plans to finance the operating and capital budgets needed to increase the numbers of adults with college degrees and certificates, and the challenge of achieving graduation in light of state budget cuts. Because Georgia’s dual system of community and technical colleges with its Technical College System and its University of Georgia community colleges, 10 responses are presented next to 9 pieces of state data on Hispanic population growth.

In each large state, the Hispanic population growth, numerically and on a percentage basis, was substantial. **Not one respondent from the nation’s largest states indicated a long-term plan exists in their state to finance the operating budgets needed to increase the number of adults with college degrees and certificates:** 7 of 10 disagreed, with the other 3 neutral. **And not one indicated that a long-term plan exists in their state to finance the capital budgets needed to increase the number of adults with college degrees and certificates:** 7 disagreed, 1 strongly disagreed, and the other 2 neutral/did not know. When asked if, in light of state funding cuts, achieving increases in graduation rates would be difficult, just 1 respondent strongly disagreed, while 4 agreed and 5 were neutral. We again note responses reported here are perceptions of NCSDDC members, who typically are not the heads of state coordinating agencies charged to devise master plans to finance operating and capital budgets.

Can College Degree/Certificate Completion Expand as States Cut Higher Education Funds?

Taken together, these data call into question states’ capacity to expand system capacity to serve a growing citizenry seeking college degrees and certificates. That our current boom is comprised of large numbers of non-white students makes this conclusion especially troubling. We recommend further study be conducted to analyze statewide plans of the 50 states, to assess if those plans had the explicit goal of expanding access to postsecondary education beyond high school. Such a study could also analyze those plans to see if they had formally stated the goal of extending geographic and programmatic access to all citizens in their states.

Tight state finances continue to threaten access and capacity in many states. Demographic changes similar to those in Illinois can be observed in many states that indicate capacity strains at their public access colleges and universities. The end of federal ARRA stimulus funds, a slow recovery of state tax revenues, and competing state priorities will likely intensify the struggle for scarce state dollars. That so few states report long-term plans exist to finance the operating and capital budgets needed to increase numbers of adults with college degrees and certificates is troubling. By better than 2:1 margin, our survey reveals state community college leaders believe it will be difficult to raise graduation rates due to state budget cuts. For these reasons, we conclude that expanding college degree and certificate completion will be a continuing challenge.

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2. The National Council of State Directors of Community Colleges is an affiliated council of the American Association of Community Colleges. This report was written independently; neither the NCSDDC nor the AACCC formally endorsed it.
3. Responses were received from all 51 NCSDDC members or their designees, representing every state. Puerto Rico, also an NCSDDC member, was not surveyed. Responses from Arizona, Maryland, Nebraska, New Jersey, New Mexico, and Pennsylvania came from their state community college associations. Georgia's responses come from both the University System of Georgia (GA-USG) which coordinates community colleges, and the Technical College System of Georgia (GA-TCS) which coordinates technical colleges across the Peach State. New York's response was from the State University of New York system, not the City University of New York.
4. The Advisory Panel for the 2011 Survey of Finance and Access in Public Higher Education include Marilyn J. Amey, Michigan State University; Anthony P. Carnevale, Georgetown University; Brent D. Cejda, University of Nebraska-Lincoln; Marc Cutright, University of North Texas; Pamela Eddy, College of William & Mary; Linda Serra Hagedorn, Iowa State University; Arthur M. Hauptman, Cary A. Israel, President, Collin College District (TX); Daniel J. Hurley, American Association of State Colleges and Universities; R. Frank Mensel, Education Policy Center, The University of Alabama; Michael T. Miller, University of Arkansas at Fayetteville; James C. Palmer, Illinois State University; Hilary Pennington and Sidney Hacker, Bill & Melinda Gates Foundation; James O. Rose, Wyoming Community College Commission; Terrance A. Tollefson, East Tennessee State University; Holly Zanville, Lumina Foundation for Education; Eboni Zamani-Gallaher, Eastern Michigan University.
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THE EDUCATION POLICY CENTER AT THE UNIVERSITY OF ALABAMA

The College of Education's Education Policy Center seeks to inform and improve education policy-making and practice, and our understanding of the roles education plays in a free and equitable society, through a coordinated program of research, topical and historical analyses of education-related issues, and services for education practitioners and policy-makers in Alabama and the nation. On-going Center projects include:

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The Alabama College Transfer Advising Corps (2007-2011) is one of 10 \$1 million national demonstration programs funded by the Jack Kent Cooke Foundation. In partnership with the UA Office of Academic Affairs, the Alabama Community College System, and 13 partner colleges, over 24,000 students attending community colleges in high poverty areas received transfer counseling services.

The University of Alabama Superintendent's Academy is a partnership with Alabama State Department of Education to create a more diverse, competent, and prepared applicant pool ready to assume district-/system-wide leadership positions.

The Carnegie Basic Classification of Associate's Colleges was published in 2006 and updated in 2011. The federal government cannot tell how many community colleges exist, because data are collected by units of accreditation and not districts. The Carnegie Basic codes are embedded in all US Department of Education data bases. EPC Director Steve Katsinas, Senior Fellow Vincent Lacey, and David Hardy of the College of Education are Consulting Scholars to the Carnegie Foundation with this project.

Wayne J. Urban's book, ***More Than Science or Sputnik, the National Defense Education Act*** (2010), provides a comprehensive re-examination of the NDEA. Urban is now working on a biography of former Harvard University President James Bryant Conant.

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