

**Oregon Credentials, Acceleration & Support for
Employment (CASE) Consortium**

**Evaluation Report for
Years 1 & 2**

December 10, 2013

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Evaluation Report for Years 1 & 2

Introduction/Background

The independent, third party evaluation of the Oregon Credentials, Acceleration and Support for Employment (CASE) Consortium documents and evaluates CASE's results; explores what is working and not working, why, and what the implications are moving forward; and provides feedback to help guide and shape CASE's efforts. More specifically, the evaluation is designed to:

- Document and evaluate CASE strategies (i.e., career pathways, career coaching, and credit for prior learning) and their impact on participant outcomes (e.g., certificate/degree attainment, employment, earnings, and retention).
- Document and evaluate the impact of CASE on institutional change, both in terms of participating community colleges and collaborations and partnerships formed as part of the CASE consortium (e.g., the Oregon Employment Department/Trade Act, Oregon Department of Community Colleges and Workforce Development, employers, public workforce system, and community partners).
- Engage the CASE consortium—including the management and implementation teams, the strategy specific communities of practice, and others—in the documentation and evaluation process.
- Provide feedback in a timely way to help promote continuous improvement (e.g., taking stock of lessons learned, making needed course corrections, and addressing needed changes in policy and practice).
- Produce evaluation reports and related presentations.

This first evaluation report—which covers Years 1 and 2 (through the third quarter)—includes:

- Identification of CASE's key activities/performance objectives, measures of progress, and short and long term outcomes, as spelled out in the CASE logic model developed by the CASE management team as part of the evaluation process.
- Assessment of progress to date on CASE's key activities/performance objectives, measures of progress, and short and long term outcomes, using a variety of data and information sources, including i-Trac, Oregon Employment Department Unemployment Insurance (UI) wage matches, participating community college quarterly reports, and US DOL quarterly narrative and annual performance reports.
- Identification of opportunities and challenges moving forward.

One key goal of the report is to help inform CASE's planning for Year 3.

Key CASE Activities/Performance Objectives, Measures of Progress & Outcomes

The CASE logic model, developed by the CASE management team as part of the evaluation process, identifies CASE's key activities/performance objectives, measures of progress, and short and long term outcomes. This evaluation report is organized around these key elements of the CASE logic model and assesses CASE's progress to date.

The CASE logic model (shown on the following pages) provides a roadmap that spells out the logic behind CASE's vision, and how and why it will work. Key elements include:

- **Context/Situation** – This describes the environment in which CASE operates and includes the economy and labor market, education and the workforce, state budget and policy, and community college and related issues.
- **Inputs** – These are the inputs or resources CASE will use to achieve its goals, and include state legislation and initiatives such as Oregon's Career Pathways Initiative; community college faculty, staff, experience, and resources; partnerships; funding; and statewide infrastructure.
- **Activities/Performance Objectives** – These are CASE's strategies—career pathways, career coaching, and credit for prior learning—and related activities, services, and supports.
- **Measures of Progress/Indicators** – These are CASE's measures of progress – the immediate, direct results of CASE's strategies, activities, services, and supports. They are outputs, reflecting what CASE does. And they are numerical. Examples include the number of TAA eligible, unemployed, and underemployed workers served; the number and percent of participants persisting in education and training; and the number of new career pathway certificate programs created and existing ones enhanced.
- **Outcomes** – These are CASE's intended outcomes. Here, the focus is on what happens as a result of CASE strategies, activities, services, and supports. These can then be tracked and compared to numerical goals or targets. Outcomes can be at different levels: participant, organizational, and systems. They can also be short term and long term.

Examples include the number and percent of CASE participants earning credentials, a short term, individual level outcome; institutionalization of the career pathways framework, a short term, systems level outcome; an increase in employment and earnings of TAA eligible, unemployed, and underemployed workers, a long term, individual level outcome; and mitigation of regional labor market shortages in high growth industries, a long term, systems level outcome.

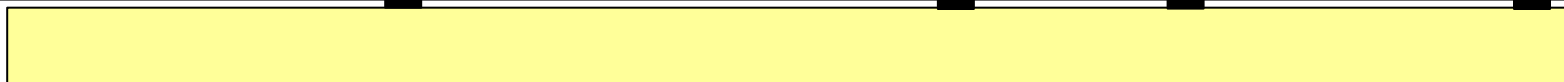
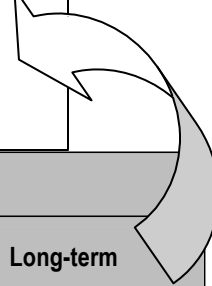
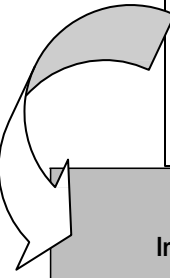
- **Assumptions** – These are the assumptions about how and why CASE will work. Included are assumptions about participants, employers, partnerships, and institutional/system change.
- **External Factors** – These are the external factors that interact with and influence CASE and achievement of its intended outcomes (e.g., the economy, changing policies and priorities, resources, etc.).

CASE LOGIC MODEL

Context/Situation

Economy and labor market – High unemployment (esp. in rural areas); continued recession; sectoral shifts; high paying jobs increasingly requiring postsecondary education
 Education and workforce - Low community college completion rates; low education and training participation rate among TAA eligible, unemployed, and underemployed workers; lack of basic and academic skills required for career and technical education
 State budget and policy – 40/40/20 goal, education and human service budget cuts, increased accountability (e.g., achievement compacts), etc.
 Community college and related issues – Shifting focus from access to completion; limited system wide data capacity and usage; community colleges not having fully embraced acceleration and related strategies; antiquated financial aid rules and regulations, etc.

Inputs	Activities/Performance Objectives	Measures of Progress (Indicators)	Outcomes	
			Short-term	Long-term
<p>Oregon Career Pathways Initiative and Alliance</p> <p>Knowledgeable community college faculty and staff</p> <p>Community college experience and resources</p> <p>Strategic partnerships (OED/TAA, CCWD, WIBs, etc.)</p> <p>Funding (TAACCCT, community college general funds, WIA, Perkins, etc.)</p> <p>State legislation and initiatives (student success initiative, credit for prior learning, work ready communities, etc.)</p> <p>Statewide community college policy, practice groups (instruction, ABE, IR, presidents, student services, etc.)</p>	<p>Career pathways</p> <ul style="list-style-type: none"> - Creation of new career pathway certificate programs - Enhancement of existing career pathway certificate programs - Development of ABE/ESL bridge and career and technical education (CTE) curricula - Expansion and enhancement of employer engagement and labor market payoff for completers - Migration of promising practices through career pathways community of practice <p>Career coaching</p> <ul style="list-style-type: none"> - Hiring and training of career coaches - Outreach to TAA eligible, unemployed and underemployed workers - Coaching, case management - Connections to other community college resources (e.g., advising, academic supports, student services) - Wrap around supports - Job related assistance - Connections to other public and community resources - Career coaches community of practice <p>Credit for prior learning (CPL)</p> <ul style="list-style-type: none"> - Expansion of credit for prior learning options - Development of portable e-portfolio - Expansion of military transcription - Credit for prior learning community of practice as a venue for promoting system change 	<p><u>Individual Level</u></p> <p>#/% of TAA, unemployed and underemployed workers served</p> <p>#/% of participants persisting in education and training</p> <p>#/% of ABS/developmental education students transitioning into certificate, degree programs</p> <p>#/% of students earning credits for prior learning and # of CPL credits awarded per student</p> <p># of students completing work based learning experience</p> <p># of credentials earned</p> <p><u>Systems Level</u></p> <p># of new career pathway certificate programs created and existing ones enhanced</p> <p># of new CTE and ABE/ESL bridge curricula developed</p> <p># of employers engaged in work based learning</p> <p>E-ortfolio curriculum developed</p> <p># of military crosswalks developed</p>	<p><u>Individual Level</u></p> <p>#/% of participants earning credentials (less than 1 year, more than 1 year, industry recognized, associate degree)</p> <p>#/% of participants employed and retained</p> <p>Median wages for participants</p> <p>Wage gains for participants</p> <p><u>Systems Level</u></p> <p>Institutionalization of career pathways framework</p> <p>Diffusion of promising practices for employer engagement</p> <p>Institutionalization of career coaching promising practices</p> <p>Alignment and articulation of credit for prior learning</p> <p>System wide use of data for decision making</p> <p>Increased understanding of partner agencies' programs, services, and resources</p>	<p><u>Individual Level</u></p> <p>Increase in employment and earnings for TAA, unemployed and underemployed workers</p> <p>Increase in #/% of Oregonians who attain postsecondary education certificates, degrees</p> <p><u>Systems Level</u></p> <p>Mitigation of regional labor market shortages in high growth industries</p> <p>Pipelines that connect TAA, unemployed, and underemployed workers to employers and jobs in their communities and provide employers skilled workers</p> <p>Adaptive postsecondary education and workforce partnerships responsive to local and statewide labor market demand</p>



Assumptions

Participants

- Low community college participation rate – TAA eligible, unemployed, and underemployed workers have a low community college participation rate for a variety of reasons, including lack of a college-going culture; people not seeing themselves as college ready; lack of information on available education and training options and/or referrals from agencies and organizations working with the target population (e.g., OED/TAA and WIA/WIBs); lack of access (e.g. geographic and financial); the need to balance family, school, and work; and lack of supports needed to participate in education and training (e.g., transportation and child care assistance). CASE will increase community college participation rates by working with partners such as OED/TAA and WIA/WIBs to reach out to the target population, and provide information on and referrals to available education and training options as well as services, supports, and resources.
- Low community college persistence and completion rate – TAA eligible, unemployed, and underemployed workers have low community college persistence and completion rates due to academic reasons (e.g., lack of basic and academic skills), difficulty navigating the community college system and accessing needed services and supports; and the need to balance family, school, and work. CASE will increase persistence and completion rates through its career coaching strategy, which will provide participants coaching, connections to advising, academic supports, and student services, wrap around supports, and connections to other public and community resources; its career pathways strategy, which will provide participants a clear roadmap, stackable credentials that make it possible to move easily from school to work and back again, and a bridge for those lacking needed basic and academic skills; and its credit for prior learning strategy, which will reduce the amount of time it takes for participants to complete their education and training programs.

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

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

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

Employers

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

Partnerships

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

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

Institutional/System Change

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

External Factors

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

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

Context/Situation Data Points

Economy and labor market

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

Education and workforce

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

Assessment of Progress to Date

CASE Activities/Performance Objectives

Highlights of implementation efforts in Years 1 and 2 (which are described in greater detail in the table on the following pages, along with what was planned – all organized around the activities/performance objectives spelled out in the CASE logic model) include:

- **Career pathways** – As part of CASE's career pathways strategy, 53 new career pathway certificate programs have been created (25 above target) and 25 existing career pathway certificate programs have been enhanced (1 above target). Also, ABE/ESL bridge and career/technical education curricula have been or are being developed. (See Appendix I for a complete listing of new career pathway certificate programs created and existing career pathway certificate programs enhanced and Appendix II for a complete listing of ABE/ESL bridge and career/technical education curricula developed.)

As part of the career pathways strategy, community colleges report reaching out and engaging over 160 employers (this is a Year 1 figure, with not all colleges reporting), with some employers providing CASE participants work based learning opportunities and then directly hiring them. According to community colleges' quarterly reports, over 200 participants a quarter during Year 2 took part in work based learning.

- **Career coaching** – As part of CASE's career coaching strategy, career coaches at each community college are conducting outreach and recruitment, providing coaching and case management, connecting participants to other resources at the college (e.g., advising, academic services, and student services) and in the community, and providing job related assistance.

Outreach strategies include:

- Reaching out and recruiting TAA eligible workers, working in partnership with OED/TAA (this includes TAA reaching out to TAA participants who are eligible for training and making referrals to career coaches, as well as providing career coaches lists of current TAA students)
- Reaching out and recruiting WIA participants, working in partnership with WorkSource (this includes WorkSource making referrals to career coaches)
- Reaching out and recruiting new and continuing students who are unemployed and underemployed
- Getting referrals from other departments on campus (academic and student services)

Coaching and case management strategies include:

- Providing upfront assistance (e.g., help navigating the college system, including registration and financial aid; advising support; development of education/career plans; etc.)
- Offering targeted services and supports aimed at removing barriers and increasing success
- Identifying and making referrals to other needed resources, both at the college and in the community
- Checking in regularly on progress

Job related assistance focuses on:

- Job readiness training
- Job search assistance (e.g., resume writing, interviewing, etc.)
- Job/career/hiring fairs

In terms of what's working, community colleges report that working with cohort training programs—including the embedding of services and supports in the classroom—is an effective strategy. Several community colleges report career coaches visit cohort training programs to recruit participants. One of the things this requires is coordination with and support of faculty, who can also help identify students needing help. Several report working with cohort training programs to provide coaching and case management. This approach makes it possible to engage participants and provide them services and support where they are (rather than having to track them down individually). Also, it increases interest and participation, and CASE participants encourage one another. In addition, this more intentional contact leads to deeper relationships. Working with cohort training programs is also a way to engage and build value added relationships with faculty. A few also report taking job readiness training and job search assistance into the classroom.

- **Credit for prior learning** – Community colleges reported a variety of challenges related to CPL in Year 1, including disjointed, complex, and vague processes. In Year 2, increased activity was reported, including examination of CPL policies, practices, processes and options. Some of this appears to be due, in part, to changes in state policy, including the requirement that CPL credits be reported in OCCURS, the state community college reporting system; and implementation of state legislation on CPL.

Limited progress was also reported by community colleges on e-portfolios in Year 1; however increased activity was reported in Year 2 (e.g., work on developing common content, assessment, and standards; faculty and staff training on e-portfolios, etc.)

In addition, three military crosswalks have been developed and a fourth one is being developed. A manual for transcribing credits is also being developed.

CASE Activities/Performance Objectives

	Planned Activities	Implementation Efforts to Date
Career Pathways		
Creation of new career pathway certificate programs	<p>Participating community colleges will create new career pathway certificate programs, targeting industries and occupations that are projected to create middle skill job opportunities. This will include:</p> <ul style="list-style-type: none"> • Developing stackable career pathway certificates tied to industry driven competencies • Developing career pathways roadmaps and making them available online 	<p>53 new career pathway certificate programs have been created (25 above target) in the following areas:</p> <ul style="list-style-type: none"> • Agriculture, food and natural resources (5) • Arts, information, and communications (2) • Business and management (14) • Health services (4) • Human resources (13) • Industrial and engineering systems (15) <p>(See Appendix I for a complete listing of new career pathway certificate programs created as part of CASE.)</p>
Enhancement of existing career pathway certificate programs	<p>Participating community colleges will enhance existing career pathway certificate programs. This will include:</p> <ul style="list-style-type: none"> • Cohort learning • Alternative scheduling • Online/hybrid delivery options • Tutoring • Career coaching • Work based learning 	<p>25 existing career pathway certificate programs have been enhanced (1 above target) in the following areas:</p> <ul style="list-style-type: none"> • Business and management (12) • Health services (4) • Human resources (2) • Industrial and engineering systems (7) <p>(See Appendix I for a complete listing of existing career pathway certificate programs enhanced as part of CASE.)</p>
Development of ABE/ESL bridge and career/technical education (CTE) curricula	<p>Participating community colleges will develop ABE/ESL bridge and career/technical education curricula for CASE participants lacking needed basic and academic skills.</p>	<p>ABE/ESL bridge and CTE curricula have been or are being developed. Examples of ABE/ESL curricula include basic automotive math, basic manufacturing math, bridge and VESL early childhood education, and welding ABSE. CTE curricula include project management, agricultural science (e.g., beer making, cheese making, etc.), medical office billing, automotive service technology (electric cars), manufacturing technology (measuring tools and robotics arm), and welding (welding simulators).</p>

		(See Appendix II for a complete listing of ABE/ESL bridge and career/technical curricula developed as part of CASE.)
Expansion and enhancement of employer engagement and labor market payoff for completers	<p>Participating community colleges will expand and enhance employer engagement. This will include reaching out to employers and engaging them in:</p> <ul style="list-style-type: none"> • Developing and validating curricula • Offering resources to support education and training (e.g., equipment, instructors, facilities, etc.) • Providing participants work based learning opportunities (e.g., internships, cooperative work experience, industry tours, on-the-job training, job shadowing, etc.) • Hiring participants completing certificates and degrees 	<p>Community colleges report reaching out and engaging over 160 employers (this is a Year 1 figure, with not all colleges reporting). Some of these employers provide CASE participants work based learning opportunities and then directly hire them. Based on their quarterly reports, over 200 participants a quarter during Year 2 took part in work based learning.</p> <p>Most frequent forms of employer engagement, based on i-Trac data, are (in order): employer classroom presentations, industry tours, cooperative work experience, and internships.</p>
Migration of promising practices through career pathways community of practice	The Oregon Pathways Alliance—which is made up of representatives from the state’s community colleges and has helped spearhead Oregon’s career pathways initiative over the years—will act as the career pathways community of practice. It will continue to analyze data and promote peer learning and continuous improvement.	The Oregon Pathways Alliance meets quarterly and includes peer learning and sharing of promising practices (e.g., health care pathways, ABS students transitioning to credit postsecondary, bridge to CNA curriculum, VESL early childhood education, and career pathways scaling and implementation).
Career Coaching		
Hiring and training of career coaches	Every participating community college will hire and train career coaches to engage and support TAA eligible, unemployed, and underemployed workers from recruitment through the first 9 months of employment.	<p>Each community college reports having hired at least one career coach. All career coaches have taken part in Career Development Facilitator training. All have also completed TAA training.</p> <p>A number of community colleges report turnover among career coaches.</p>
Outreach to TAA eligible, unemployed and underemployed workers	Career coaches will conduct outreach to CASE’s target population, working in partnership with OED/TAA and WIA/WIBs to recruit participants, provide services, and track shared participants.	<p>Community colleges report using a variety of outreach and recruitment strategies, including:</p> <ul style="list-style-type: none"> • Reaching out and recruiting TAA eligible workers, working in partnership with OED/TAA (this includes TAA reaching out to TAA participants who are eligible for training and making referrals to career coaches, as

		<p>well as providing career coaches lists of current TAA students)</p> <ul style="list-style-type: none"> • Reaching out and recruiting WIA participants, working in partnership with WorkSource (this includes WorkSource making referrals to career coaches) • Reaching out and recruiting new and continuing students who are unemployed or underemployed • Getting referrals from other departments on campus (academic and student services) <p>Community colleges report classroom visits to cohort training programs are an effective recruitment strategy. This requires coordination with and support of faculty, who can also help identify students needing help.</p>
<p>Coaching, case management</p>	<p>Career coaches will use multiple strategies, including regular check ins and data, to build positive relationships with participants, track their progress, and offer targeted services and supports, as needed.</p>	<p>Community colleges report using a number of coaching and case management strategies, including:</p> <ul style="list-style-type: none"> • Providing upfront assistance (e.g., help navigating the college system, including registration and financial aid; advising support; development of education/career plans, etc.) • Offering targeted services and support aimed at removing barriers and increasing success • Identifying and making referrals to other needed resources, both at the community college and in the community (described in greater detail below) • Checking in regularly on progress <p>Several community colleges report that working with cohort training programs is particularly effective. This approach makes it possible to engage participants and provide them services and support where they are (rather than having to track them down individually). It also increases interest and participation, and participants encourage one another. In addition, this more intentional contact leads to deeper relationships.</p> <p>Working with cohort training programs is also a way to engage and build value added relationships with faculty.</p> <p>Based on i-Trac data, the most frequent form of direct</p>

		participant service is progress check ins; this is followed by orientation. Other forms are (in order of frequency): assistance with college registration, career exploration, educational plan development, and assistance with financial aid registration.
Connections to other community college resources (e.g., advising, academic supports, student services)	Career coaches will provide CASE participants facilitated referrals to the financial, academic and/or nonacademic supports they need, as well as college placement and career exploration.	<p>Community colleges report connecting CASE participants to other community college resources. This has involved developing collaborative relationships with academic and student services, providing referrals, etc.</p> <p>A couple of colleges report expanding and enhancing services (e.g., expansion of tutoring, development of a math lab, creation of a career center, etc.)</p> <p>Based on i-Trac data, referrals are made most frequently to college advising, with far fewer to academic supports and student services.</p>
Wrap around supports	Career coaches will provide CASE participants wrap around supports.	A few community college report providing CASE participants referrals to community organizations and resources such as transportation, child care, housing, food, and medical assistance.
Job related assistance	Career coaches will provide CASE participants job related assistance (e.g., job readiness training, job search assistance, job development and placement, and follow up services once on the job).	<p>Community colleges report providing CASE participants job related assistance, either directly or in partnership with others such as WorkSource. This includes:</p> <ul style="list-style-type: none"> • Job readiness training • Job search assistance (e.g., resume writing, interviewing, etc.) • Job/career/hiring fairs <p>Some community colleges report hiring employment or career support specialists to provide CASE participants job related assistance. A few report taking job readiness training and job search assistance into the classroom. A few also report developing career centers that bring job related assistance services, supports and resources together, along with employer engagement.</p> <p>Most frequent forms of job related assistance, based on</p>

		i-Trac data, are resume assistance and job search assistance.
Connections to other public and community resources	Career coaches will connect CASE participants to other public and community resources.	Community colleges report providing CASE participants referrals to other public and community resources, including TAA and WIA. Based on i-Trac data, referrals are most frequently made to (in order) community resources, WIA, TAA, and Training Unemployment Insurance.
Career coaches community of practice	Career coaches will meet quarterly to: <ul style="list-style-type: none"> • Update training • Analyze quantitative and qualitative data and information for learning and continuous improvement purposes • Identify promising practices 	Career coaches meet quarterly as a community of practice to participate in training and workshops, share promising practices, address data system and related CASE issues, and participate in learning/continuous improvement sessions.
Credit for Prior Learning		
Expansion of credit for prior learning (CPL) options (e.g., standardized exams, challenge exams, evaluation of non-college instruction, and portfolio assessments)	Five participating community colleges will take part in a Year 1 pilot, with the aim of increasing understanding, use and integration of CPL strategies within and between community colleges. This will include: <ul style="list-style-type: none"> • Identifying common needs • Sharing promising practices • Creating a portable e-portfolio • Offering related training All participating community colleges will take part in Years 2 and 3 to build capacity and shared understanding of promising practices.	Community colleges reported a variety of challenges related to CPL in Year 1, including disjointed, complex, and vague processes. One reported having a policy that CPL cannot be used to meet requirements for less than one year, one year, or two year certificates. In Year 2, community colleges reported increased CPL activity, including examination of their CPL policies, practices, processes, and options (e.g., challenge exams). Some of this appears to be due, in part, to changes in state policy, including the requirement that CPL credits be reported in OCCURS, the state community college reporting system; and implementation of state legislation on CPL.
Development of portable e-portfolio	Participating community colleges will develop an e-portfolio curriculum.	Limited progress was reported on e-portfolios in Year 1. Increased activity was reported in Year 2 (e.g., work on developing common content, assessment, and standards;

		faculty and staff training on e-portfolios; etc.).
Expansion of military transcription	Participating community colleges will align and expand military transcription, creating crosswalks for transcribing college credit in selected career and technical education programs for those who participated in training while in the military.	<p>3 military crosswalks have been developed:</p> <ul style="list-style-type: none"> • Seamanship • Structural fire suppression • Associate of arts Oregon transfer <p>In addition, a military crosswalk for automotive is being developed.</p> <p>A manual for transcribing credits is also being developed.</p>
Credit for prior learning community of practice as a venue for promoting system change	Five participating community colleges will work together in a community of practice on CPL pilot projects in Year 1. In Years 2 and 3, all participating community colleges will take part to build capacity and shared understanding of promising CPL practices across the state's community colleges.	Credit for prior learning community of practice meets quarterly.

Sources: Oregon CASE technical proposal (for planned activities); and USDOL reports, college quarterly reports, and i-Trac (for implementation efforts to date)

CASE Measures of Progress/Indicators

Highlights of progress made on CASE's measures of progress/indicators (taken from the CASE logic model and shown in the table on the following page) include:

Individual Level

- **Total participants** – CASE, in its first two years, has served a total of 2,831 participants (as of early September 2013) – 80 percent of its three year target of 3,525.
- **TAA eligible, unemployed, and unemployed workers served** – 73 percent of CASE participants are unemployed at enrollment and 18 percent are underemployed workers. 6 percent are TAA eligible workers (most of these participants are also counted as part of the unemployed.)
- **Persistence in education and training** – 31 percent of CASE participants persist in education and training to completion. It is expected that this figure will increase as participants progress in their education and training in Years 2 and 3, and this progression is tracked.

Broken down by type of training, 50 percent of CASE participants in cohort training programs supported by CASE persist, compared to 29 percent for individual participants. (This significant difference in persistence rates warrants further analysis.)

- **Adult basic skills/developmental education students transitioning into certificate and degree programs** – 87 percent of CASE participants who are adult basic skills/developmental education students transition into certificate and degree programs, as measured by the earning of college level credits. 34 percent of those who transition into certificate and degree programs have earned some type of credential to date.
- **Credit for prior learning** – 5 CASE participants have earned credits through CPL, according to i-Trac data. The limited number of CASE participants earning credits through CPL raises some questions:
 - How readily available and/or accessible are CPL options?
 - Are CPL options geared to the needs and interests of CASE's target population (e.g., earning CPL credits for skills and competencies learned on the job, earning credits required for career pathways certificates, earning CPL credits early on in order to accelerate time to completion, etc.)?
 - Are CASE participants being informed of these CPL options upfront and encouraged to take advantage of them?
 - What are the barriers to greater use of CPL options by CASE's target population (e.g., visibility, availability, cost, timing, etc.)?
- **Work based learning** – 102 CASE participants have completed work based learning experience, based on limited data. Only a few community colleges have entered data on work based learning into i-Trac. However, community colleges report over 200 CASE participants a quarter in Year 2 took part in work based learning in their quarterly CASE reports.
- **Credentials earned** – 2,977 credentials have been earned by CASE participants. This breaks down as follows:

Credential, less than one year – 557 (19%)
Credential, more than one year – 248 (8%)
Industry recognized certificate, less than one year – 1,778 (60%)
Industry recognized certificate, more than one year – 55 (2%)
Degrees – 339 (11%)

System Level

- **New career pathway certificate programs** – 53 new career pathway certificate programs have been created. This includes developing stackable career pathway and less than one year certificates (12 to 44 credits) tied to industry driven competencies and developing career pathways roadmaps. Career areas include agriculture, food and natural resources; arts, information and communications; business and management; health services; human resources; and industrial and engineering systems. (See Appendix I for a complete listing of new career pathway certificate programs created.)
- **Enhanced career pathway certificate programs** – 25 existing career pathway certificate programs have been enhanced. Enhancements include cohort learning, alternative scheduling, online/hybrid delivery options, tutoring, career coaching, and work based learning. Career areas include business and management; health services; human resources; and industrial and engineering systems. (See Appendix I for a complete listing of existing career pathway certificate programs enhanced.)
- **New career/technical education and ABE/ESL bridge curricula** – New career/technical education and ABE/ESL bridge curricula have been or are being developed, covering 15 career pathway certificate programs and totaling 30 different courses. Examples of ABE/ESL bridge curricula include basic automotive math, basic manufacturing math, bridge and VESL early childhood education, and welding ABSE. CTE curricula include project management, medical office billing, agricultural science (e.g., beer making, cheese making, etc.), automotive service technology (electric cars), manufacturing technology (measuring tools and robotic arms), and welding technology (welding simulators). (See Appendix II for a complete listing of ABE/ESL bridge and career/technical education curricula developed.)
- **Employer engagement in work based learning** – Data are currently not available on the number of employers engaged in work based learning. However, community colleges report reaching out and engaging over 160 employers (this is a Year 1 figure, with not all colleges reporting). They also report some of these employers provide CASE participants work based learning opportunities and then directly hire them. In addition, as noted above, over 200 CASE participants a quarter during Year 2 took part in work based learning, according to community colleges' quarterly CASE reports.
- **E-portfolio curriculum** – Work is underway on developing common content, assessment, and standards for e-portfolios. In addition, there has been faculty and staff training on e-portfolios.
- **Military crosswalks** – 3 military crosswalks have been developed (seamanship, structural fire suppression and associate of arts Oregon transfer) and a fourth one is being developed (automotive). A manual for transcribing credit is also being developed.

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

	2011-12	2012-13	Total
<u>Individual Level</u>			
Total participants ¹	900	2,036	2,831
TAA, unemployed, and underemployed workers served ²	861 (96%)	1,807 (89%)	2,564 (91%)
TAA eligible workers served	60 (7%)	115 (6%)	171 (6%)
Unemployed workers served	692 (77%)	1,436 (71%)	2,072 (73%)
Underemployed workers served	166 (18%)	369 (18%)	499 (18%)
Participants persisting in education and training ³	206 (23%)	667 (33%)	873 (31%)
ABS/developmental ed students transitioning into cert., degree programs	-	-	635 / 728 (87%)
Students earning credits for prior learning	-	5	5
CPL credits awarded per student	-	13	13
Students completing work based learning experience ⁴	28	88	102
Credentials earned	999	1,978	2,977
<u>System Level</u>			
New career pathway certificate programs created	40	13	53
Existing career pathway certificate programs enhanced	25	0	25
New CTE and ABE/ESL bridge curricula developed	-	-	15
Employers engaged in work based learning	-	-	-
E-portfolio curriculum developed	-	-	-
Military crosswalks developed	-	-	3

Source: i-Trac (individual level outcomes), September 2013

¹ Yearly counts include duplicates when the same CASE participant had multiple trainings, etc. in multiple years; total is unduplicated

² Some CASE participants fall into both TAA eligible and unemployed worker categories

³ Persistence is defined as CASE participants completing education and training

⁴ Data are from a limited number of participating community colleges

CASE Participants

Key demographic characteristics of CASE participants (shown in the table on the following page) include:

- **Race/ethnicity** – 75 percent of CASE participants are white; 11 percent Hispanic/Latino, 5 percent Asian, 3 percent American Indian/Alaska Native, 2 percent Black/African American, and 1 percent Native Hawaiian/Other Pacific Islander. About 2 percent are more than one race. This is fairly representative of Oregon’s unemployed population.

	CASE Participants	Unemployed
White	75%	87%
Black/African American	2%	3%
Asian	5%	3%
Hispanic/Latino	11%	12%

Source: US DOL Bureau of Labor Statistics (for unemployed), 2012

(Not counted among the unemployed are discouraged workers, those who have stopped looking for work.)

- **Gender** – 52 percent of CASE participants are female and 48 percent male.
- **Age** – The mean age of CASE participants is 34 years.
- **Educational attainment** – 51 percent of CASE participants have a high school diploma or less. By comparison, about 63 percent of Oregon’s unemployed workers have a high school diploma or less. 34 percent of CASE participants have some college.
- **Employment status** – 73 percent of CASE participants are unemployed at enrollment. The other 27 percent are employed, with most of these being underemployed.
- **Specific population groups** – 6 percent of CASE participants are TAA eligible. Other specific population groups include veterans, 11 percent; Pell grant eligible, 42 percent; and food stamp recipients, 27 percent.

**CASE Participants,
2011-12 & 2012-13**

	2011-12	2012-13	Total
Numbers Served ¹	900	2,036	2,831
<u>Demographics</u>			
<u>Race/Ethnicity</u>			
Hispanic/Latino	112 (12%)	236 (12%)	318 (11%)
American Indian/Alaska Native	31 (3%)	63 (3%)	94 (3%)
Asian	61 (7%)	91 (4%)	145 (5%)
Black/African American	25 (3%)	46 (2%)	69 (2%)
Native Hawaiian/Other Pacific Islander	6 (1%)	17 (1%)	22 (1%)
White	610 (68%)	1,563 (77%)	2,115 (75%)
More than one race ²	-	-	-
<u>Gender</u>			
Female	461 (51%)	1,090 (54%)	1,483 (52%)
Male	439 (49%)	946 (46%)	1,348 (48%)
<u>Age</u>			
Mean age (years)	35	34	34
<u>Educational Attainment at Enrollment</u>			
Less than 12 years	-	-	177 (6%)
High school diploma/GED	-	-	1,314 (45%)
Some college (incl. voc, tech)	-	-	998 (34%)
Associate's degree	-	-	196 (7%)
Bachelor's degree or more	-	-	208 (7%)
<u>Employment Status at Enrollment</u>			
Not currently employed	692 (77%)	1,440 (71%)	2,072 (73%)
Employed	208 (23%)	603 (30%)	766 (27%)
Underemployed	166 (18%)	369 (18%)	499 (18%)
<u>Specific Groups</u>			
TAA Eligible	60 (7%)	115 (6%)	171 (6%)
Veteran Status	85 (9%)	245 (12%)	323 (11%)
Pell Eligible	306 (34%)	910 (45%)	1,198 (42%)
Food Stamp Recipient	148 (16%)	642 (32%)	767 (27%)
TANF Recipient	23 (3%)	76 (4%)	93 (3%)
Single Parent	49 (5%)	236 (12%)	276 (10%)
Persons with Disabilities	27 (3%)	124 (6%)	148 (5%)
Homeless	7 (1%)	22 (1%)	28 (1%)
Criminal Record	23 (3%)	150 (7%)	173 (6%)

Source: i-Trac, September 2013

¹ Yearly counts include duplicates when the same CASE participant had multiple trainings, etc. in multiple years; total is unduplicated

² Not available at time of data run; subsequent analysis shows 2% of CASE participants report more than one race

CASE Outcomes

Highlights of progress made on CASE's short term outcomes (taken from the CASE logic model and shown in the table on the following page) include:

Individual Level

- **Educational Outcomes** – An estimated 35 percent of CASE participants have attained credentials of less than one year, half of the target rate of 70 percent. An estimated 10 percent of participants have attained credentials of more than one year, equal to the target rate. And an estimated 11 percent of participants have attained degrees, more than double the target rate of 5 percent.

(These estimates probably overstate actual credential attainment rates at the less than one year and more than one year levels. The reason is that these estimates are calculated by adding together credentials and industry recognized certificates. However, because CASE participants can earn both, there is likely some double counting.)

The credit attainment rate for CASE participants is 23 credits, equal to the target.

- **Employment and Earnings** – CASE participants who were not employed at enrollment have a 49 percent employment rate after completion. This compares to the target employment rate of 65 percent. Industries in which participants are employed include health care and social assistance, administrative and waste services, manufacturing, construction, and educational services.

CASE participants who were employed at enrollment have an 85 percent employment rate after completion. 58 percent had wage gains post-enrollment.

(Further analysis of CASE participants' employment and earnings is not possible at this time, given the small number of participants for which there is UI wage data available. However, in the future, as more participants exit CASE and enter the labor market, it will be possible to examine employment rates by college and industry. It will also be possible to report median hourly wages and employment retention rates.)

System Level

CASE also identified for itself the following short term, systems level outcomes:

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

Progress has been made on a number of these outcomes in Years 1 and 2. For example, institutionalization of the career pathways framework has moved forward (e.g., the ongoing work of the Oregon Pathways Alliance, continued

state funding for career pathways, and development of new and enhancement of existing career pathway certificate programs). Alignment and articulation of credit for prior learning has been advanced through implementation of state legislation on CPL and related efforts at the institutional level. And increased understanding of partner agencies' programs, services, and resources has been advanced through partnerships and collaboration with OED/TAA and WIA/WorkSource.

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

	2011-12	2012-13	Total	Target
<u>Education</u>				
Credential Attainment	297 / 900 (33%)	959 / 2,036 (47%)	1,207 / 2,831 (43%)	
Credential Attainment < 1 year ¹	227 / 900 (25%)	772 / 2,036 (38%)	999 / 2,831 (35%)	2,468 / 3,525 (70%)
Certificates < 1 year	69 / 900 (8%)	383 / 2,036 (19%)	452 / 2,831 (16%)	
Industry recognized <1 year	158 / 900 (18%)	389 / 2,036 (19%)	547 / 2,831 (19%)	
Credential Attainment > 1 year	72 / 900 (8%)	206 / 2,036 (10%)	278 / 2,831 (10%)	353 / 3,525 (10%)
Certificates > 1 year	51 / 900 (6%)	181 / 2,036 (9%)	232 / 2,831 (8%)	
Industry recognized > 1 year	21 / 900 (2%)	25 / 2,036 (1%)	46 / 2,831 (2%)	
Degrees	48 / 900 (5%)	277 / 2,036 (14%)	325 / 2,831 (11%)	176 / 3,525 (5%)
Credit Attainment	9,694 / 580 (17)	48,948 / 2,339 (21)	58,642 / 2,583 (23)	81,075 / 3,525 (23)
<u>Employment & Earnings</u>				
<u>All Participants</u>				
Entered employment rate	N/A	N/A	80 / 134 (60%)	1,604 / 2,468 (65%)
Employment retention rate	N/A	N/A	N/A	1,283 / 1,604 (80%)
Average earnings	N/A	N/A	N/A	\$16.84/hour
<u>Unemployed Workers</u>				
Entered employment rate	N/A	N/A	47 / 95 (49%)	1,604 / 2,468 (65%)
Employment retention rate	N/A	N/A	N/A	1,283 / 1,604 (80%)
Average earnings	N/A	N/A	N/A	\$16.84/hour
<u>Incumbent Workers</u>				
Entered employment rate	N/A	N/A	33 / 39 (85%)	1,604 / 2,468 (65%)
Employment retention rate	N/A	N/A	N/A	1,283 / 1,604 (80%)
Wage gain	N/A	N/A	45 / 78 (58%)	N/A

Sources: i-Trac (educational outcomes) and Oregon Employment Department/Unemployment Insurance (UI) wage match (employment and earnings outcomes), 2013

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

Opportunities & Challenges

Some opportunities and challenges—based on analysis of i-Trac and UI wage match data; review of community colleges' quarterly CASE reports and CASE's US DOL quarterly narrative and annual performance reports, facilitated learning/continuous improvement sessions with the career coaches and others; and CASE management team and implementation team meetings—include:

- **Key CASE measure of progress and outcome data points and use of data for decision making** – A number of CASE measure of progress and outcome data points stand out and seem to warrant further attention in terms of additional data analysis, discussion, and possible action:
 - **CASE participants in cohort training programs supported by CASE have a 50 percent persistence rate, compared to a 29 percent persistent rate for non-cohort training programs (individual participants)** – Further analysis of data on persistence rates by training program (cohort vs. non-cohort) is needed. A key question to examine is: What accounts for this difference?
 - **An estimated 35 percent of CASE participants have earned less than one year credentials, compared to CASE's target of 70 percent** – CASE's vision, in part, is that providing TAA eligible, unemployed, and underemployed workers short term training tied to the labor market and providing them stackable certificates will improve their employment and earnings. Why are CASE participants not earning these certificates? Possible questions to examine are: Are participants enrolling in these programs, but not completing them? Are they getting jobs before completion? Are they completing, but not applying for certificates? Or are they enrolling in other than less than one year training programs?
 - **CASE participants who were not employed at enrollment have a 49 percent employment rate, compared to CASE's target of 65 percent** – One of the things this suggests is the need to take a look at the job related assistance provided to CASE participants. i-Trac data show the most frequent forms of job related assistance are resume assistance and job search assistance. Additional, more intensive types of assistance may be required. Some community colleges, in their quarterly CASE reports, note participant demand for help getting a job is increasing. Some also report hiring employment specialists. Perhaps the issue of helping CASE participants get (and keep) jobs could be addressed at a quarterly CASE implementation team meeting. This could include discussion of current approaches, examination of promising practices elsewhere, and technical assistance.

A related issue is work based learning, one strategy for helping connect participants to employers and jobs (and there is some evidence that work based learning is leading to jobs, with community colleges reporting in their quarterly CASE reports direct hires as a result of work based learning). It appears as though implementation of this strategy (or at least reporting of data on this strategy) is uneven across the community colleges, based on their quarterly CASE reports.

Also, as noted earlier, a deeper analysis of CASE participants' employment and earnings will be possible, as more participants exit CASE and enter the labor market. This will include examination of employment and earnings by community college and industry, as well as reporting of median hourly wages and employment retention rates.

- **CASE participants who are adult basic skills/developmental education students have an 87 percent rate of transition into certificate and degree programs** – Further analysis of data on the transition rate of adult basic skills/developmental education students into certificate and degree programs as well as their completion rate is needed, along with examination of CASE's approach to the issue (e.g.,

bridge and VESL courses tied to career pathways, tutoring, math labs, etc.) to explore what's working, why, and the implications moving forward.

The importance of this issue ties back to one of the CASE logic model's assumptions – that one reason for low community college persistence and completion rates among TAA eligible, unemployed, and underemployed workers is lack of basic and academic skills.

Work on this could be incorporated into the coming year's evaluation work plan.

- **Data use and systems** – One of CASE's intended systems level outcomes is system wide use of data for decision making. There are several challenges associated with achieving this outcome. One is CASE's use of i-Trac, a database that is better suited for tracking basic information (e.g., number of CASE participants, participant demographics, number of credentials earned, etc.) than conducting more complex analyses (e.g., demographics of participants completing training versus all participants).

However, timely, accurate, and accessible data are critical to exploring what's working, not working, why, and what the implications are moving forward.

Other data related challenges include OCCURS, which does not include key data elements (e.g., career pathways certificates earned); differences between community college data systems, infrastructure, and capacity; lag time in UI wage matches; and data not being reported.

- **Promising practices** – There is the need to document CASE's promising practices and their results, using both quantitative and qualitative data and information. This is one part of the CASE evaluation plan.

One potential promising practice, identified by community colleges in their quarterly CASE reports, is working with cohort training programs, including embedding services and supports in the classroom. As described earlier, several community colleges report that career coaches visit cohort training programs to recruit participants. One of the things this requires is coordination with and support of faculty, who can also help identify students needing help. Several report working with cohort training programs to provide coaching and case management. This approach makes it possible to engage participants and provide them services and support where they are (rather than having to track them down individually). Also, it increases interest and participation, and participants encourage one another. In addition, this more intentional contact leads to deeper relationships. Working with cohort training programs is also a way to engage and build value added relationships with faculty. A few also report taking job readiness training and job search assistance into the classroom.

Some other possibilities include the transition of adult basic skills/developmental education students into certificate and degree programs and then completion of these programs, employer engagement and work based learning, and TAA partnerships and collaboration.

- **Institutional change** – CASE has identified for itself a number of short term, systems level outcomes, as part of its logic model. These include institutionalization of the career pathways framework and career coaching promising practices. One helpful framework for thinking about institutional change and what it requires is Achieving the Dream's guiding principles for institutional improvement:
 - Committed leadership (e.g., demonstrated willingness to make changes in policies, programs, and resource allocations)
 - Use of evidence to improve policies, programs, and services (e.g., use of data to identify achievement gaps among student groups, formulate strategies, and evaluate their effectiveness)

- Broad engagement (e.g., shared responsibility among faculty, staff, and administration for student success, collaboration on assessing effectiveness of strategies and improving upon them)
- Systemic institutional improvement (e.g., data informed strategic planning and resource allocation, evaluation of programs and services to assess how well they promote student success and how they can be improved, professional development opportunities for faculty and staff, etc.)
- Equity (e.g., commitment to elimination of achievement gaps, engagement of faculty, staff, and administration in developing and implementing strategic changes, etc.)

This framework may be helpful in working with community colleges in institutionalizing CASE's promising practices.

- **Braided funding** – One of the CASE logic model's assumptions is that braided funding helps CASE participants have the resources to take part in education and training, persist in and complete education and training programs, and earn credentials. However, WIA funding has been cut back, and this has had a negative impact on the ability to braid funding together to support participants.

Another possible resource to draw on is the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) 50/50 reimbursement program, which can expand and enhance employment, education and training services for those on food stamps, now called the Supplemental Nutrition Assistance Program. Over one quarter of CASE participants self-report being food stamp recipients.

The SNAP E&T 50/50 reimbursement program, which requires a nonfederal match, can help pay for:

- SNAP E&T participants' tuition, books and fees
- Support services such as child care and transportation assistance
- Student services (e.g., help navigating the college system, etc.)
- FTEs serving SNAP E&T participants
- Community college-community based organization partnerships

As a result, SNAP E&T could help provide CASE participants the resources they need to take part in and complete education and training programs, and participating community colleges—and community partners—the resources they need to expand and enhance services to food stamp recipients.

Appendix I: CASE New & Enhanced Career Pathway Certificate Programs

New Career Pathway Certificate Programs Created & Approved

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

- Agriculture, Food and Natural Resources
 - Fire Protection – Portland
 - Fire Science – Clatsop
 - Vineyard Technician – Treasure Valley
 - Wildland Firefighter – Clackamas
 - Wildland Fire Forestry – Clackamas

- Arts, Information and Communications
 - Digital Production Technician-Graphic Design – Mt. Hood
 - Digital Production Technician-Video – Mt. Hood

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

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

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

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

- Industrial and Engineering Systems

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

Existing Career Pathway Certificate Programs Enhanced

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

- Business and Management

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

- Health Services

Home Health Aide – Oregon Coast
Medical Assistant – Southwestern Oregon

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

- Human Resources

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

- Industrial and Engineering Systems

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

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

ABE/ESL Bridge Curricula

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

- Basic automotive math – Central Oregon is developing a one term course made up of modules around specific math skills as applied to automotive service technology. Funding comes from the state Career Pathways grant.
- Basic manufacturing math – Central Oregon is also developing a one term course made up of modules around specific math skills as applied to manufacturing.
- Bridge and VESL Early childhood education – Lane is developing a bridge to early childhood education course. The course is set up as an ESL supplement, taught as part of a learning community with the early childhood education course. Also, Rogue is developing a VESL early childhood education career pathway certificate program.
- Welding ABSE – Lane is developing an adult basic skills education course, providing math and reading skills for welding.

Career/Technical Education Curricula

Career/technical education curricula developed as part of CASE include:

- Business and management – Clackamas is converting 10 courses in its project management career pathway certificate program to online delivery. Partial funding comes from the state Career Pathways grant. Also, Umpqua is making its Microsoft Office technologist courses available online and enhancing them with flash presentations.
- Health services – Clackamas is developing a medical office billing course. It is also adding new components to its EMT program to increase employability, including use of defibrulators and EKG machines. And it is developing gerontology courses.
- Agriculture, food and natural resources – Treasure Valley is developing four agricultural science courses: Intro to Viticulture, Beer Making, Wine Making, Cheese Making, and Anaerobic Digestors.
- Industrial and engineering systems – Clackamas is developing an automotive service technology course related to electric cars, a manufacturing technology course related to measuring tools and robotic arms, and a welding technology course related to welding simulators.
- Human resources – Clackamas is also developing a breath alcohol testing course.

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

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