

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 201 - Workforce Initiative

Cross Reference Name: Office Operations
Cross Reference Number: 58600-001-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	10,000,000	-	-	-	-	-	10,000,000
Total Revenues	\$10,000,000	-	-	-	-	-	\$10,000,000
Personal Services							
Reconciliation Adjustment	462,989	-	-	-	-	-	462,989
Total Personal Services	\$462,989	-	-	-	-	-	\$462,989
Services & Supplies							
Instate Travel	44,531	-	-	-	-	-	44,531
Employee Training	27,121	-	-	-	-	-	27,121
Office Expenses	65,811	-	-	-	-	-	65,811
Telecommunications	54,291	-	-	-	-	-	54,291
State Gov. Service Charges	54,379	-	-	-	-	-	54,379
Data Processing	10,000	-	-	-	-	-	10,000
Publicity and Publications	10,480	-	-	-	-	-	10,480
Professional Services	1,000,000	-	-	-	-	-	1,000,000
Attorney General	54,379	-	-	-	-	-	54,379
Dispute Resolution Services	371	-	-	-	-	-	371
Dues and Subscriptions	1,611	-	-	-	-	-	1,611
Facilities Rental and Taxes	24,843	-	-	-	-	-	24,843
Agency Program Related S and S	18,150	-	-	-	-	-	18,150
Other Services and Supplies	3,892	-	-	-	-	-	3,892

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Services & Supplies							
Expendable Prop 250 - 5000	17,152	-	-	-	-	-	17,152
Total Services & Supplies	\$1,387,011	-	-	-	-	-	\$1,387,011
Special Payments							
Dist to Non-Gov Units	8,150,000	-	-	-	-	-	8,150,000
Total Special Payments	\$8,150,000	-	-	-	-	-	\$8,150,000
Total Expenditures							
Total Expenditures	10,000,000	-	-	-	-	-	10,000,000
Total Expenditures	\$10,000,000	-	-	-	-	-	\$10,000,000
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-
Total Positions							
Total Positions							3
Total Positions	-	-	-	-	-	-	3
Total FTE							
Total FTE							3.00
Total FTE	-	-	-	-	-	-	3.00

CCWD Office Operations – Policy Package 400

PURPOSE

This package transfers CCWD Office Operations to the Department of Post-Secondary Education and Workforce Development.

Prior to the transfer, the following actions were taken: Package 102 increasing Other Funds limitations for capital construction monitoring was approved. Package 103 and 104 (Career Pathways and Certified Work Ready Communities) were not approved. Package 105 (Research Unit) was not approved; funding was included in the OEIB budget. Package 201 funded a \$10 million workforce initiative. Package 090 shifted GF on 962 to OF and FF equally, reduced Services and Supplies by \$25,000, reduced Temps by \$75,000, and eliminated vacant positions 505 and 506. Adjustments were made for PERS, statewide administrative, and price list savings.

HOW ACHIEVED

The Department of Community Colleges and Workforce Development provides leadership, accountability, and technical assistance to Oregon's 17 community colleges; 18 adult basic skills providers; seven local workforce investment areas; and 36 county-based programs. The Office Operations budget is approximately \$32.5 million Total Funds, of which \$11.4 million goes out to the field as grants and \$700,000 is required as federal match for the Carl Perkins Career and Technical Education (CTE). This program unit also includes the majority of the Department's administrative budget.

STAFFING IMPACT

There are 56 positions and 55.7 FTE that are transferred to the Department of Post-secondary Education and Workforce Development from Office Operations. Three of these positions are added in Policy Option Package 201 – Workforce Initiative. Funding comes from a combination of General Funds (8.2 FTE), Federal Funds (37.4 FTE), and Other Funds (9.7 FTE).

The 56 positions (55.7 FTE) in Office Operations staff five program areas

- Operations Division – Accounting/Reporting, Administration of Community College Support Fund, Budget, Human Resources, Internal Audit, Procurement, Grant Management and Capital Bond Management
- Information Systems Division – Information Technology, Reporting, and Web
- Education Division – Community Colleges, Adult Basic Skills, GED, and Career/Technical Education
- Workforce Division – WIA Title IB (One-Stop Career Centers), Dislocated Worker, and Youth
- Research and Communications Division – Research Analysis, Data Collection, Reporting, Compliance Accountability, Achievement Compacts, Key Performance Measures (KPMs), Longitudinal Data System

REVENUE SOURCE

General Fund: \$16,316,757

Other Funds: \$3,234,993

Federal Funds: \$13,017,882

Total Funds: \$32,778,567

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Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Office Operations
Cross Reference Number: 58600-001-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Beginning Balance							
Beginning Balance Adjustment	-	-	(441,396)	-	-	-	(441,396)
Total Beginning Balance	-	-	(\$441,396)	-	-	-	(\$441,396)
Revenues							
General Fund Appropriation	(16,316,757)	-	-	-	-	-	(16,316,757)
Charges for Services	-	-	(795,480)	-	-	-	(795,480)
Other Revenues	-	-	(791,467)	-	-	-	(791,467)
Federal Funds	-	-	-	(13,287,882)	-	-	(13,287,882)
Tsfr From Education, Dept of	-	-	(1,586,981)	-	-	-	(1,586,981)
Total Revenues	(\$16,316,757)	-	(\$3,173,928)	(\$13,287,882)	-	-	(\$32,778,567)
Transfers Out							
Tsfr To Governor, Office of the	-	-	-	270,000	-	-	270,000
Total Transfers Out	-	-	-	\$270,000	-	-	\$270,000
Personal Services							
Class/Unclass Sal. and Per Diem	(1,227,134)	-	(867,160)	(5,027,636)	-	-	(7,121,930)
Temporary Appointments	(51,133)	-	(105,102)	(75,359)	-	-	(231,594)
Overtime Payments	-	-	-	(2,495)	-	-	(2,495)
Empl. Rel. Bd. Assessments	(330)	-	(262)	(1,488)	-	-	(2,080)
Public Employees' Retire Cont	(234,011)	-	(165,371)	(959,247)	-	-	(1,358,629)
Pension Obligation Bond	(77,817)	-	(54,479)	(337,141)	-	-	(469,437)
Social Security Taxes	(95,678)	-	(73,327)	(388,467)	-	-	(557,472)
Worker's Comp. Assess. (WCD)	(481)	-	(390)	(2,197)	-	-	(3,068)

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ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Office Operations
Cross Reference Number: 58600-001-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Personal Services							
Mass Transit Tax	(8,315)	-	(5,922)	-	-	-	(14,237)
Flexible Benefits	(250,932)	-	(199,962)	(1,136,562)	-	-	(1,587,456)
Vacancy Savings	25,903	-	26,703	115,898	-	-	168,504
Reconciliation Adjustment	(472,658)	-	(9,261)	(219,854)	-	-	(701,773)
Undistributed (P.S.)	30,771	-	25,795	148,487	-	-	205,053
PERS Policy Adjustment	44,343	-	31,445	186,462	-	-	262,250
Total Personal Services	(\$2,317,472)	-	(\$1,397,293)	(\$7,699,599)	-	-	(\$11,414,364)
Services & Supplies							
Instate Travel	(93,677)	-	(73,249)	(103,371)	-	-	(270,297)
Out of State Travel	(11,212)	-	(48,964)	(120,971)	-	-	(181,147)
Employee Training	(33,868)	-	(25,511)	(46,011)	-	-	(105,390)
Office Expenses	(114,196)	-	(119,157)	(97,482)	-	-	(330,835)
Telecommunications	(81,722)	-	(29,761)	(70,789)	-	-	(182,272)
State Gov. Service Charges	(195,329)	-	(72,319)	(280,950)	-	-	(548,598)
Data Processing	(9,654)	-	(1,546)	1,708	-	-	(9,492)
Publicity and Publications	(14,818)	-	(35,502)	(13,108)	-	-	(63,428)
Professional Services	(1,177,750)	-	(1,013,008)	(4,187,308)	-	-	(6,378,066)
IT Professional Services	(524)	-	(138,941)	(201,550)	-	-	(341,015)
Attorney General	(83,715)	-	(19,533)	(17,765)	-	-	(121,013)
Dispute Resolution Services	(371)	-	-	-	-	-	(371)
Employee Recruitment and Develop	(476)	-	-	(1,162)	-	-	(1,638)
Dues and Subscriptions	(12,127)	-	(8,271)	(41,532)	-	-	(61,930)
Facilities Rental and Taxes	(43,824)	-	(50,044)	(218,987)	-	-	(312,855)
Agency Program Related S and S	(19,126)	-	(421)	(8,991)	-	-	(28,538)

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Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Office Operations
Cross Reference Number: 58600-001-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Other Services and Supplies	(10,563)	-	(218,830)	(3,479)	-	-	(232,872)
Undistributed (S.S.)	8,592	-	30,097	114,102	-	-	152,791
Expendable Prop 250 - 5000	(13,162)	-	(12,281)	-	-	-	(25,443)
IT Expendable Property	(13,705)	-	(459)	(20,637)	-	-	(34,801)
Total Services & Supplies	(\$1,921,227)	-	(\$1,837,700)	(\$5,318,283)	-	-	(\$9,077,210)
Special Payments							
Dist to Non-Gov Units	(11,378,058)	-	-	-	-	-	(11,378,058)
Spc Pmt to Education, Dept of	(700,000)	-	-	-	-	-	(700,000)
Total Special Payments	(\$12,078,058)	-	-	-	-	-	(\$12,078,058)
Total Expenditures							
Total Expenditures	(16,316,757)	-	(3,234,993)	(13,017,882)	-	-	(32,569,632)
Total Expenditures	(\$16,316,757)	-	(\$3,234,993)	(\$13,017,882)	-	-	(\$32,569,632)
Ending Balance							
Ending Balance	-	-	(380,331)	-	-	-	(380,331)
Total Ending Balance	-	-	(\$380,331)	-	-	-	(\$380,331)
Total Positions							
Total Positions	-	-	-	-	-	-	(56)
Total Positions	-	-	-	-	-	-	(56)

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Cross Reference Name: Office Operations
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<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Total FTE							(55.70)
Total FTE							(55.70)
Total FTE	-	-	-	-	-	-	(55.70)

PACKAGE: 400 - Transfer to Dept of Post-Sec E

POSITION NUMBER	CLASS COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000015	MEAHZ7014 HA	PRINCIPAL EXECUTIVE/MANAGER H	1-	1.00-	24.00-	09	11,697.00	112,291- 40,745-	56,146- 20,373-	112,291- 40,746-		260,728- 101,864-
0000069	OA C0212 AA	ACCOUNTING TECHNICIAN 3	1-	1.00-	24.00-	09	3,838.00	18,423- 11,047-	9,211- 5,525-	64,478- 38,668-		92,112- 55,240-
0000115	OA C0119 AA	EXECUTIVE SUPPORT SPECIALIST 2	1-	1.00-	24.00-	09	3,838.00			92,112- 55,240-		92,112- 55,240-
0000164	MMS X7008 EA	PRINCIPAL EXECUTIVE/MANAGER E	1-	1.00-	24.00-	06	7,438.00		71,405- 31,330-	107,107- 46,995-		178,512- 78,325-
0000208	OA C1487 IA	INFO SYSTEMS SPECIALIST 7	1-	1.00-	24.00-	09	6,952.00	8,342- 3,760-		158,506- 71,449-		166,848- 75,209-
0000209	OA C2301 AA	EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	02	5,341.00			128,184- 64,878-		128,184- 64,878-
0000211	OA C0862 AA	PROGRAM ANALYST 3	1-	1.00-	24.00-	08	5,873.00			140,952- 68,290-		140,952- 68,290-
0000212	OA C2301 AA	EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	07	6,783.00	97,675- 44,474-	65,117- 29,651-			162,792- 74,125-
0000214	MMS X7010 AA	PRINCIPAL EXECUTIVE/MANAGER F	1-	1.00-	24.00-	09	8,613.00	93,021- 38,636-	20,671- 8,586-	93,020- 38,638-		206,712- 85,860-
0000237	OA C0104 AA	OFFICE SPECIALIST 2	1-	1.00-	24.00-	02	2,352.00			56,448- 45,710-		56,448- 45,710-
0000248	OA C0107 AA	ADMINISTRATIVE SPECIALIST 1	1-	1.00-	24.00-	07	3,177.00			76,248- 51,000-		76,248- 51,000-
0000504	OA C1487 IA	INFO SYSTEMS SPECIALIST 7	1-	1.00-	24.00-	02	5,040.00			120,960- 62,947-		120,960- 62,947-
0000606	OA C0108 AA	ADMINISTRATIVE SPECIALIST 2	1-	1.00-	24.00-	09	3,838.00			92,112- 55,240-		92,112- 55,240-
0000700	OA C0438 AA	PROCUREMENT & CONTRACT SPEC 3	1-	1.00-	24.00-	08	5,873.00	7,048- 3,414-		133,904- 64,876-		140,952- 68,290-
0000701	MENNZ0119 AA	EXECUTIVE SUPPORT SPECIALIST 2	1-	1.00-	24.00-	03	3,112.00	29,128- 19,727-	14,938- 10,118-	30,622- 20,739-		74,688- 50,584-
0000800	OA C1216 AA	ACCOUNTANT 2	1-	1.00-	24.00-	09	4,628.00			111,072- 60,305-		111,072- 60,305-

PACKAGE: 400 - Transfer to Dept of Post-Sec E

POSITION NUMBER	CLASS	COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000801	OA	C1245	AA FISCAL ANALYST 3	1-	1.00-	24.00-	09	6,463.00	103,925- 48,290-		51,187- 23,783-		155,112- 72,073-
0000803	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	06	6,463.00	77,556- 36,036-		77,556- 36,037-		155,112- 72,073-
0000804	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	04	5,873.00	70,476- 34,144-	70,476- 34,146-			140,952- 68,290-
0000805	OA	C1118	AA RESEARCH ANALYST 4	1-	1.00-	24.00-	09	6,463.00	116,334- 54,054-		38,778- 18,019-		155,112- 72,073-
0000811	OA	C0436	AA PROCUREMENT & CONTRACT SPEC 1	1-	1.00-	24.00-	03	3,484.00	28,429- 18,011-		55,187- 34,959-		83,616- 52,970-
0000899	OA	C0104	AA OFFICE SPECIALIST 2	1-	1.00-	24.00-	09	3,177.00		72,436- 48,450-	3,812- 2,550-		76,248- 51,000-
0000930	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	.70-	16.80-	07	6,783.00		113,954- 61,076-			113,954- 61,076-
0000939	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	07	6,783.00			162,792- 74,125-		162,792- 74,125-
0000951	MMS	X7008	IA PRINCIPAL EXECUTIVE/MANAGER E	1-	1.00-	24.00-	09	9,035.00			216,840- 88,566-		216,840- 88,566-
0000953	MENNZ0119	AA	EXECUTIVE SUPPORT SPECIALIST 2	1-	1.00-	24.00-	08	3,970.00	47,640- 28,042-	9,528- 5,609-	38,112- 22,435-		95,280- 56,086-
0000954	OA	C2301	AA EDUCATION PROGRAM SPECIALIST 2	1-	1.00-	24.00-	08	7,107.00		119,398- 53,342-	51,170- 22,861-		170,568- 76,203-
0000955	OA	C1487	IA INFO SYSTEMS SPECIALIST 7	1-	1.00-	24.00-	09	6,952.00	8,342- 3,760-		158,506- 71,449-		166,848- 75,209-
0000956	OA	C0862	AA PROGRAM ANALYST 3	1-	1.00-	24.00-	06	5,341.00			128,184- 64,878-		128,184- 64,878-
0000958	OA	C0862	AA PROGRAM ANALYST 3	1-	1.00-	24.00-	09	6,163.00			147,912- 70,149-		147,912- 70,149-
0000959	OA	C0862	AA PROGRAM ANALYST 3	1-	1.00-	24.00-	09	6,163.00			147,912- 70,149-		147,912- 70,149-
0000960	OA	C1487	IA INFO SYSTEMS SPECIALIST 7	1-	1.00-	24.00-	09	6,952.00	141,821- 63,927-	8,342- 3,761-	16,685- 7,521-		166,848- 75,209-

01/16/13 REPORT NO.: PDPFISCAL
 REPORT: PACKAGE FISCAL IMPACT REPORT
 AGENCY:58600 COMMUNITY COLLEGES DEPARTMENT
 SUMMARY XREF:001-00-00 Office Operations

DEPT. OF ADMIN, SVCS. -- PPDB PICS SYSTEM

2013-15
 PICS SYSTEM: BUDGET PREPARATION

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 PROD FILE

PACKAGE: 400 - Transfer to Dept of Post-Sec E

POSITION NUMBER CLASS COMP CLASS NAME	POS CNT	PTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000961 OA C1216 AA ACCOUNTANT 2	1-	1.00-	24.00-	08	4,413.00		31,774- 17,678-	74,138- 41,248-		105,912- 58,926-
0000962 OA C0211 AA ACCOUNTING TECHNICIAN 2	1-	1.00-	24.00-	02	2,546.00	5,488- 4,216-	6,110- 4,696-	49,506- 38,041-		61,104- 46,953-
0000963 OA C0103 AA OFFICE SPECIALIST 1	1-	1.00-	24.00-	05	2,352.00	16,935- 13,711-	22,579- 18,286-	16,934- 13,713-		56,448- 45,710-
0000965 OA C0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	08	5,873.00			140,952- 68,290-		140,952- 68,290-
0000966 OA C0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	04	4,856.00			116,544- 61,768-		116,544- 61,768-
0000967 OA C0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	09	6,163.00			147,912- 70,149-		147,912- 70,149-
0000968 OA C1217 AA ACCOUNTANT 3	1-	1.00-	24.00-	05	4,628.00	11,107- 6,031-		99,965- 54,274-		111,072- 60,305-
0000969 OA C0108 AA ADMINISTRATIVE SPECIALIST 2	1-	1.00-	24.00-	09	3,838.00	18,422- 11,048-		73,690- 44,192-		92,112- 55,240-
0000970 MMS X7008 EA PRINCIPAL EXECUTIVE/MANAGER E	1-	1.00-	24.00-	09	8,606.00			206,544- 85,816-		206,544- 85,816-
0000971 MMS X7008 EA PRINCIPAL EXECUTIVE/MANAGER E	1-	1.00-	24.00-	05	7,090.00	51,048- 22,826-	51,048- 22,829-	68,064- 30,438-		170,160- 76,093-
0000972 MMS X7006 AA PRINCIPAL EXECUTIVE/MANAGER D	1-	1.00-	24.00-	04	5,567.00	13,361- 6,633-		120,247- 59,694-		133,608- 66,327-
0000973 MENNZ0873 AA OPERATIONS & POLICY ANALYST 4	1-	1.00-	24.00-	08	7,438.00			178,512- 78,325-		178,512- 78,325-
0000974 MMN X0873 AA OPERATIONS & POLICY ANALYST 4	1-	1.00-	24.00-	06	6,760.00			162,240- 73,977-		162,240- 73,977-
0000975 MMN X0873 AA OPERATIONS & POLICY ANALYST 4	1-	1.00-	24.00-	03	5,839.00			140,136- 68,071-		140,136- 68,071-
0000990 MMN X0873 AA OPERATIONS & POLICY ANALYST 4	1-	1.00-	24.00-	02	5,567.00		66,804- 33,165-	66,804- 33,162-		133,608- 66,327-
0000991 OA C1243 AA FISCAL ANALYST 1	1-	1.00-	24.00-	09	4,628.00	27,768- 15,076-		83,304- 45,229-		111,072- 60,305-

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 AGENCY:58600 COMMUNITY COLLEGES DEPARTMENT
 SUMMARY XREF:001-00-00 Office Operations

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

2013-15
 PICS SYSTEM: BUDGET PREPARATION

PACKAGE: 400 - Transfer to Dept of Post-Sec E

POSITION NUMBER CLASS COMP CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000994 MESNZ7012 EA PRINCIPAL EXECUTIVE/MANAGER G	1-	1.00-	24.00-	09	10,454.00	100,359- 38,469-	50,179- 19,236-	100,358- 38,470-		250,896- 96,175-
0000995 OA C1485 IA INFO SYSTEMS SPECIALIST 5	1-	1.00-	24.00-	09	5,870.00	7,044- 3,413-	7,044- 3,415-	126,792- 61,442-		140,880- 68,270-
0000996 OA C0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	04	4,856.00	15,151- 8,030-		101,393- 53,738-		116,544- 61,768-
0000999 OA C0862 AA PROGRAM ANALYST 3	1-	1.00-	24.00-	08	5,873.00			140,952- 68,290-		140,952- 68,290-
TOTAL PICS SALARY						1,227,134-	867,160-	5,027,636-		7,121,930-
TOTAL PICS OPE						577,520-	431,272-	2,481,529-		3,490,321-
TOTAL PICS PERSONAL SERVICES =	52-	51.70-	1240.80-			1,804,654-	1,298,432-	7,509,165-		10,612,251-

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
LIMITED BUDGET (Excluding Packages)						
PERSONAL SERVICES						
General Fund	1,840,430	1,875,849	1,780,081	2,070,490	2,062,164	-
Other Funds	1,173,461	1,481,895	1,481,895	1,501,869	1,496,040	-
Federal Funds	6,440,471	8,167,772	8,167,772	8,530,386	8,494,312	-
All Funds	9,454,362	11,525,516	11,429,748	12,102,745	12,052,516	-
SERVICES & SUPPLIES						
General Fund	982,718	534,984	533,990	533,990	533,990	-
Other Funds	1,794,323	2,458,565	2,458,565	2,458,565	2,458,565	-
Federal Funds	4,325,627	6,504,013	6,504,013	6,504,013	6,504,013	-
All Funds	7,102,668	9,497,562	9,496,568	9,496,568	9,496,568	-
CAPITAL OUTLAY						
Other Funds	-	26,844	26,844	26,844	26,844	-
SPECIAL PAYMENTS						
General Fund	763,713	4,327,900	4,191,400	4,191,400	4,191,400	-
Other Funds	249,866	-	-	-	-	-
Federal Funds	597,003	-	-	-	-	-
All Funds	1,610,582	4,327,900	4,191,400	4,191,400	4,191,400	-
TOTAL LIMITED BUDGET (Excluding Packages)						
General Fund	3,586,861	6,738,733	6,505,471	6,795,880	6,787,554	-
Other Funds	3,217,650	3,967,304	3,967,304	3,987,278	3,981,449	-

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Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Federal Funds	11,363,101	14,671,785	14,671,785	15,034,399	14,998,325	-
All Funds	18,167,612	25,377,822	25,144,560	25,817,557	25,767,328	-
AUTHORIZED POSITIONS	60	59	59	56	56	-
AUTHORIZED FTE	57.58	58.45	58.45	55.70	55.70	-
LIMITED BUDGET (Essential Packages)						
010 NON-PICS PSNL SVC / VACANCY FACTOR						
PERSONAL SERVICES						
General Fund	-	-	-	(7,001)	(7,001)	-
Other Funds	-	-	-	(91)	(91)	-
Federal Funds	-	-	-	(8,482)	(8,482)	-
All Funds	-	-	-	(15,574)	(15,574)	-
021 PHASE-IN						
SERVICES & SUPPLIES						
General Fund	-	-	-	17,445	17,445	-
SPECIAL PAYMENTS						
General Fund	-	-	-	146,356	146,356	-
022 PHASE-OUT PGM & ONE-TIME COSTS						
PERSONAL SERVICES						
Other Funds	-	-	-	(25,836)	(25,836)	-
Federal Funds	-	-	-	(25,836)	(25,836)	-
All Funds	-	-	-	(51,672)	(51,672)	-

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
SERVICES & SUPPLIES						
Other Funds	-	-	-	(787,805)	(787,805)	-
Federal Funds	-	-	-	(171,328)	(171,328)	-
All Funds	-	-	-	(959,133)	(959,133)	-
CAPITAL OUTLAY						
Other Funds	-	-	-	(26,844)	(26,844)	-
SPECIAL PAYMENTS						
General Fund	-	-	-	(482,500)	(482,500)	-
031 STANDARD INFLATION						
SERVICES & SUPPLIES						
General Fund	-	-	-	24,698	16,373	-
Other Funds	-	-	-	51,308	47,037	-
Federal Funds	-	-	-	195,970	179,376	-
All Funds	-	-	-	271,976	242,786	-
SPECIAL PAYMENTS						
General Fund	-	-	-	72,802	72,802	-
TOTAL LIMITED BUDGET (Essential Packages)						
General Fund	-	-	-	(228,200)	(236,525)	-
Other Funds	-	-	-	(789,268)	(793,539)	-
Federal Funds	-	-	-	(9,676)	(26,270)	-
All Funds	-	-	-	(1,027,144)	(1,056,334)	-

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LIMITED BUDGET (Current Service Level)						
General Fund	3,586,861	6,738,733	6,505,471	6,567,680	6,551,029	-
Other Funds	3,217,650	3,967,304	3,967,304	3,198,010	3,187,910	-
Federal Funds	11,363,101	14,671,785	14,671,785	15,024,723	14,972,055	-
All Funds	18,167,612	25,377,822	25,144,560	24,790,413	24,710,994	-
AUTHORIZED POSITIONS	60	59	59	56	56	-
AUTHORIZED FTE	57.58	58.45	58.45	55.70	55.70	-
LIMITED BUDGET (Policy Packages)						
PRIORITY 0						
070 REVENUE SHORTFALLS						
SERVICES & SUPPLIES						
Federal Funds	-	-	-	(1,079,676)	(1,079,676)	-
081 MAY 2012 E-BOARD						
PERSONAL SERVICES						
General Fund	-	-	-	(41,011)	(40,862)	-
Other Funds	-	-	-	(20,507)	(20,432)	-
Federal Funds	-	-	-	(41,012)	(40,863)	-
All Funds	-	-	-	(102,530)	(102,157)	-
AUTHORIZED POSITIONS	-	-	-	(1)	(1)	-
AUTHORIZED FTE	-	-	-	(1.00)	(1.00)	-
090 ANALYST ADJUSTMENTS						

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
PERSONAL SERVICES						
General Fund	-	-	-	-	(84,704)	-
Other Funds	-	-	-	-	4,852	-
Federal Funds	-	-	-	-	(384,583)	-
All Funds	-	-	-	-	(464,435)	-
SERVICES & SUPPLIES						
General Fund	-	-	-	-	(25,000)	-
AUTHORIZED POSITIONS						
	-	-	-	-	(2)	-
AUTHORIZED FTE						
	-	-	-	-	(2.00)	-
091 STATEWIDE ADMINISTRATIVE SAVINGS						
PERSONAL SERVICES						
General Fund	-	-	-	-	(30,771)	-
Other Funds	-	-	-	-	(25,795)	-
Federal Funds	-	-	-	-	(148,487)	-
All Funds	-	-	-	-	(205,053)	-
SERVICES & SUPPLIES						
General Fund	-	-	-	-	(8,592)	-
Other Funds	-	-	-	-	(30,097)	-
Federal Funds	-	-	-	-	(114,102)	-
All Funds	-	-	-	-	(152,791)	-
092 PERS TAXATION POLICY						

Community Coll & Workforce Dvlpmnt, Dept of

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Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
PERSONAL SERVICES						
General Fund	-	-	-	-	(4,932)	-
Other Funds	-	-	-	-	(3,498)	-
Federal Funds	-	-	-	-	(20,740)	-
All Funds	-	-	-	-	(29,170)	-
093 OTHER PERS ADJUSTMENTS						
PERSONAL SERVICES						
General Fund	-	-	-	-	(39,411)	-
Other Funds	-	-	-	-	(27,947)	-
Federal Funds	-	-	-	-	(165,722)	-
All Funds	-	-	-	-	(233,080)	-
201 WORKFORCE INITIATIVE						
PERSONAL SERVICES						
General Fund	-	-	-	-	462,989	-
SERVICES & SUPPLIES						
General Fund	-	-	-	-	1,387,011	-
SPECIAL PAYMENTS						
General Fund	-	-	-	-	8,150,000	-
AUTHORIZED POSITIONS	-	-	-	-	3	-
AUTHORIZED FTE	-	-	-	-	3.00	-
400 TRANSFER TO DEPT OF POST-SEC ED						

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Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
PERSONAL SERVICES						
General Fund	-	-	-	-	(2,317,472)	-
Other Funds	-	-	-	-	(1,397,293)	-
Federal Funds	-	-	-	-	(7,699,599)	-
All Funds	-	-	-	-	(11,414,364)	-
SERVICES & SUPPLIES						
General Fund	-	-	-	-	(1,921,227)	-
Other Funds	-	-	-	-	(1,837,700)	-
Federal Funds	-	-	-	-	(5,318,283)	-
All Funds	-	-	-	-	(9,077,210)	-
SPECIAL PAYMENTS						
General Fund	-	-	-	-	(12,078,058)	-
AUTHORIZED POSITIONS	-	-	-	-	(56)	-
AUTHORIZED FTE	-	-	-	-	(55.70)	-
PRIORITY 2						
102 COMMUNITY COLLEGE CAPITAL CONSTRUCTIO						
SERVICES & SUPPLIES						
Other Funds	-	-	-	150,000	150,000	-
PRIORITY 3						
103 CAREER PATHWAYS						
PERSONAL SERVICES						

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Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
General Fund	-	-	-	296,377	-	-
SERVICES & SUPPLIES						
General Fund	-	-	-	1,061,093	-	-
AUTHORIZED POSITIONS	-	-	-	2	-	-
AUTHORIZED FTE	-	-	-	1.50	-	-
PRIORITY 4						
104 CERTIFIED WORK READY COMMUNITIES						
PERSONAL SERVICES						
General Fund	-	-	-	317,172	-	-
SERVICES & SUPPLIES						
General Fund	-	-	-	1,881,406	-	-
SPECIAL PAYMENTS						
General Fund	-	-	-	3,801,422	-	-
AUTHORIZED POSITIONS	-	-	-	2	-	-
AUTHORIZED FTE	-	-	-	2.00	-	-
PRIORITY 5						
105 CROSS-AGENCY EDUCATION RESEARCH UNIT						
PERSONAL SERVICES						
General Fund	-	-	-	297,024	-	-
SERVICES & SUPPLIES						
General Fund	-	-	-	49,280	-	-

Program Unit Appropriated Fund Group and Category Summary
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Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
CAPITAL OUTLAY						
General Fund	-	-	-	31,498	-	-
AUTHORIZED POSITIONS	-	-	-	2	-	-
AUTHORIZED FTE	-	-	-	2.00	-	-
TOTAL LIMITED BUDGET (Policy Packages)						
General Fund	-	-	-	7,694,261	(6,551,029)	-
Other Funds	-	-	-	129,493	(3,187,910)	-
Federal Funds	-	-	-	(1,120,688)	(14,972,055)	-
All Funds	-	-	-	6,703,066	(24,710,994)	-
AUTHORIZED POSITIONS	-	-	-	5	(56)	-
AUTHORIZED FTE	-	-	-	4.50	(55.70)	-
TOTAL LIMITED BUDGET (Including Packages)						
General Fund	3,586,861	6,738,733	6,505,471	14,261,941	-	-
Other Funds	3,217,650	3,967,304	3,967,304	3,327,503	-	-
Federal Funds	11,363,101	14,671,785	14,671,785	13,904,035	-	-
All Funds	18,167,612	25,377,822	25,144,560	31,493,479	-	-
AUTHORIZED POSITIONS	60	59	59	61	-	-
AUTHORIZED FTE	57.58	58.45	58.45	60.20	-	-
OPERATING BUDGET						
General Fund	3,586,861	6,738,733	6,505,471	14,261,941	-	-
Other Funds	3,217,650	3,967,304	3,967,304	3,327,503	-	-

Program Unit Appropriated Fund Group and Category Summary
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Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Federal Funds	11,363,101	14,671,785	14,671,785	13,904,035	-	-
All Funds	18,167,612	25,377,822	25,144,560	31,493,479	-	-
AUTHORIZED POSITIONS	60	59	59	61	-	-
AUTHORIZED FTE	57.58	58.45	58.45	60.20	-	-
TOTAL BUDGET						
General Fund	3,586,861	6,738,733	6,505,471	14,261,941	-	-
Other Funds	3,217,650	3,967,304	3,967,304	3,327,503	-	-
Federal Funds	11,363,101	14,671,785	14,671,785	13,904,035	-	-
All Funds	18,167,612	25,377,822	25,144,560	31,493,479	-	-
AUTHORIZED POSITIONS	60	59	59	61	-	-
AUTHORIZED FTE	57.58	58.45	58.45	60.20	-	-

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Community Coll & Workforce Dvlpmnt, Dept of
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Agency Number: 58600
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<i>Source</i>	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Other Funds						
Charges for Services	843,154	795,480	795,480	795,480	-	-
Admin and Service Charges	840	-	-	-	-	-
Lottery Bonds	-	410,414	410,414	-	-	-
Revenue Bonds	46,230	-	-	-	-	-
Other Revenues	588,959	661,974	661,974	791,467	-	-
Tsfr From Employment Dept	210,332	-	-	-	-	-
Tsfr From Education, Dept of	1,310,691	2,128,379	2,128,379	1,586,981	-	-
Total Other Funds	\$3,000,206	\$3,996,247	\$3,996,247	\$3,173,928	-	-
Federal Funds						
Federal Funds	11,438,072	14,971,785	14,971,785	14,174,035	-	-
Tsfr To Governor, Office of the	(74,971)	(300,000)	(300,000)	(270,000)	-	-
Total Federal Funds	\$11,363,101	\$14,671,785	\$14,671,785	\$13,904,035	-	-

STATE SUPPORT OF COMMUNITY COLLEGES

Moving the State to 40/40/20

Postsecondary education and skill development are essential for Oregonians to be sufficiently prepared for the current and future workplace, and to ensure Oregon has a strong and stable economy. It is more critical than ever before for Oregonians to have at least a two-year postsecondary degree or credential. With this and with the endorsement of leading business interests, legislation was passed in 2011 to focus the State of Oregon on a 40/40/20 goal: 40 percent of Oregon’s adults holding as their highest credential a bachelor’s degree or higher, 40 percent having as their highest credential an associate’s degree or professional certificate, and 100 percent having earned a high school diploma or its equivalent (20% having a high school diploma or its equivalent as their only credential).

There is some debate as to what percentage of the economy requires “middle skill” workers, requiring additional education beyond high school. Middle skills credentials include certificates, associate’s degrees, journey cards, and industry recognized credentials, yet are short of a four-year degree. Some national research puts the percentage of required “middle skill” workers as high as 50 percent for a vibrant economy. One thing remains clear: the “middle 40” of 40/40/20 is the heart and soul of Oregon’s economy and community colleges are the primary carriers of that “middle 40.” As such, community colleges are committed to improving student persistence and completion, helping the state move toward the 40/40/20 vision by 2025.

In Oregon, the largest providers of postsecondary education are the 17 community colleges which served over 363,085 students in the 2011-12 academic year. The affordability and availability of quality courses and programs on a convenient and regular basis are the foundation of a quality community college education. Adequate financial support through the Oregon Opportunity Grant for all postsecondary students, including part time community college students, is critical for the economic well-being of Oregon.

Access to Oregon’s community colleges means greater opportunity for residents and an improved quality of life for all Oregonians. The Oregon community colleges provide accessible, high quality, lifelong learning opportunities to serve the present and future needs of the state and its citizens. Community colleges strive to meet a number of goals, including those which directly impact the “middle 40” and beyond.

They do this by increasing post-secondary educational accessibility for Oregonians through:

- Responding to the increased demand to partner with high schools to offer access to college curriculum through Accelerated Learning Opportunities (ALOs) such as Dual Credit Courses, and Expanded Options Programs.

Impact. In 2011-12, a total of 25,357 Oregon’s high school students enrolled in one or more dual credit courses (*an ALO option*)—college courses taught at their high school for both high school and college credit.

- Supporting the efforts of the public postsecondary general education alignment and seamless transfer of courses between programs results in increased ease of student transfer between Oregon’s Community Colleges and the Oregon University System (OUS).

Impact. In 2011-12, a total of 21,954 OUS students had taken courses at an Oregon community college during the *prior* academic year.

- Maintaining an open admission policy with equal educational access and opportunity.

Impact. In 2011-12, a total of 363,085 individuals took courses at one of 17 Oregon community colleges. Oregon community colleges maintain open enrollment policies—admitting almost any student who has a desire to learn.

- Providing courses and programs for those who need to develop competencies in basic literacy and language skills or who are pursuing a GED or an Adult High School Diploma.

Impact. According to the American Community Survey (*ACS 5 year; 2006-2010*), an estimated 271,116 Oregonians (or 11.34%) ages 18-64 do not have a high school credential (*i.e.*, diploma, GED). In 2011-12, 6098 Oregonians attained a GED or Adult High School Diploma through programs associated with Oregon community colleges.

- Providing curriculum/courses through a variety of formats—including traditional campus-based and distance delivered instruction—to ensure access to community college education for all Oregonians regardless of geographic location.

Impact. In 2011-12, a total of 77,936 students took at least one distance education course offered by one of Oregon’s community colleges.

Increasing community college student success through:

- Providing a student-centered learning environment with faculty and staff who are accessible and supportive.

Example. One way Oregon community colleges monitor faculty-student engagement by administering the nationally recognized Community College Survey of Student Engagement (CCSSE), using results to inform best practices at their local college.

- Providing Career and Technical Education (CTE) courses and programs which prepare individuals for entry level employment or occupational advancement, and are appropriate to the needs of students and employers in the state.

Example. In 2011-12, a consortium of Oregon community colleges (CASE Consortium) was awarded 18 million dollars by the federal government to strengthen Oregon’s workforce, including building partnerships with employers that develop instructional programs specific to industry needs in Oregon.

- Provide counseling and career development services to assist students in identifying and achieving their academic, career, and life goals.
- Provide workforce, health and safety curriculum to meet local community needs.
- Be an effective partner in community and economic development. [mention small business center courses]

Example. In 2011-12, 7,657 Oregonians enrolled in 1063 courses taught at community college Small Business Development Centers (SBDCs). These courses, such as Introduction to Entrepreneurship, are designed to provide practical and affordable training to (or individuals interested in starting) local businesses.

- Help students develop a full and balanced maturity by providing opportunities through which they may gain experience in democratic living, self-determination, cultural and social awareness, leadership, and cooperation.

Example. Oregon community colleges offer Cooperative Work Experience (CWE) programs which bridge the gap between the college classroom and work environment, providing valuable work experience to college students.

The Impact of Community Colleges on Oregon's Economy

Oregon's community colleges already have a significant impact on the economy at the state and local levels. Increased public investment will not only help the community colleges achieve the plan outlined above, but will also support and increase the very real monetary benefits provided by community colleges. A 2012 study of the socio-economic impact of the 17 community colleges found:

- Students enjoy a 22.2% return on their investments of time and money. The corresponding benefit cost ratio of 7.5 means that for every \$1 the student invests in education he or she will receive a cumulative \$7.50 in higher future earnings over their working careers. The payback period is 7.0 years.
- Taxpayers see a rate of return on their annual investments in Oregon's community colleges of 8.0%.
- The combined income and productivity benefits from community college education contribute \$665.3 million in taxable income to the Oregon economy each year.
- The State of Oregon benefits from improved health and reduced welfare, unemployment, and crime, saving the State some \$31.5 million per year.^[1]

^[1] Economic Modeling Specialists Int. "The Economic Contribution of Oregon Community Colleges." Prepared for the Oregon Department of Community Colleges and Workforce Development, July 2012.

Oregon Community Colleges – Benefits at a Glance^[2]			
Statewide Analysis		Statewide Impact	
Statewide Economic Growth			
Annual college contribution to regional income (labor and non-labor)		\$470,700,000	
Annual student contribution to regional income (labor and non-labor)		\$6,100,000,000	
Total		\$6,570,700,000	
Investment Analysis	Rate of Return	Benefit/ Cost Ratio	Payback (Years)
Students	22.2%	7.5	7.0
Taxpayers: Broad Perspective	NA	26.6	NA
Taxpayers: Narrow Perspective	8.0%	2.2	14.8

Community College Funding

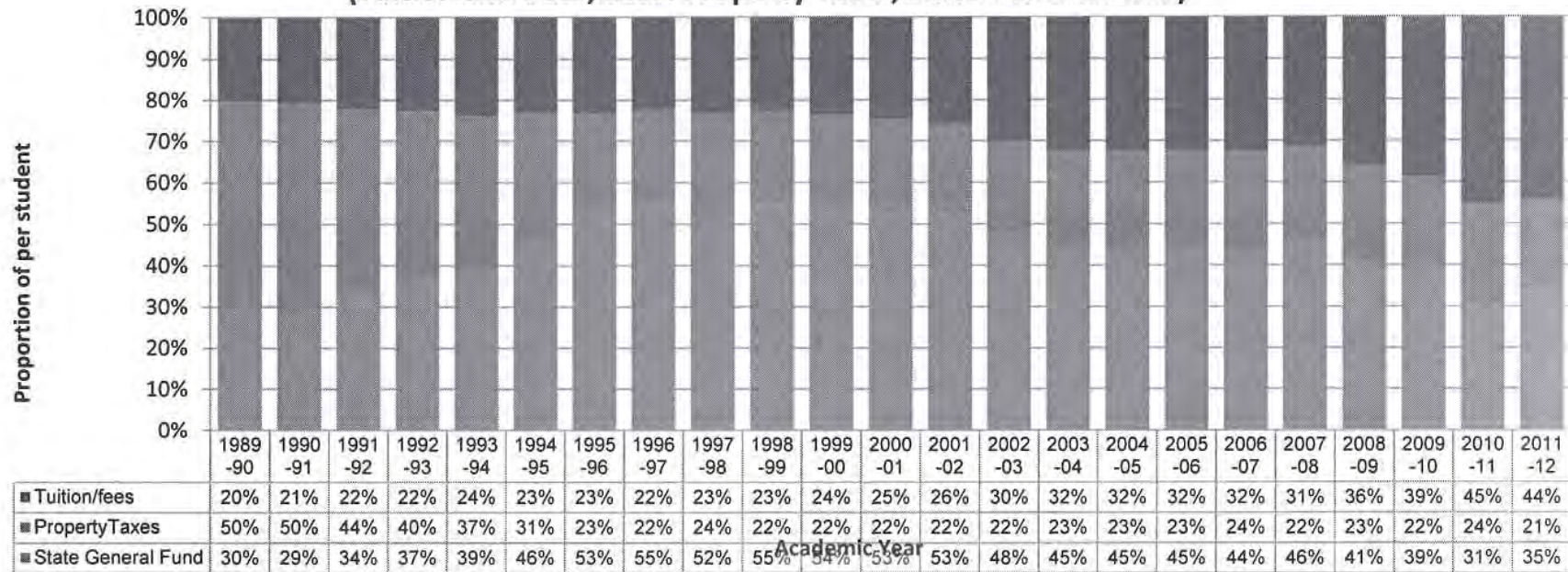
CCWD distributes both state and federal funds to community colleges. The Community College Support Fund (CCSF) is the state's General Fund contribution to the operation of the 17 community colleges. Additional funds are distributed to community colleges for Adult Basic Skills and Carl Perkins Career and Technical Education Programs, which are budgeted in the Federal/Other Funds grant-in-aid budget structure.

Community colleges rely on three complementary funding streams as the primary sources of support for education and workforce services to local communities: Oregon General Fund appropriations through the CCSF, property taxes, and student tuition and fees. State General Funds are distributed to the community colleges through a formula adopted by the State Board of Education. The Community College Distribution Formula is based on the premise that public funds should support Oregon students equitably, regardless of where they attend community college within the state.

In the post-Measure 5 and post-Measure 50 revenue environment in 1996-97, Oregon State General Funds represented approximately 55 percent of local community college General Fund revenues, while district taxes represented about 22 percent and tuition represented another 22 percent. However, by 2009-10, Oregon General Funds represented only about 39 percent of community college General Fund revenues. During that period district taxes remained relatively level, so community colleges were forced to turn to tuition, as the only other flexible revenue source, to continue offering programs and services their communities need. Tuition now represents 45 percent of community college General Fund revenues, and tuition has grown more than 196 percent since 1997-98. The following chart shows the changes in the proportion of community college revenues represented by Oregon General Funds, district taxes, and tuition and fees.

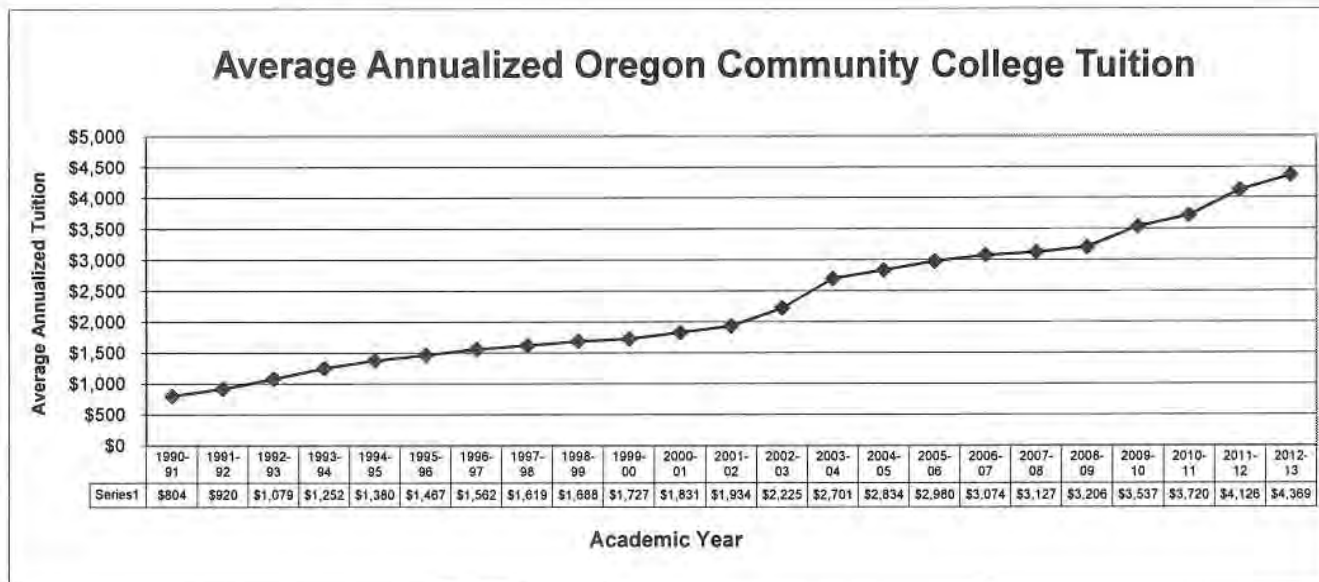
^[2] Economic Modeling Specialists, Int. "The Economic Contribution of Oregon Community Colleges." Prepared for the Oregon Department of Community Colleges and Workforce Development, July 2012.

Community College Revenue Sources (Tuition and Fees, Local Property Taxes, State General Fund)



Oregon community colleges currently (2011-12) have the third highest tuition in the 15 western states. Between 2002-03 and 2012-13, tuition and fees increased \$2301 statewide, an increase of 111 percent.

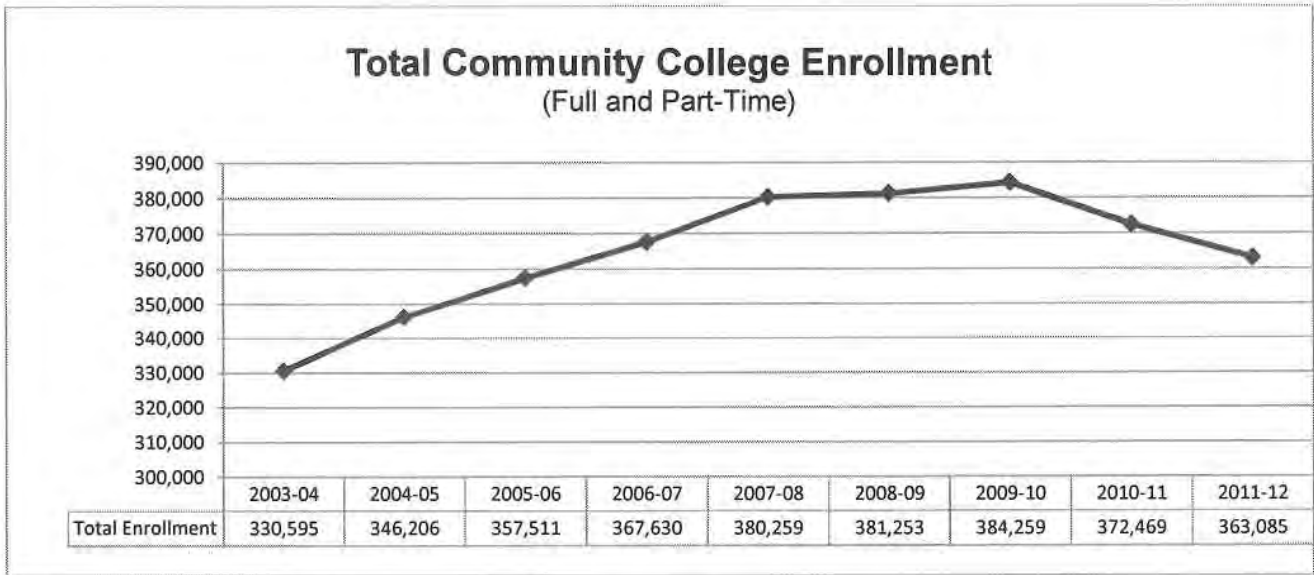
Higher tuition limits the ability of students to enroll in and complete programs and courses. Research by the community colleges shows that as tuition rises, there is a significant, and permanent, negative impact on the rate of full-time equivalent enrollment growth for credit students. The table below shows the increases in tuition over the past several years.



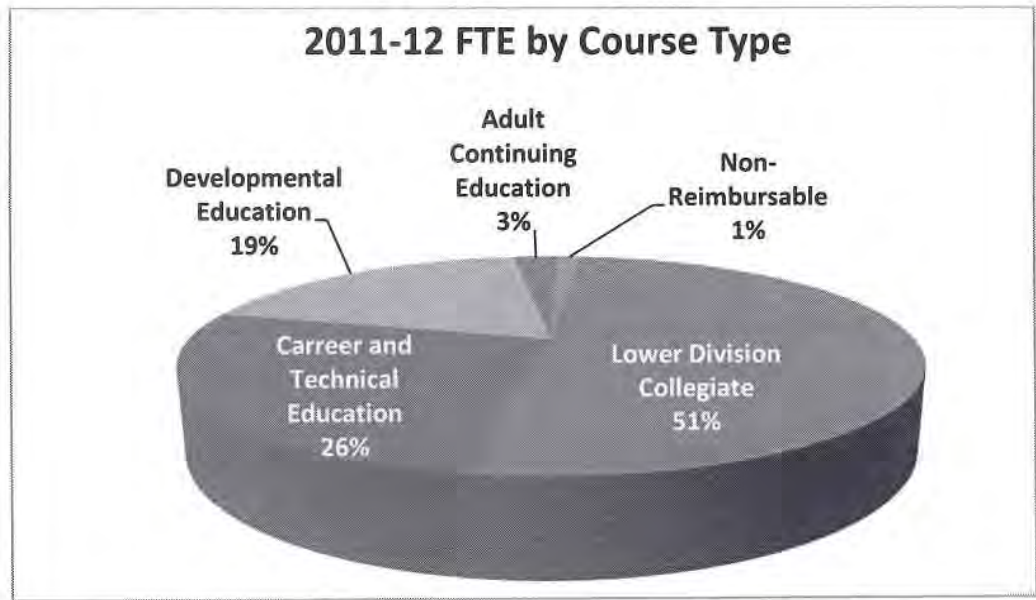
State Board Priorities

A top priority of the State Board of Education is adequate funding for community college students. The State Board has adopted a student-based funding package to ensure that community colleges have the resources necessary to provide high quality, accessible services. This funding provides support so that community colleges can begin reinstating course sections and programs cut during the economic downturn, begin to slow the pace of tuition increases, and start offering services to students that were not available in recent years.

In 2011-12, community colleges served 363,085 students. While this is a slight decline of 9,384 students overall from the previous year, enrollment at Oregon community colleges remains at historically high levels.

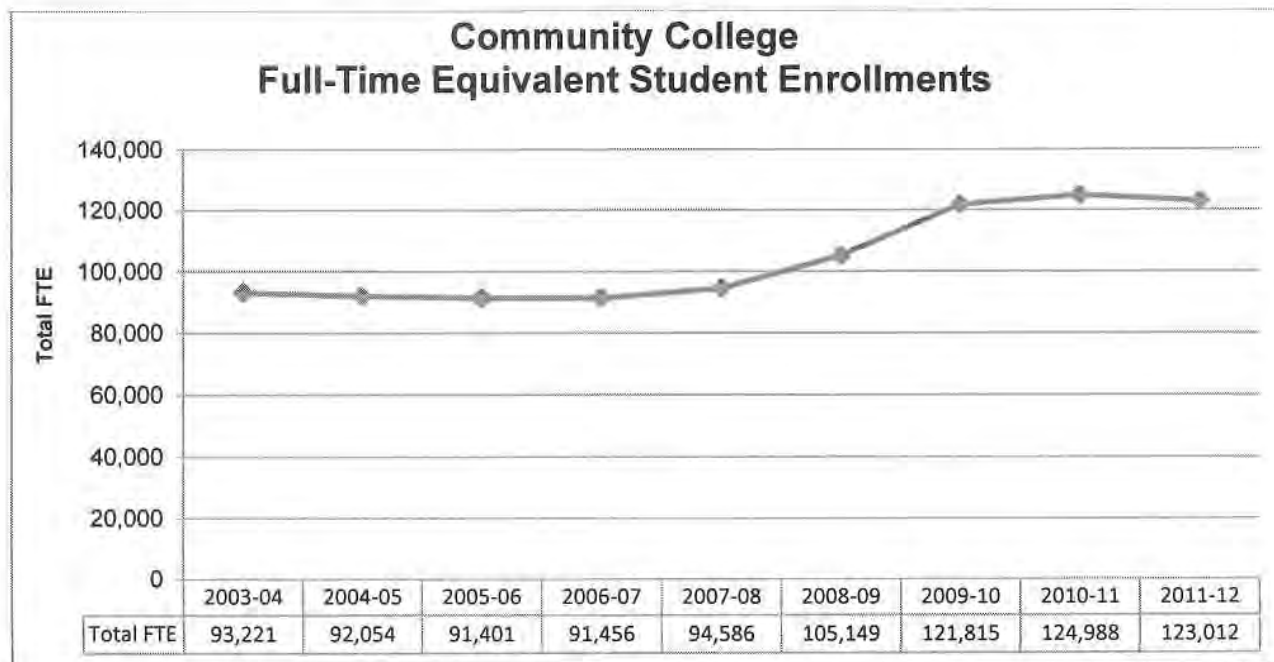


The majority of Oregon’s community college students attend part-time. Thus, when 2011-12 student enrollment is converted to full-time equivalent (FTE), the number of students served in 2011-12 equals 123, 012—a slight reduction of 1,976 FTE (*or 1.6%*) from the previous academic year.



While the total amount of FTE fell slightly in 2011-12, the distribution of FTE remained relatively the same when compared to the previous academic year. Both the percentage of lower division degree requirement (LDC) and Developmental Education (Dev. Ed.) course FTE increased by 1%, while Career and Technical Education (CTE) course FTE decreased by 2%.

Prior to 2002-03, FTE enrollments were trending steadily upwards. Following budget cuts that occurred over the second half of the 2001-03 biennium, FTE enrollments declined rapidly. Academic year 2007-08 experienced the first major increase in FTE since 2001-02. Although the rate of increase has slowed, 2010-11 experienced the largest FTE ever.



STATE SUPPORT TO COMMUNITY COLLEGES ESSENTIAL PACKAGES

Package 021: Phased-In Programs

The 2011-13 Legislatively Approved Budget included a 3.5% reduction to create a supplemental ending balance. This reduction was a one-time reduction and therefore the funding was added back to the Community College Support Fund. As a result, General Fund was increased by \$14,239,300.

Package 022: Phased-Out Programs

The \$530,750 General Fund that was provided in the 2011-13 biennium to the Sabin-Schellenberg Career and Technical Education Center and to Portland Community College Skill Centers was phased-out.

Package 031: Standard Inflation and State Government Service Charges

During the February 2010 Legislative Session, the Legislature approved a budget note instructing that the inflation calculation for the CCSF fund include the increased cost of PERS, health insurance and pension obligation bonds as well as the standard inflation for non-state worker personal services and supplies and services. As a result, the total inflation increase for the 2013-15 CSL is 8.19%. Package 031 includes the standard inflation of 2.4% or \$9,498,257. The remainder is in Package 032.

Policy Package 032 Above Standard Inflation

The Department of Administrative Services allows inflationary adjustments to be made to the Community College Support Fund to reflect the increase costs of doing business. The Department of Administrative Services projects the non-standard inflation rate to be 5.79% for the 2013-15 Biennium which results in an additional \$24,068,729 General Fund appropriation. This package has been reduced in the Governor's Budget by (\$1,654,627) to reflect the final projected composite 2013-15 PERS rates for community colleges with a remaining amount of \$22,414,102 General Fund.

Package 050: Fund Shifts

The purpose of this package is to adjust the State Support for Community Colleges to reflect an anticipated increase in local property taxes in the 2013-15 budget period. This adjustment reflects a policy decision to reduce General Fund inflationary adjustments by anticipated growth in local property tax revenues. This package decreases General Fund by \$9,184,452.

Policy Package 092 PERS Taxation Policy

This package supports a policy change to limit tax relief calculations to PERS retirees that are Oregon residents. Non-resident retirees will no longer receive the tax relief benefit. Since the increase to the Community College Support Fund is tied the change in the cost of PERS to the community colleges, this package reduces the Community College Support Fund by (\$594,081).

Policy Package 093 Other PERS Adjustments

This package support policy changes that reduce the PERS employer rate. Since the increase to the Community College Support Fund is tied the change in cost of PERS to the community colleges, this package reduces the Community College Support Fund by (\$8,713,195) General Fund.

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 021 - Phase-in

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	14,239,300	-	-	-	-	-	14,239,300
Total Revenues	\$14,239,300	-	-	-	-	-	\$14,239,300
Special Payments							
Dist to Comm College Districts	14,239,300	-	-	-	-	-	14,239,300
Total Special Payments	\$14,239,300	-	-	-	-	-	\$14,239,300
Total Expenditures							
Total Expenditures	14,239,300	-	-	-	-	-	14,239,300
Total Expenditures	\$14,239,300	-	-	-	-	-	\$14,239,300
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(530,750)	-	-	-	-	-	(530,750)
Total Revenues	(\$530,750)	-	-	-	-	-	(\$530,750)
Special Payments							
Dist to Local School Districts	(265,375)	-	-	-	-	-	(265,375)
Dist to Comm College Districts	(265,375)	-	-	-	-	-	(265,375)
Total Special Payments	(\$530,750)	-	-	-	-	-	(\$530,750)
Total Expenditures							
Total Expenditures	(530,750)	-	-	-	-	-	(530,750)
Total Expenditures	(\$530,750)	-	-	-	-	-	(\$530,750)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	9,498,257	-	-	-	-	-	9,498,257
Total Revenues	\$9,498,257	-	-	-	-	-	\$9,498,257
Special Payments							
Dist to Comm College Districts	9,498,257	-	-	-	-	-	9,498,257
Total Special Payments	\$9,498,257	-	-	-	-	-	\$9,498,257
Total Expenditures							
Total Expenditures	9,498,257	-	-	-	-	-	9,498,257
Total Expenditures	\$9,498,257	-	-	-	-	-	\$9,498,257
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 032 - Above Standard Inflation

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	22,414,102	-	-	-	-	-	22,414,102
Total Revenues	\$22,414,102	-	-	-	-	-	\$22,414,102
Special Payments							
Dist to Comm College Districts	22,414,102	-	-	-	-	-	22,414,102
Total Special Payments	\$22,414,102	-	-	-	-	-	\$22,414,102
Total Expenditures							
Total Expenditures	22,414,102	-	-	-	-	-	22,414,102
Total Expenditures	\$22,414,102	-	-	-	-	-	\$22,414,102
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 050 - Fundshifts

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(9,184,452)	-	-	-	-	-	(9,184,452)
Total Revenues	(\$9,184,452)	-	-	-	-	-	(\$9,184,452)
Special Payments							
Dist to Comm College Districts	(9,184,452)	-	-	-	-	-	(9,184,452)
Total Special Payments	(\$9,184,452)	-	-	-	-	-	(\$9,184,452)
Total Expenditures							
Total Expenditures	(9,184,452)	-	-	-	-	-	(9,184,452)
Total Expenditures	(\$9,184,452)	-	-	-	-	-	(\$9,184,452)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 092 - PERS Taxation Policy

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(594,081)	-	-	-	-	-	(594,081)
Total Revenues	(\$594,081)	-	-	-	-	-	(\$594,081)
Special Payments							
Dist to Comm College Districts	(594,081)	-	-	-	-	-	(594,081)
Total Special Payments	(\$594,081)	-	-	-	-	-	(\$594,081)
Total Expenditures							
Total Expenditures	(594,081)	-	-	-	-	-	(594,081)
Total Expenditures	(\$594,081)	-	-	-	-	-	(\$594,081)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 093 - Other PERS Adjustments

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(8,713,195)	-	-	-	-	-	(8,713,195)
Total Revenues	(\$8,713,195)	-	-	-	-	-	(\$8,713,195)
Special Payments							
Dist to Comm College Districts	(8,713,195)	-	-	-	-	-	(8,713,195)
Total Special Payments	(\$8,713,195)	-	-	-	-	-	(\$8,713,195)
Total Expenditures							
Total Expenditures	(8,713,195)	-	-	-	-	-	(8,713,195)
Total Expenditures	(\$8,713,195)	-	-	-	-	-	(\$8,713,195)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

POLICY PACKAGE 101

State Support to Community Colleges

PURPOSE

Oregon has a bold policy statement about the priority for education. We will educate all of our citizens by the year 2025 – 40% of Oregonians will meet their post-secondary educational goals in community colleges. Further, an additional 11 percent of Oregonians may meet their secondary educational goals (e.g., GED, Adult High School Diploma) through programs directly supported by Oregon Community Colleges.

A recent analysis by the National Center for Higher Education Management Systems (NCHEMS) shows the conservative funding trajectory required to meet the higher education goals of 40/40/20. According to the model, to reach the goal by 2025, the state investment in community colleges will need to increase by approximately 65% above 2009-2011 budget. Due to economic conditions, Oregon's General Fund investment in the community colleges declined in 2011-13. This package seeks to restore the Community College Support Fund (CCSF) funding base and begin the necessary increase of the state investment in community colleges to move closer to the 40/40/20 goal.

HOW ACHIEVED

State General Fund support for community colleges is an investment in a range of educational activities, including associate degrees, transferable post-secondary undergraduate coursework, career and technical education, pre-college, adult basic education, literacy, and local workforce training. These activities not only serve the “middle 40”, but serve all Oregonians. For example, community colleges provide additional pathways to achieving a high school credential for those who have not obtained one. In addition, community colleges provide a more viable path to achieving a bachelor's degree for those who might otherwise not be able to afford tuition or may not have the educational skill set to directly enter a four year post-secondary institution. Community college activities directly impact all three aspects of Oregon's 40/40/20 educational goal.

On a statewide scale, Oregon is poised to create a coordinated preschool-20 education continuum. Work is now being done to focus state investments on achieving student outcomes (or student success). Achievement compacts have been developed with each of the colleges and we are beginning work on creating outcome-based funding models. While the focus is on student outcomes, we cannot lose sight of a basic tenant of community college, which is affordable and accessible post-secondary education.

At the colleges, work is underway to transform the educational offerings and teaching techniques to improve student access, outcomes and fiscal sustainability. Transformation happens when faculty and staff are engaged and when there is collaboration among the 17 community colleges and the 7 universities. At the same time, colleges are investing in innovations and high impact best practices to increase student success and move closer to achieving goals of 40/40/20.

Using the NCHEMS analysis described above, a phased-in approach to meet the 40/40/20 goal would suggest the need to increase CCSF funding by more than \$100 million in the 2013-15 biennial budget. However, recognizing the current tight fiscal climate, this POP brings funding to a level just slightly more than the 2009-2011 Legislatively Approved Budget. With this funding, colleges will be positioned to begin the trajectory to move

toward the goals of 40/40/20 by 2025. This package provides approximately \$1,850 per FTE based on an expected 250,000 FTE students. This POP provides the amount needed above Continuing Service Level to achieve a CCSF funding level of \$464,140,790.

STAFFING IMPACT

No additional staff are requested for the package.

QUANTIFYING RESULTS

Senate Bill 1538 (2012) requires that the governing bodies of educational entities, including community colleges, enter into achievement compacts annually with the Oregon Education Investment Board (OEIB). This piece of legislation also outlines the terms the achievement compacts may contain including:

- Completion rates;
- Attainment of diplomas, certificates and degrees;
- Validation of the quality of knowledge and skills acquired by students of a given education entity; and
- The relevance of the knowledge and skills acquired by the students to the workforce, the economy, and society.

Baseline data has been compiled for achievement compacts and we will now be poised to measure the impacts of shifts in CCSF funding.

Other quantifiable results will be shown in the following KPMs:

KPM #8 – Nursing Completion

KPM #11 – Licensing/Certification Rates

KPM #12 – Professional Technical Degree/Certificate Completion

KPM #13 – Associate Degree Completion

KPM #14 – Student Transfers to OUS

KPM #15 – Progress of Transfer Students

KPM #16 – Tuition/Fees

KPM #17 – High School Participation

KPM #18 – Minority Enrollment

REVENUE SOURCE

State Support to Community Colleges 002-02

\$29,758,256 General Fund

Recommended as modified:

The Governor's Balanced Budget revised General Fund revenue to \$4,948,306.

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 101 - State Support to Community Colleges

Cross Reference Name: State Support to CCs
Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	4,948,306	-	-	-	-	-	4,948,306
Total Revenues	\$4,948,306	-	-	-	-	-	\$4,948,306
Special Payments							
Dist to Comm College Districts	4,948,306	-	-	-	-	-	4,948,306
Total Special Payments	\$4,948,306	-	-	-	-	-	\$4,948,306
Total Expenditures							
Total Expenditures	4,948,306	-	-	-	-	-	4,948,306
Total Expenditures	\$4,948,306	-	-	-	-	-	\$4,948,306
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

POLICY OPTION PACKAGE 103 Career Pathways

PURPOSE

Census data show that approximately 287,120 Oregonians over the age of 25 lack a high school diploma or post-secondary education. Many of these individuals are unemployed or underemployed, lacking the skills that Oregon employers require. Launched in 2004, Oregon's nationally recognized Career Pathways Initiative is focused on ensuring that these Oregonians, as well as high school graduates who need additional education, are able to easily prepare for, access and complete short-term certificate programs. These less than one year certificates lead to either immediate employment in occupations in demand by employers, or provide a seamless "pathway" to the next highest level of a degree or certificate related to the occupation.

The Career Pathways Initiative is a critical tool to achieving the goal of 40/40/20: 40% of Oregonians will achieve a post-secondary certificate or associate degree and 40% will earn a four year degree by 2025. Research supports that post-secondary education that is structured to meet the needs of recent high school graduates whose sole "job" is earning a college degree does not work well for adults with limited academic skills who are juggling the demands of work and family. Career Pathways programs are specifically designed to acknowledge this reality. In addition, without effective programs allowing very low-skilled Oregonians to become college-ready, it will not be possible to reach the goal of 100% of Oregonians having at least a high-school level credential, with 80% moving on to post-secondary certificates or degrees by 2025.

Career Pathways offered at Oregon's 17 public community college also directly support several of the strategies in both of the Governor's 10 Year Plans for Oregon Project. Specifically, in the *Economy and Jobs Vision*, Pathways certificates support Strategy 3.1: *Use Sector Strategies to assure a highly skilled workforce that can help sustain and grow priority industry clusters* and 3.2: *Strengthen and align Oregon's workforce to meet the labor skill demands of employers and move people into career pathways ... creating certificates that respond to local workforce needs, developing the competencies and skills of Oregonians. Additionally, Pathways certificates position Oregon to create work ready communities (Strategy 3.3).*

Oregon is moving towards a focus on outcomes achieved in the educational enterprise, rather than simply funding the "seat time" accumulated by students served by the colleges. Specifically, Career Pathways also support the *Education Policy Vision*: certificates are definitive evidence of education completion and attainment by students, supporting a more performance-based approach to student success and college funding. Additionally, the Pathways retrospective and prospective research studies support Strategy 2, *Focus investments on achieving student outcomes*, providing evidence of the effectiveness of Pathways certificates.

HOW ACHIEVED

Over the last eight years, the Career Pathways Initiative has built the foundation across Oregon's community colleges for delivering over 200 short-term, post-secondary credit certificates that can be earned in as little as one term or up to three terms. An extensive infrastructure of "roadmaps" of career pathways has been built with input from employers, in order to show prospective students how to attain to a long-term career and educational goal by starting with an achievable benchmark of the goal. The skills learned in the short-term certificates are ones that employers need now, and completion of a career pathways program qualifies a person to go to work. However, it also provides individuals a stepping stone for additional education and further career advancement, without starting over on their educational path.

While more than 3,400 Oregonians have earned career pathways certificates over the past three years, this number can be increased dramatically now that the critical infrastructure has been laid for significantly scaling up the initiative. The impact of additional investment will be critical to leverage the capacity of the community colleges to achieve the “middle 40” of the 40/40/20 goal, as well as ensuring that a growing share of Oregonians achieve, at the very least, a high school level credential.

Building on the solid foundation of the “scaled up” Career Pathways Initiative statewide, community college learners in the 2013-2015 will complete certificates through three new or expanded acceleration strategies:

- increasing labor market payoff for completers through work-based learned experiences provided for Career Pathways Certificate students providing both competency-based education and real world work experience
- awarding Credit for Prior Learning (CPL) for certificate students with relevant experience to accelerate certificate completion.
- transitioning basic skills students to post-secondary credit programs.

Key activities related to the Career Pathways Initiative in 2013-2015 include:

- Ensure that there is a robust infrastructure to serve low-skilled Oregonians who are not ready for post-secondary credit classes and need remedial education. The Oregon Pathways to Adult Basic Skills (OPABS) initiative provides the framework for this infrastructure, and will be expanded and adapted for delivery in all 17 community colleges. OPABS delivers basic skills education through course content that is framed within an occupational context, rather than an abstract academic context. OPABS prepares students to transition from basic skills into post-secondary credit programs, in most cases without the need for further remedial/development education.
- Expand the “pipeline” of formerly low-skilled Oregonians who have now met the goal of 20% of all adults having at least a high school diploma and being prepared to attain the goal of a post-secondary certificate or degree.
- Expand career pathway programs to include work-based learning experiences (i.e. internships, cooperative work experience, industry tours) to provide both competency-based education and work-based learning, resulting in a competitive edge for program completers entering or re-entering the labor market. Work-based learning experiences for students will be achieved through enhanced employer engagement.
- Expand career pathways programs through alternative delivery program methods such as compressed format and hybrid courses with on-line elements.
- Expand career pathway programs to include Credit for Prior Learning (CPL) for students with prior experience relevant to a career pathway program, resulting in students earning credits for previous experience and not having to take repetitive coursework.
- Implement HB 3521, passed in 2011, by easing the transfer process as students move from high school, within the network of community colleges, and /or on to four year institutions. HB 3521 requires community colleges to take into consideration credits earned by students at other institutions of higher education before and after the student enrolled at the community college. It also establishes requirements for state institutions of higher education to implement and improve ability of students to transfer from community college to four-year colleges and universities.
- Implement and refine the CCWD Pathways Certificate research study and incorporate recommendations from the Community College Research Center at Columbia University. This research will ensure thoughtful expansion of career pathway programs to continuously improve results for students and maximize use of scarce resources at the colleges.

- Strengthen integration of student services, assistance with basic academic skills and good career coaching in order to ensure student certificate completions, job placements, and advancement to further education. Coordination of needed services will help students maintain attendance and complete their programs.
- Increase the number of students completing career pathways programs by 25% over the 2011-2013 biennium.

In addition, by continuing the annual and longitudinal Pathways Certificate research studies of student completers using quantitative data, a growing evidence base will guide educational policy and practice at the colleges, resulting in more students earning degrees and certificates. This evidence will continue to shape career pathways programs in order to maximize student completions, increase alignment between training and employer's current and future needs, and ensure investment of scarce resources on programs that work.

The Oregon Community College President's Council passed resolutions supporting the Career Pathways Initiative in 2006, 2008, 2010 and in July, 2012. Stakeholder involvement at the operational level takes place through the Pathways Alliance, a group of leaders from all the colleges who meet monthly to reach the goals of the initiative, share best practice and emerging evidence, and advocate for state-level support as needed.

Employers shape and guide career pathways programs through involvement on community college employer councils. During the 2013-2015 biennium, a major focus of the initiative will be to strengthen and expand employer engagement in order to ensure career pathways programs meet current employer needs and increase work-based learning experiences for students to increase their competitiveness in the labor market. The focus on enhanced employer engagement in the 2013-15 biennium is in direct support of Strategies 2 and 3 of the *Economy and Jobs Policy Vision*.

On a national level, Oregon is one of only eight states with statewide career pathways initiatives. The U.S. Department of Labor's Career Pathways Initiative advocates for the career pathways approach to increase the skills and credential completions for adult students. In 2012 Oregon was invited along with nine other states to participate in the Center for Law and Social Policy's *Alliance for Quality Career Pathways*, a national effort to create a framework of benchmarks and measures of success for adult career pathway initiatives.

Over the course of development and implementation of the Careers Pathways initiative, the community colleges have taken a larger role in institutionalizing career pathways, and support at the state level has shifted from building "start-up" infrastructure to providing leadership to build an evidence-base for best practices; create a better "pipeline" from adult basic skills development into post-secondary credit certificate programs; develop a flexible model to support accelerated progress through basic skills development and certificate programs; enhance transferability of student credits; and identify the critical "wrap-around" services that support student transition from one educational level to the next, and from enrollment to completion of programs.

While career pathways programs would continue to exist at the colleges without the requested state level investment, there would be an inevitable shift to college-centric career pathways programs and practices, rather than ensuring statewide leadership for:

- disseminating and adopting evidence-based practices;
- developing pathways roadmaps and other materials for use by students and staff;
- expanding transferability of Pathways certificate programs across the colleges;
- developing acceleration strategies to lessen time to completion of pathways programs; and

- expanding transition support for students.

In addition, the critical CCWD research studies being conducted on the effectiveness of the career pathways programs would not continue, and would not further guide practice to ensure the most effective investment of state dollars. While most colleges do some internal research, this statewide approach allows an in-depth analysis of trends that would not be possible from reviewing fragmented local studies.

Finally, the state level coordination has been critical to:

- the engagement of senior leaders at the colleges in understanding and supporting the career pathways framework;
- the creation and leadership effectiveness of the operational level Pathways Alliance;
- the ability to provide statewide access to information on career pathways through the statewide MyPathCareers.org website, community college roadmaps through the Oregon Labor Market Information (OLMIS) website, the MyPathCareers website, materials on the Community College and Workforce Development Website, and
- Disseminating materials through other statewide communication channels that go beyond any individual college.

Without this statewide leadership, it is unlikely that the exponential gains that are expected as this initiative reaches maturity will be realized.

STAFFING IMPACT

This package provides \$4,000,000 General Fund and requests two positions within the Department of Community Colleges and Workforce Development: a 1.0 FTE Education Program Specialist 2 and a .5 FTE Research Analyst 4. The funds will be used to continue the Pathways grants to the community colleges, and update the Pathways Web Tool. Staff will ensure strong employer engagement in the development of new Pathways certificates; refinement of existing Pathways certificates; and provide the resource necessary to continue the development of the longitudinal Pathways research studies which will provide outcomes/accountability data on the Pathways program.

\$2,642,530	Career Pathways Grants to 17 Community Colleges
903,220	Statewide Coordination
\$65,780	Career Pathways Web Tool
296,377	Personal Service
<u>92,093</u>	<u>Supplies and Services</u>
\$4,000,000	Total GF

Staff:	1.0 FTE Education Program Specialist
	0.5 FTE Research Analyst 4

Increase institutional match of the colleges from 25% in 2011-13 biennium, to 40% in 2013-15 biennium: \$400,000.00

QUANTIFYING RESULTS

The Career Pathways package supports CCWD Key Performance Measure (KPM):

- KPM #1: Successful GED Applicants
- KPM #4: Adults Employed Upon Exit
- KPM #5: Dislocated Worker Wages
- KPM #6 Current/Incumbent Worker Employment
- KPM #7 Completion of Basic Skills/ESL

The Career Pathways will advance the mission of the Department of Community Colleges and Workforce Development by contributing to increased skills and career opportunities for Oregonians, and advance the department's contributions to Oregon's Benchmarks, which include increasing:

- Post-secondary technical certificate completion (the middle "40") by 25% over student completions in the 2013-15 biennium.
- Students moving from OPABS to post-secondary credit programs by 25%.
- Adult basic education students who earn a post-secondary credit certificate by 25% over 2013-15 biennium.
- The number of low-skilled adults who earn a high school equivalency certificate by 20% over 2013-15 biennium.
- The number of students who complete OPABS curriculum by 25%.
- Dual enrollment of low-skilled students in both basic education and career pathways programs by 25%, in order to accelerate progress and increase certificate completion rates.
- Work-based learning opportunities for students in career pathways programs by 25%, through intensified employer engagement.
- Exploration of strategies to enhance transferability across colleges of career pathway credits.

REVENUE SOURCE

Office Operations 001-01

\$1,357,470 General Fund

State Support to Community Colleges, Other State Support 002-02

\$2,642,530 General Fund

NOT RECOMMENDED IN GOVERNOR'S BUDGET

POLICY PACKAGE 202

Community Care Worker Training

PURPOSE

Oregon has a goal of training 300 or more Community Healthcare Workers by 2015 in order to aid full implementation of Community Care Organizations. The agency proposes to foster collaboration between Oregon's 17 community colleges in an effort to assist program development and delivery. Benchmarks include establishment of a statewide workgroup made up of community college healthcare deans and directors and development of online and statewide training delivery. This action aligns with the agency mission to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

HOW ACHIEVED

Convene workgroup January 2013. Work with established programs and assist with online integration spring 2013. Increased offerings throughout multiple colleges and online will provide more opportunity for Oregon students. The current Council of Oregon Healthcare Deans and Directors is guiding the work along with the workgroup chair who is a member of the Oregon Health Authority's Nontraditional Healthcare Worker Committee. The committee has established the program outcomes that are guiding the curriculum and training. This approach to statewide program development has precedent in other program areas and has been successful in providing training opportunities and meeting workforce need. No statutory language changes anticipated.

STAFFING IMPACT

Current staffing

QUANTIFYING RESULTS

The agency will quantify results by number of trained individuals. This will be collected through the Oregon Community College Unified Reporting System. First look will occur summer of 2013 and then each following quarter through 2015.

REVENUE SOURCE

Office Operations 001-01
\$673,800 General Funds

TOTAL PACKAGE

\$673,800 General Funds

ADDED IN GOVERNOR'S BUDGET

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
 Pkg: 202 - Community Care Worker Training

Cross Reference Name: State Support to CCs
 Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	673,800	-	-	-	-	-	673,800
Total Revenues	\$673,800	-	-	-	-	-	\$673,800
Special Payments							
Dist to Comm College Districts	673,800	-	-	-	-	-	673,800
Total Special Payments	\$673,800	-	-	-	-	-	\$673,800
Total Expenditures							
Total Expenditures	673,800	-	-	-	-	-	673,800
Total Expenditures	\$673,800	-	-	-	-	-	\$673,800
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

CCWD State Support to Community Colleges Policy Package 400

PURPOSE

This package transfers the CCWD State Support of Community College program to the Department of Post-Secondary Education and Workforce Development. Prior to the transfer, it was adjusted for final PERS rates and proposed PERS changes. It includes \$428,368,937 for the Community College Support Fund and \$673,800 for community care worker training. Package 103 (Career Pathways) was not approved.

HOW ACHIEVED

The Community College Support Fund will be included in the Department of Post-Secondary Education and Workforce Development funding formula redesign.

Community colleges rely on three complementary funding streams as the primary sources of support for education and workforce services to local communities: Oregon General Fund appropriations through the CCSF, property taxes, and student tuition and fees. State General Funds are distributed to the community colleges through a formula adopted by the State Board of Education. The Community College Distribution Formula is based on the premise that public funds should support Oregon students equitably, regardless of where they attend community college within the state.

STAFFING IMPACT

No additional staff requested for the package

REVENUE SOURCE

General Fund: \$429,068,045

Timber Tax: \$25,308

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
 Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: State Support to CCs
 Cross Reference Number: 58600-002-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(429,042,737)	-	-	-	-	-	(429,042,737)
Tsfr From Revenue, Dept of	-	-	(25,308)	-	-	-	(25,308)
Total Revenues	(\$429,042,737)	-	(\$25,308)	-	-	-	(\$429,068,045)
Special Payments							
Dist to Comm College Districts	(429,042,737)	-	(25,308)	-	-	-	(429,068,045)
Total Special Payments	(\$429,042,737)	-	(\$25,308)	-	-	-	(\$429,068,045)
Total Expenditures							
Total Expenditures	(429,042,737)	-	(25,308)	-	-	-	(429,068,045)
Total Expenditures	(\$429,042,737)	-	(\$25,308)	-	-	-	(\$429,068,045)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

Detail of Lottery Funds, Other Funds, and Federal Funds Revenue – State Support to Community Colleges

CCWD 58600-000-00 Source	Fund	ORBITS Revenue Acct	2009-11	2011-13		2013-15		
			Actual	Legislatively Adopted	Estimated	Agency Request	Governor's Recommended	Legislatively Adopted
Timber Tax	OF	1150	11,635	25,308	25,308	25,308	25,308	

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Community Coll & Workforce Dvlpmnt, Dept of
2013-15 Biennium

Agency Number: 58600
Cross Reference Number: 58600-002-00-00-00000

<i>Source</i>	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Other Funds						
Tsfr From Revenue, Dept of	11,635	25,308	25,308	25,308	-	-
Total Other Funds	\$11,635	\$25,308	\$25,308	\$25,308	-	-

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 State Support to CCs

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-002-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
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LIMITED BUDGET (Excluding Packages)

SERVICES & SUPPLIES

General Fund	4,128	-	-	-	-	-
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SPECIAL PAYMENTS

General Fund	432,834,075	396,310,700	396,291,450	396,291,450	396,291,450	-
Other Funds	11,635	25,308	25,308	25,308	25,308	-
All Funds	432,845,710	396,336,008	396,316,758	396,316,758	396,316,758	-

TOTAL LIMITED BUDGET (Excluding Packages)

General Fund	432,838,203	396,310,700	396,291,450	396,291,450	396,291,450	-
Other Funds	11,635	25,308	25,308	25,308	25,308	-
All Funds	432,849,838	396,336,008	396,316,758	396,316,758	396,316,758	-

LIMITED BUDGET (Essential Packages)

021 PHASE-IN

SPECIAL PAYMENTS

General Fund	-	-	-	14,239,300	14,239,300	-
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022 PHASE-OUT PGM & ONE-TIME COSTS

SPECIAL PAYMENTS

General Fund	-	-	-	(530,750)	(530,750)	-
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031 STANDARD INFLATION

SPECIAL PAYMENTS

General Fund	-	-	-	9,498,257	9,498,257	-
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Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
State Support to CCs

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
032 ABOVE STANDARD INFLATION						
SPECIAL PAYMENTS						
General Fund	-	-	-	24,068,729	22,414,102	-
050 FUNDSHIFTS						
SPECIAL PAYMENTS						
General Fund	-	-	-	(9,184,452)	(9,184,452)	-
TOTAL LIMITED BUDGET (Essential Packages)						
General Fund	-	-	-	38,091,084	36,436,457	-
LIMITED BUDGET (Current Service Level)						
General Fund	432,838,203	396,310,700	396,291,450	434,382,534	432,727,907	-
Other Funds	11,635	25,308	25,308	25,308	25,308	-
All Funds	432,849,838	396,336,008	396,316,758	434,407,842	432,753,215	-
LIMITED BUDGET (Policy Packages)						
PRIORITY 0						
092 PERS TAXATION POLICY						
SPECIAL PAYMENTS						
General Fund	-	-	-	-	(594,081)	-
093 OTHER PERS ADJUSTMENTS						
SPECIAL PAYMENTS						
General Fund	-	-	-	-	(8,713,195)	-
202 COMMUNITY CARE WORKER TRAINING						

Community Coll & Workforce Dvlpmnt, Dept of

Agency Number: 58600

**Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
State Support to CCs**

**Version: Y - 01 - Governor's Budget
Cross Reference Number: 58600-002-00-00-00000**

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
SPECIAL PAYMENTS						
General Fund	-	-	-	-	673,800	-
400 TRANSFER TO DEPT OF POST-SEC ED						
SPECIAL PAYMENTS						
General Fund	-	-	-	-	(429,042,737)	-
Other Funds	-	-	-	-	(25,308)	-
All Funds	-	-	-	-	(429,068,045)	-
PRIORITY 1						
101 STATE SUPPORT TO COMMUNITY COLLEGES						
SPECIAL PAYMENTS						
General Fund	-	-	-	29,758,256	4,948,306	-
PRIORITY 3						
103 CAREER PATHWAYS						
SPECIAL PAYMENTS						
General Fund	-	-	-	2,642,530	-	-
TOTAL LIMITED BUDGET (Policy Packages)						
General Fund	-	-	-	32,400,786	(432,727,907)	-
Other Funds	-	-	-	-	(25,308)	-
All Funds	-	-	-	32,400,786	(432,753,215)	-
TOTAL LIMITED BUDGET (Including Packages)						
General Fund	432,838,203	396,310,700	396,291,450	466,783,320	-	-

____ Agency Request
2013-15 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Program Unit Appropriated Fund and Category Summary- BPR007A

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Other Funds	11,635	25,308	25,308	25,308	-	-
All Funds	432,849,838	396,336,008	396,316,758	466,808,628	-	-
OPERATING BUDGET						
General Fund	432,838,203	396,310,700	396,291,450	466,783,320	-	-
Other Funds	11,635	25,308	25,308	25,308	-	-
All Funds	432,849,838	396,336,008	396,316,758	466,808,628	-	-
TOTAL BUDGET						
General Fund	432,838,203	396,310,700	396,291,450	466,783,320	-	-
Other Funds	11,635	25,308	25,308	25,308	-	-
All Funds	432,849,838	396,336,008	396,316,758	466,808,628	-	-

FEDERAL AND OTHER SUPPORT

Department of Community Colleges and Workforce Development

Most of the Federal and Other Funds that come to the Department of Community Colleges and Workforce Development are passed through to community colleges, local workforce service areas, and other local providers.

Workforce Investment Act Title IB, Adults, Youth, and Dislocated Workers

These programs prepare adults, youth, and dislocated workers who are facing serious barriers to employment for participation in the labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency, thereby improving the quality of the workforce and enhancing the productivity of the nation.

CCWD, along with our partners at the Oregon Employment Department, provide an integrated service delivery system to our customers. The purpose of the integration is to provide workforce investment activities that increase the employment, retention and earnings of participants as well as increasing access to skill development opportunities including occupational skills training when appropriate. This results in improving the quality of the workforce and enhancing the productivity and global competitiveness of Oregon as well as increasing wages, retention and advancement of Oregonians. Integration is systematically improving the coordination for the Workforce Investment Act and Wagner-Peyser Act funded services to achieve improved customer outcomes and more efficient and effective customer service.

Title IB activities are supported by funds appropriated by the U.S. Department of Labor and can be spent only on these specific activities. Approximately \$95 million is anticipated for 2013-15. Five percent will be retained to pay administrative costs; the majority of these funds will be distributed to local workforce areas, who provide services to people in need. No match is required.

Adult

Goal of the Adult Program:

- Provide adults with skill assessment, skill training, and knowledge development necessary to be successful in the job market.

Services provided:

- Core, intensive and training services through local area WorkSource Oregon One-Stop Centers and local providers.
- Technical assistance, capacity building, identification of resources, and leadership in policy and coordination discussions and efforts.
- Initial Skills review.

Population(s) served:

- Adults 18 years of age and older.
- External customers: Local/Regional Workforce Boards, Title IB service providers, One-Stop operators, state partners agencies.
- Internal customers: Adult Education and Family Literacy, GED, Carl Perkins Postsecondary.

Plan or program design to achieve the goals:

- Coordinate activities at state and local levels with other workforce programs.
- Deliver services through local providers.
- Plan to develop more specific program design within agency.

Program measures or evaluation of progress and success:

- WIA performance measures under Title IB (entered employment, retention, earnings change, employment and credential rate).
- Oregon's system-wide indicators of performance (being developed) as they apply to Title IB activities.

Youth

Goals of the Youth Program:

- To provide eligible youth assistance in achieving academic and employment success, effective and comprehensive activities, including a variety of options for improving educational and skill competencies and providing effective connections to employers.
- To ensure on-going mentoring opportunities for youth with adults committed to providing such opportunities.
- To provide opportunities for training to eligible youth.
- To provide continued support services which enhance the success of youth.
- To provide incentives for recognition and achievement to youth.
- To provide opportunities for eligible youth in activities related to leadership development, decision making citizenship and local communities.
- To establish local youth councils that connect many youth programs into a youth system.

Services provided:

- Tutoring, study skills training, and instruction, leading to completion of secondary school including drop-out prevention.
- Alternative secondary school services.
- Summer employment opportunities linked directly to academic occupational learning.
- Paid and unpaid work experiences, including internships and job shadowing.
- Occupational skill training.
- Leadership development opportunities including community service and peer-centered activities.
- Support services.
- Adult mentoring.
- Follow-up services.
- Comprehensive guidance and counseling.

Population served:

- Eligible youth (ages 14-21, economically disadvantaged with barriers to employment).

Plan or program design to achieve the goals:

- Provide an objective assessment to each youth which identifies the academic levels, skill levels, and service needs of each participant.
- Develop individual service strategies for each participant.
- Provide preparation for postsecondary education opportunities.
- Provide strong linkages between academic and occupational learning.
- Provide preparation for unsubsidized employment opportunities.
- Provide effective connections to the job market.

Program measures or evaluation of progress and success:

- Oregon's system-wide performance measures and Title IB Youth Performance standards.

Dislocated Worker

Goal of the Dislocated Worker Program:

- Assist workers in obtaining re-employment through local services, in some cases, including re-training.

Services provided:

- Re-employment and training services to dislocated workers.
- Information for businesses and workers about dislocated worker services and other options for easing the transition to re-employment or averting layoffs.
- Coordination of partners.
- Pre-layoff assessment of affected workers through worker surveys.
- Establishment and facilitation of Labor Management Transition Teams.
- Initial Skills Review.

Population(s) served:

- Dislocated workers and businesses.

Plan or program design to achieve the goals:

- Support specialists working directly in the field with partners including local workforce areas, labor, community colleges, Employment Department, Department of Human Services, etc.
- Establish and maintain infrastructure that ensures ongoing delivery of services.

Program measures or evaluation of progress and success:

- Utilization of statewide rapid response and additional assistance funds.
- Performance measures.
- Audits and reviews.
- Grant awards.

- Customer satisfaction through focus groups during reviews.

National Emergency Grants (NEGs)

National Emergency Grants are discretionary grants awarded by the Secretary of Labor pursuant to the federal Workforce Investment Act. Funds are awarded to provide employment-related service for dislocated workers, and are reserved and made available for obligation by the Secretary. In Oregon, application is made for an NEG when a local area is faced with a layoff that affects more than 50 workers.

Oregon Youth Conservation Corps (OYCC)

Services provided:

- Summer work programs that benefit at-risk and disadvantaged youth and their communities,
- Support for alternative educational programs including: funding, partnership building, project development, curriculum and professional/technical training for staff,
- Partnerships with agencies at all levels to identify and recruit youth who are eligible to apply for summer and year round programs.

Population served:

- Youth, ages 13-24 (75% at-risk)

Plan or program design to achieve the goals:

- Coordinate Summer Conservation Corps with at least one crew in each of Oregon's 36 counties. Actively seek projects and funding partners for crews,
- Coordinate Community Stewardship Corps by partnering with 25 alternative high schools and offering planning grants for prospective new programs. Explore grants and project opportunities,
- Administer competitive grant process and provide technical assistance and expertise to ensure successful programs,
- Annual training for 100+ teachers and crew leaders in team building, project development, safety, leadership skills, integration of classroom and field learning and experiential teaching techniques.

Program measures or evaluation of progress and success:

- Performance measurements of work and education skills gained,
- Pre- and post- assessments by supervisors, corps members and project partners,
- Statistical evaluations, including number of youth served, diversity, barriers overcome
- Student progress in math, science and language arts.
- Provide opportunities to meet Career Related Learning standards and Credit for Proficiency.

Workforce Investment Act, Title II, Adult Basic Skills

Adult Basic Skills funding comes through the Workforce Investment Act, Title II, Adult Education and Family Literacy Act. These funds are used to provide adults, ages 16 and older, the opportunity to develop basic reading, writing, math, English language, and critical thinking skills.

Approximately \$12.0 million is expected to be received from the U.S. Dept. of Education in 2013-15. The state retains five percent to pay administrative costs and 12.5 percent to pay for statewide leadership activities such as program improvement, professional development, accountability training, and special activities. The balance is distributed to local programs. States are required to maintain an annual Maintenance of Effort as well as a minimum 25% match in non-federal funds. Local programs have a required 25% match in non-federal funds.

Goal of the Adult Basic Skills Program:

- Provide administrative structure and financial support to local programs so that Oregonians can gain access to instruction and obtain the knowledge, skills, and secondary credentials necessary for work, further education, family self-sufficiency, and community involvement. Basic skills include reading, writing, math, speaking/listening in English, and basic computer literacy.

Services provided:

- Competitive grant processes designed to identify local providers for basic skills instruction. Title II services are delivered through four primary direct services grants:
 - **Comprehensive Services** grants provide direct classroom instruction in basic skills, English as a second language, GED, and Adult High School Diploma.
 - **Outreach Tutoring** grants provide volunteer-based instruction to students in one-to-one or small group settings; students are often in outreach areas, on waiting lists for classroom programs, or have special needs.
 - **Corrections** grants include both community and state corrections services that provide the skills inmates need to be successful upon their release.
 - **English Language (EL)/Civics** grants focus instruction on civics education for non-native English speakers. Civics education includes both life skills (voting, using public transportation, community participation, locating state assistance offices, using the library system, etc.) and “idea” civics, which concentrates on content related to citizenship, American history, the constitution, and similar subjects.
 - In addition to the direct services grants, current grantees are eligible to apply for annual supporting grants:
 - **Accountability** grants provide additional funding to support the development and maintenance of assessment and data collection and reporting systems that grantees are required to utilize for program reporting and continued funding.
 - **Program Improvement** grants provide additional funding to support staff professional development, instructional and assessment training, and program improvement and research.
- GED and/or Adult High School Diploma policy, instructional standards, and program design.
- Development of English language literacy, civics education, family literacy, and/or workplace literacy program models.

- Local program evaluation and identification of local program improvement activities, partnership opportunities, and best practices.
- Statewide program improvement, professional development, and research activities.
- Inter-agency state assessment certification system in reading, math, writing, speaking/listening.
- Statewide basic skills performance accountability system.
- Leadership, technical assistance and current research information dissemination for local programs.

Population(s) served:

- Adults (including current and returning workers), requiring basic skills assessment and instruction. This includes under-prepared students, people with minimal literacy skills, low-income adults, people with disabilities, single parent and displaced homemakers, the incarcerated, and individuals with multiple barriers to educational enhancement, including people with limited English proficiency.
- Local program staff and instructors who provide basic skills assessment and instructional programming.
- State and local agency partners: Community Colleges, Department of Human Services, Department of Corrections, WIA Title I providers, K-12 alternative education programs, community-based organizations, faith-based organizations.

Plan or program design to achieve the goals:

- A comprehensive State Plan for adult basic skills administration, state leadership activities, and performance accountability system (part of Oregon's Unified State Plan).
- Use of federal funds to supplement state education investments.
- Coordinate projects with statewide significance in the areas of assessment and reporting, staff professional development, content standards and practices, technology, improving access and identifying best practices, strategic planning, and continuous improvement. The goal of these projects is to engage local programs in research-based practices to increase the quality and expand the range of services.
- State and local priorities are developed cooperatively with the Oregon Council for Adult Basic Skill Development, a council of program administrators who meet quarterly. State staff works to align and support these activities with state and federal objectives.

Program measures or evaluation of progress and success:

- Federal/State/Local Negotiated Performance Measures: skill gain, receipt of secondary credentials (AHSD/GED), placement in post-secondary education or training, employment placement, employment retention.
- State's approach to program evaluation focuses on data based performance and analysis, strategic planning and evaluation, local program improvement plans and reporting, and local program site evaluation.
- Annual State Statistical, Financial reports, and Strategic Framework Reports (Oregon's annual report to the US Dept. of Education, Office of Vocational and Adult Education).
- Annual Local Program Statistical, Financial reports, and Strategic Framework.
- Oregon's Indicators of Program Quality (for local program strategic planning, evaluation, reporting, and continuous improvement).
- Federal review and audit of state agency.
- State review and audit of local grantees.

Federal/Other Support

Essential Packages

Package 022: Phased-Out Programs

The State Energy Sector Partnership & Training Grant (SESP) concludes in the 2011-13 biennium and was therefore phased-out in the 2013-15 biennium. SESP is a federal grant under the American Recovery and Reinvestment Act of 2009 through the U.S. Department of Labor that has a three year span, which began in the 2009-11 biennium. As a result of this phase-out, Federal Fund limitation for special payments was reduced by \$2,733,786.

Package 031: Standard Inflation and State Government Service Charges

The Department of Administrative Services' (DAS) standard inflation is 2.4% for special payments. This package increases Federal Fund limitation for special payments by \$2,364,009. Inflation is not applied to federal or other grants that are not expected to increase in the 2013-15 Biennium, such as Carl Perkins federal funds which are transferred to CCWD as other funds by the Department of Education.

Package 070: Revenue Shortfalls

The purpose of this package is to reduce Federal Fund expenditures due to lower WIA Title IB revenue expected for the 2013-15 biennium. Special payments to non-governmental entities was reduced by \$7,725,521 SCR Federal and Other Support. An additional reduction was made in SCR Office Operations which decreased professional services by \$1,079,676.

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: Federal/Other Support
Cross Reference Number: 58600-003-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	(2,733,786)	-	-	(2,733,786)
Total Revenues	-	-	-	(\$2,733,786)	-	-	(\$2,733,786)
Special Payments							
Dist to Non-Gov Units	-	-	-	(2,733,786)	-	-	(2,733,786)
Total Special Payments	-	-	-	(\$2,733,786)	-	-	(\$2,733,786)
Total Expenditures							
Total Expenditures	-	-	-	(2,733,786)	-	-	(2,733,786)
Total Expenditures	-	-	-	(\$2,733,786)	-	-	(\$2,733,786)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Federal/Other Support
Cross Reference Number: 58600-003-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	2,364,010	-	-	2,364,010
Total Revenues	-	-	-	\$2,364,010	-	-	\$2,364,010
Special Payments							
Dist to Counties	-	-	-	189	-	-	189
Dist to Other Gov Unit	-	-	-	1,492	-	-	1,492
Dist to Non-Gov Units	-	-	-	2,029,987	-	-	2,029,987
Dist to Comm College Districts	-	-	-	325,108	-	-	325,108
Spc Pmt to Corrections, Dept of	-	-	-	4,320	-	-	4,320
Spc Pmt to Employment Dept	-	-	-	2,913	-	-	2,913
Total Special Payments	-	-	-	\$2,364,009	-	-	\$2,364,009
Total Expenditures							
Total Expenditures	-	-	-	2,364,009	-	-	2,364,009
Total Expenditures	-	-	-	\$2,364,009	-	-	\$2,364,009
Ending Balance							
Ending Balance	-	-	-	1	-	-	1
Total Ending Balance	-	-	-	\$1	-	-	\$1

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 070 - Revenue Shortfalls

Cross Reference Name: Federal/Other Support
Cross Reference Number: 58600-003-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Dist to Non-Gov Units	-	-	-	(7,725,521)	-	-	(7,725,521)
Total Special Payments	-	-	-	(\$7,725,521)	-	-	(\$7,725,521)
Total Expenditures							
Total Expenditures	-	-	-	(7,725,521)	-	-	(7,725,521)
Total Expenditures	-	-	-	(\$7,725,521)	-	-	(\$7,725,521)
Ending Balance							
Ending Balance	-	-	-	7,725,521	-	-	7,725,521
Total Ending Balance	-	-	-	\$7,725,521	-	-	\$7,725,521

CCWD Federal and Other Support – Policy Package 400

PURPOSE

This package transfers CCWD Federal/State Programs to the Department of Post-Secondary Education and Workforce Development. Programs include Workforce Investment Act Title IB and Title II funds, National Emergency Grants, and Perkins Grant funds transferred from the Department of education. No adjustments were made to the Modified CSL prior to the transfer.

HOW ACHIEVED

All of the Federal and Other Funds in this program unit are passed through to community colleges, local workforce service areas, and other local providers. The current programs in this program unit include:

- Workforce Investment Act Title IB, Adults, Youth, and Dislocated Workers
- National Emergency Grants (NEGs)
- Workforce Investment Act, Title II, Adult Basic Skills
- Carl Perkins Career and Technical Act Grants

STAFFING IMPACT

There is no staffing impact.

REVENUE SOURCE

Other Funds: \$415,128

Federal Funds: \$93,138,910

Nonlimited Federal Funds: \$18,968,831

Total Funds: \$112,522,869

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Federal/Other Support
Cross Reference Number: 58600-003-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Beginning Balance							
Beginning Balance Adjustment	-	-	(8,438)	-	-	-	(8,438)
Total Beginning Balance	-	-	(\$8,438)	-	-	-	(\$8,438)
Revenues							
Federal Funds	-	-	-	(93,138,910)	-	(18,968,831)	(112,107,741)
Tsfr From Education, Dept of	-	-	(420,264)	-	-	-	(420,264)
Total Revenues	-	-	(\$420,264)	(\$93,138,910)	-	(\$18,968,831)	(\$112,528,005)
Special Payments							
Dist to Counties	-	-	-	(8,080)	-	-	(8,080)
Dist to Other Gov Unit	-	-	-	(63,647)	-	(18,968,831)	(19,032,478)
Dist to Non-Gov Units	-	-	(298,507)	(78,887,278)	-	-	(79,185,785)
Dist to Comm College Districts	-	-	(84,527)	(13,871,284)	-	-	(13,955,811)
Spc Pmt to Corrections, Dept of	-	-	-	(184,320)	-	-	(184,320)
Spc Pmt to Employment Dept	-	-	(32,094)	(124,301)	-	-	(156,395)
Total Special Payments	-	-	(\$415,128)	(\$93,138,910)	-	(\$18,968,831)	(\$112,522,869)
Total Expenditures							
Total Expenditures	-	-	(415,128)	(93,138,910)	-	(18,968,831)	(112,522,869)
Total Expenditures	-	-	(\$415,128)	(\$93,138,910)	-	(\$18,968,831)	(\$112,522,869)

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Federal/Other Support
Cross Reference Number: 58600-003-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	(13,574)	-	-	-	(13,574)
Total Ending Balance	-	-	(\$13,574)	-	-	-	(\$13,574)

**Funds Revenue
Federal and Other Support**

CCWD 58600-003-00 Source	Fund	ORBITS Revenue Acct	2009-11	2011-13		2013-15		
			Actual	Legislatively Adopted	Estimated	Agency Request	Governor's Recommended	Legislatively Adopted
Carl Perkins	OF	1581	462,846	420,264	420,264	420,264		
Transfer from Employment Dept. (LMI)	OF	1471	166,662	0	85,1010	0		
ODOT	OF	0975	337,489	0	0	0		
WIA Title IB	FF	0995	108,670,414	89,547,789	83,974,230	83,974,230		
WIA Title II	FF	0995	9,755,050	8,952,633	8,952,633	9,167,496		
Navigator	FF	0995	676,640	0	0	0		
Wired	FF	0995	3,379,190	0	0	0		
SESP	FF	0995	2,006,164	2,733,786	2,733,786	0		
NEG	FF	0995	16,431,823	18,968,831	18,968,831	18,968,831		

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Community Coll & Workforce Dvlpmnt, Dept of
2013-15 Biennium

Agency Number: 58600
Cross Reference Number: 58600-003-00-00-00000

<i>Source</i>	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Other Funds						
Other Revenues	337,489	-	-	-	-	-
Tsfr From Employment Dept	166,662	-	-	-	-	-
Tsfr From Education, Dept of	462,846	420,264	420,264	420,264	-	-
Total Other Funds	\$966,997	\$420,264	\$420,264	\$420,264	-	-
Federal Funds						
Federal Funds	124,487,457	101,234,208	101,234,208	93,141,726	-	-
Total Federal Funds	\$124,487,457	\$101,234,208	\$101,234,208	\$93,141,726	-	-
Nonlimited Federal Funds						
Federal Funds	16,431,823	18,968,831	18,968,831	18,968,831	-	-
Total Nonlimited Federal Funds	\$16,431,823	\$18,968,831	\$18,968,831	\$18,968,831	-	-

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Federal/Other Support

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-003-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
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LIMITED BUDGET (Excluding Packages)

SERVICES & SUPPLIES

Other Funds	154	-	-	-	-	-
Federal Funds	275,907	-	-	-	-	-
All Funds	276,061	-	-	-	-	-

SPECIAL PAYMENTS

Other Funds	942,204	415,128	415,128	415,128	415,128	-
Federal Funds	122,801,981	101,234,208	101,234,208	101,234,208	101,234,208	-
All Funds	123,744,185	101,649,336	101,649,336	101,649,336	101,649,336	-

TOTAL LIMITED BUDGET (Excluding Packages)

Other Funds	942,358	415,128	415,128	415,128	415,128	-
Federal Funds	123,077,888	101,234,208	101,234,208	101,234,208	101,234,208	-
All Funds	124,020,246	101,649,336	101,649,336	101,649,336	101,649,336	-

LIMITED BUDGET (Essential Packages)

022 PHASE-OUT PGM & ONE-TIME COSTS

SPECIAL PAYMENTS

Federal Funds	-	-	-	(2,733,786)	(2,733,786)	-
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031 STANDARD INFLATION

SPECIAL PAYMENTS

Federal Funds	-	-	-	2,364,009	2,364,009	-
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TOTAL LIMITED BUDGET (Essential Packages)

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Federal/Other Support

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-003-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Federal Funds	-	-	-	(369,777)	(369,777)	-
LIMITED BUDGET (Current Service Level)						
Other Funds	942,358	415,128	415,128	415,128	415,128	-
Federal Funds	123,077,888	101,234,208	101,234,208	100,864,431	100,864,431	-
All Funds	124,020,246	101,649,336	101,649,336	101,279,559	101,279,559	-
LIMITED BUDGET (Policy Packages)						
PRIORITY 0						
070 REVENUE SHORTFALLS						
SPECIAL PAYMENTS						
Federal Funds	-	-	-	(7,725,521)	(7,725,521)	-
400 TRANSFER TO DEPT OF POST-SEC ED						
SPECIAL PAYMENTS						
Other Funds	-	-	-	-	(415,128)	-
Federal Funds	-	-	-	-	(93,138,910)	-
All Funds	-	-	-	-	(93,554,038)	-
TOTAL LIMITED BUDGET (Policy Packages)						
Other Funds	-	-	-	-	(415,128)	-
Federal Funds	-	-	-	(7,725,521)	(100,864,431)	-
All Funds	-	-	-	(7,725,521)	(101,279,559)	-
TOTAL LIMITED BUDGET (Including Packages)						
Other Funds	942,358	415,128	415,128	415,128	-	-

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Federal/Other Support

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-003-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Federal Funds	123,077,888	101,234,208	101,234,208	93,138,910	-	-
All Funds	124,020,246	101,649,336	101,649,336	93,554,038	-	-
NONLIMITED BUDGET (Excluding Packages)						
SPECIAL PAYMENTS						
Federal Funds	16,431,823	18,968,831	18,968,831	18,968,831	18,968,831	-
TOTAL NONLIMITED BUDGET (Excluding Packages)						
Federal Funds	16,431,823	18,968,831	18,968,831	18,968,831	18,968,831	-
NONLIMITED BUDGET (Current Service Level)						
Federal Funds	16,431,823	18,968,831	18,968,831	18,968,831	18,968,831	-
NONLIMITED BUDGET (Policy Packages)						
PRIORITY 0						
400 TRANSFER TO DEPT OF POST-SEC ED						
SPECIAL PAYMENTS						
Federal Funds	-	-	-	-	(18,968,831)	-
TOTAL NONLIMITED BUDGET (Policy Packages)						
Federal Funds	-	-	-	-	(18,968,831)	-
TOTAL NONLIMITED BUDGET (Including Packages)						
Federal Funds	16,431,823	18,968,831	18,968,831	18,968,831	-	-
OPERATING BUDGET						
Other Funds	942,358	415,128	415,128	415,128	-	-
Federal Funds	139,509,711	120,203,039	120,203,039	112,107,741	-	-

Community Coll & Workforce Dvlpmnt, Dept of

Agency Number: 58600

**Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
Federal/Other Support**

**Version: Y - 01 - Governor's Budget
Cross Reference Number: 58600-003-00-00-00000**

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
All Funds	140,452,069	120,618,167	120,618,167	112,522,869	-	-
TOTAL BUDGET						
Other Funds	942,358	415,128	415,128	415,128	-	-
Federal Funds	139,509,711	120,203,039	120,203,039	112,107,741	-	-
All Funds	140,452,069	120,618,167	120,618,167	112,522,869	-	-

OREGON YOUTH CONSERVATION CORPS (OYCC)

Department of Community Colleges and Workforce Development
2013-15 Governor's Balanced Budget
OREGON YOUTH CONSERVATION CORPS
3 Positions (3.0 FTE)

OYCC/WIA Youth Manager Principal Executive/Manager D
Oregon Youth Conservation Corps
Program Analyst 4
Program Analyst 1

Oregon Youth Conservation Corps

The Oregon Youth Conservation Corps was established by the 1987 Legislature for the purpose of providing education, training, and employment opportunities for disadvantaged and at-risk youth ages 13 through 24. The program purpose is to improve work skills, instill work ethic, increase employability, improve school completion and to protect, conserve, rehabilitate and improve the natural, historical and cultural resources of Oregon. Projects are created through partnerships with federal, state and local governments as well as private and non-profit entities. OYCC has an advisory committee consisting of nine members equally representing the appointing authorities of the Governor, Speaker of the House, and President of the Senate.

During the 2010-2011 school year, 900+ youth were involved in the Community Stewardship Corps and more than 550 youth were involved in the 2011 Summer Conservation Corps programs. The Summer Conservation Corps aims to have at least one natural resource-related crew in each county. The Community Stewardship Corps involved 24 alternative high school programs during the school year dedicated to community service, conservation, and education. Activities included planting trees, constructing and rehabilitating trails, GPS/GIS mapping, restoration of wetlands and stream banks, brush removal, invasive species/noxious weed removal, building projects and recycling.

Participants reported in follow-up surveys that their experience with OYCC increased their work skills, interest in further education and/or job training, their understanding of environmental issues, and their ability to cooperate in a team effort, work with others and learn from their mistakes.

Revenues for the state program come from the Oregon Lottery's Amusement Device Tax, and agreements with the Oregon State Marine Board, US Forest Service and Bureau of Land Management.

Each Oregon Youth Conservation Corps project or program leverages state funding with matching dollars from one or more natural resource, education and workforce partners. The cumulative match is approximately four to one for the Summer Conservation Corps program and eight to one for the Community Stewardship Corps program.

Goals of the program:

- To establish a disadvantaged and at-risk youth program,
- To perform conservation work of public value in the most cost-effective manner,
- To protect, conserve, rehabilitate, and improve the natural, historical and cultural resources of the state,
- To increase educational opportunities, training and employment opportunities for disadvantaged and at-risk youth for the purpose of improving work skills, instilling the work ethic, and increasing employability.

Services provided:

- Summer work programs that benefit at-risk and disadvantaged youth and their communities,
- Support for alternative educational programs including: funding, partnership building, project development, curriculum and professional/technical training for staff,
- Partnerships with agencies at all levels to identify and recruit youth who are eligible to apply for summer and year round programs.

Population served:

- Youth, ages 13-24 (75% at-risk)

Plan or program design to achieve the goals:

- Coordinate Summer Conservation Corps with at least one crew in each of Oregon's 36 counties. Actively seek projects and funding partners for crews,
- Coordinate Community Stewardship Corps by partnering with 25 alternative high schools and offering planning grants for prospective new programs. Explore grants and project opportunities,
- Administer competitive grant process and provide technical assistance and expertise to ensure successful programs,
- Annual training for 100+ teachers and crew leaders in team building, project development, safety, leadership skills, integration of classroom and field learning and experiential teaching techniques.

Program measures or evaluation of progress and success:

- Performance measurements of work and education skills gained,
- Pre- and post- assessments by supervisors, corps members and project partners,
- Statistical evaluations, including number of youth served, diversity, barriers overcome
- Student progress in math, science and language arts.
- Provide opportunities to meet Oregon's Essential Skills.

Oregon Youth Conservation Corps (OYCC)

Essential Policy Packages

Package 010: Vacancy Factor, Non-PICS Personal Services and PERS Obligations

The cost of Pension Bond contributions increased by \$918 Other Funds, and Mass Transit costs decreased by \$100 Other Funds for a total increase of \$818 Other Funds.

Package 022: Phased-Out Programs

This package phases-out the Oregon Youth Employment Initiative (OYEI) which is a federal grant from the U.S. Forest Service (USFS) through the U.S. Department of Agriculture (USDA). The amount of this grant for the 2011-13 is \$8,725,000 of which \$77,992 was for a limited duration position which is phased-out through PICS. This package phases-out \$1,177,090 Federal Funds which is the remainder of the grant.

Package 031: Standard Inflation and State Government Service Charges

The Department of Administrative Services (DAS) biennial inflation factors for 2013 include 2.4 percent for general inflation and, 2.81 percent for non-state employee personnel costs (contract providers). Using these standard inflation rates increases Other Funds limitation by \$47,417 and Federal Funds limitation by \$5,436.

Package 081 May 2012 E-Board

This package includes Federal Funds expenditure limitation for grants from Bureau of Land Management for youth employment opportunities on natural resource projects. The package includes the same amount awarded by the May 2012 Emergency Board for 2011-13. CCWD receives these funds periodically and with limited notice.

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
 Pkg: 010 - Non-PICS Psnl Svc / Vacancy Factor

Cross Reference Name: Youth Conservation Corp
 Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Personal Services							
Pension Obligation Bond	-	-	918	-	-	-	918
Mass Transit Tax	-	-	(100)	-	-	-	(100)
Total Personal Services	-	-	\$818	-	-	-	\$818
Total Expenditures							
Total Expenditures	-	-	818	-	-	-	818
Total Expenditures	-	-	\$818	-	-	-	\$818
Ending Balance							
Ending Balance	-	-	(818)	-	-	-	(818)
Total Ending Balance	-	-	(\$818)	-	-	-	(\$818)

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	(1,177,090)	-	-	(1,177,090)
Total Revenues	-	-	-	(\$1,177,090)	-	-	(\$1,177,090)
Personal Services							
Temporary Appointments	-	-	-	(9,289)	-	-	(9,289)
Social Security Taxes	-	-	-	(711)	-	-	(711)
Total Personal Services	-	-	-	(\$10,000)	-	-	(\$10,000)
Services & Supplies							
Professional Services	-	-	-	(27,000)	-	-	(27,000)
Total Services & Supplies	-	-	-	(\$27,000)	-	-	(\$27,000)
Special Payments							
Dist to Counties	-	-	-	(21,524)	-	-	(21,524)
Dist to Non-Gov Units	-	-	-	(1,118,566)	-	-	(1,118,566)
Total Special Payments	-	-	-	(\$1,140,090)	-	-	(\$1,140,090)
Total Expenditures							
Total Expenditures	-	-	-	(1,177,090)	-	-	(1,177,090)
Total Expenditures	-	-	-	(\$1,177,090)	-	-	(\$1,177,090)

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
 Pkg: 022 - Phase-out Pgm & One-time Costs

Cross Reference Name: Youth Conservation Corp
 Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	5,436	-	-	5,436
Total Revenues	-	-	-	\$5,436	-	-	\$5,436
Services & Supplies							
Instate Travel	-	-	393	-	-	-	393
Out of State Travel	-	-	2	-	-	-	2
Employee Training	-	-	88	-	-	-	88
Office Expenses	-	-	212	-	-	-	212
Telecommunications	-	-	75	-	-	-	75
Publicity and Publications	-	-	57	-	-	-	57
Professional Services	-	-	1,407	-	-	-	1,407
Employee Recruitment and Develop	-	-	2	-	-	-	2
Dues and Subscriptions	-	-	18	-	-	-	18
Facilities Rental and Taxes	-	-	782	-	-	-	782
Agency Program Related S and S	-	-	253	-	-	-	253
Other Services and Supplies	-	-	66	-	-	-	66
Expendable Prop 250 - 5000	-	-	2	-	-	-	2
IT Expendable Property	-	-	9	-	-	-	9
Total Services & Supplies	-	-	\$3,366	-	-	-	\$3,366
Special Payments							
Dist to Counties	-	-	1,429	-	-	-	1,429
Dist to Other Gov Unit	-	-	2,121	-	-	-	2,121
Dist to Non-Gov Units	-	-	21,153	5,436	-	-	26,589

____ Agency Request
2013-15 Biennium

____ Governor's Budget
Page _____

____ Legislatively Adopted
Essential and Policy Package Fiscal Impact Summary - BPR013

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 031 - Standard Inflation

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Dist to Local School Districts	-	-	15,108	-	-	-	15,108
Dist to Comm College Districts	-	-	742	-	-	-	742
Spc Pmt to Student Access Comm	-	-	3,498	-	-	-	3,498
Total Special Payments	-	-	\$44,051	\$5,436	-	-	\$49,487
Total Expenditures							
Total Expenditures	-	-	47,417	5,436	-	-	52,853
Total Expenditures	-	-	\$47,417	\$5,436	-	-	\$52,853
Ending Balance							
Ending Balance	-	-	(47,417)	-	-	-	(47,417)
Total Ending Balance	-	-	(\$47,417)	-	-	-	(\$47,417)

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 081 - May 2012 E-Board

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
Federal Funds	-	-	-	851,813	-	-	851,813
Total Revenues	-	-	-	\$851,813	-	-	\$851,813
Services & Supplies							
Instate Travel	-	-	-	1,622	-	-	1,622
Employee Training	-	-	-	2,656	-	-	2,656
Office Expenses	-	-	-	2,656	-	-	2,656
Telecommunications	-	-	-	3,542	-	-	3,542
Publicity and Publications	-	-	-	443	-	-	443
Facilities Rental and Taxes	-	-	-	5,781	-	-	5,781
Other Services and Supplies	-	-	-	885	-	-	885
Expendable Prop 250 - 5000	-	-	-	7,969	-	-	7,969
Total Services & Supplies	-	-	-	\$25,554	-	-	\$25,554
Special Payments							
Dist to Other Gov Unit	-	-	-	826,259	-	-	826,259
Total Special Payments	-	-	-	\$826,259	-	-	\$826,259
Total Expenditures							
Total Expenditures	-	-	-	851,813	-	-	851,813
Total Expenditures	-	-	-	\$851,813	-	-	\$851,813

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 081 - May 2012 E-Board

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 092 - PERS Taxation Policy

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Personal Services							
PERS Policy Adjustment	-	-	(1,341)	-	-	-	(1,341)
Total Personal Services	-	-	(\$1,341)	-	-	-	(\$1,341)
Total Expenditures							
Total Expenditures	-	-	(1,341)	-	-	-	(1,341)
Total Expenditures	-	-	(\$1,341)	-	-	-	(\$1,341)
Ending Balance							
Ending Balance	-	-	1,341	-	-	-	1,341
Total Ending Balance	-	-	\$1,341	-	-	-	\$1,341

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 093 - Other PERS Adjustments

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Personal Services							
PERS Policy Adjustment	-	-	(10,714)	-	-	-	(10,714)
Total Personal Services	-	-	(\$10,714)	-	-	-	(\$10,714)
Total Expenditures							
Total Expenditures	-	-	(10,714)	-	-	-	(10,714)
Total Expenditures	-	-	(\$10,714)	-	-	-	(\$10,714)
Ending Balance							
Ending Balance	-	-	10,714	-	-	-	10,714
Total Ending Balance	-	-	\$10,714	-	-	-	\$10,714

Oregon Youth Conservation Corps – Policy Package 400

PURPOSE

This package transfers the CCWD Oregon Youth Conservation Corps to the Department of Post-Secondary Education and Workforce Development. Prior to the transfer, federal limitation was increased in package 081 (May E-Board), and expenditures were adjusted for PERS savings in package 092 and 093.

HOW ACHIEVED

The Oregon Youth Conservation Corps was established by the 1987 Legislature for the purpose of providing education, training, and employment opportunities for disadvantaged and at-risk youth ages 13 through 24. The program purpose is to improve work skills, instill work ethic, increase employability, improve school completion and to protect, conserve, rehabilitate and improve the natural, historical and cultural resources of Oregon. Projects are created through partnerships with federal, state and local governments as well as private and non-profit entities. OYCC has an advisory committee consisting of nine members equally representing the appointing authorities of the Governor, Speaker of the House, and President of the Senate.

STAFFING IMPACT

Three positions and FTE are transferred to the Department of Post-Secondary Education and Workforce Development.

REVENUE SOURCE

Other Funds: \$2,275,000

Federal Funds: \$1,083,749

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Beginning Balance							
Beginning Balance Adjustment	-	-	(443,266)	-	-	-	(443,266)
Total Beginning Balance	-	-	(\$443,266)	-	-	-	(\$443,266)
Revenues							
Donations	-	-	(175,000)	-	-	-	(175,000)
Other Revenues	-	-	(300,000)	-	-	-	(300,000)
Federal Funds	-	-	-	(1,083,749)	-	-	(1,083,749)
Tsfr From Revenue, Dept of	-	-	(1,700,000)	-	-	-	(1,700,000)
Tsfr From Marine Bd, Or State	-	-	(100,000)	-	-	-	(100,000)
Total Revenues	-	-	(\$2,275,000)	(\$1,083,749)	-	-	(\$3,358,749)
Personal Services							
Class/Unclass Sal. and Per Diem	-	-	(309,389)	(25,459)	-	-	(334,848)
Empl. Rel. Bd. Assessments	-	-	(112)	(8)	-	-	(120)
Public Employees' Retire Cont	-	-	(59,001)	(4,855)	-	-	(63,856)
Pension Obligation Bond	-	-	(20,684)	-	-	-	(20,684)
Social Security Taxes	-	-	(23,668)	(1,948)	-	-	(25,616)
Worker's Comp. Assess. (WCD)	-	-	(165)	(12)	-	-	(177)
Mass Transit Tax	-	-	(2,009)	-	-	-	(2,009)
Flexible Benefits	-	-	(85,478)	(6,106)	-	-	(91,584)
Reconciliation Adjustment	-	-	(38,385)	38,388	-	-	3
PERS Policy Adjustment	-	-	12,055	-	-	-	12,055
Total Personal Services	-	-	(\$526,836)	-	-	-	(\$526,836)

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Services & Supplies							
Instate Travel	-	-	(16,758)	(1,622)	-	-	(18,380)
Out of State Travel	-	-	(99)	-	-	-	(99)
Employee Training	-	-	(3,757)	(2,656)	-	-	(6,413)
Office Expenses	-	-	(9,064)	(2,656)	-	-	(11,720)
Telecommunications	-	-	(3,217)	(3,542)	-	-	(6,759)
Data Processing	-	-	(9)	-	-	-	(9)
Publicity and Publications	-	-	(2,442)	(443)	-	-	(2,885)
Professional Services	-	-	(51,642)	-	-	-	(51,642)
Employee Recruitment and Develop	-	-	(80)	-	-	-	(80)
Dues and Subscriptions	-	-	(749)	-	-	-	(749)
Facilities Rental and Taxes	-	-	(16,117)	(5,781)	-	-	(21,898)
Agency Program Related S and S	-	-	(10,774)	-	-	-	(10,774)
Other Services and Supplies	-	-	(2,832)	(885)	-	-	(3,717)
Expendable Prop 250 - 5000	-	-	(103)	(7,969)	-	-	(8,072)
IT Expendable Property	-	-	(379)	-	-	-	(379)
Total Services & Supplies	-	-	(\$118,022)	(\$25,554)	-	-	(\$143,576)
Special Payments							
Dist to Counties	-	-	(60,982)	-	-	-	(60,982)
Dist to Other Gov Unit	-	-	(90,488)	(826,259)	-	-	(916,747)
Dist to Non-Gov Units	-	-	(902,544)	(231,936)	-	-	(1,134,480)
Dist to Local School Districts	-	-	(644,626)	-	-	-	(644,626)
Dist to Comm College Districts	-	-	(31,670)	-	-	-	(31,670)

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Youth Conservation Corp
Cross Reference Number: 58600-004-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Special Payments							
Spc Pmt to Student Access Comm	-	-	(149,235)	-	-	-	(149,235)
Total Special Payments	-	-	(\$1,879,545)	(\$1,058,195)	-	-	(\$2,937,740)
Total Expenditures							
Total Expenditures	-	-	(2,524,403)	(1,083,749)	-	-	(3,608,152)
Total Expenditures	-	-	(\$2,524,403)	(\$1,083,749)	-	-	(\$3,608,152)
Ending Balance							
Ending Balance	-	-	(193,863)	-	-	-	(193,863)
Total Ending Balance	-	-	(\$193,863)	-	-	-	(\$193,863)
Total Positions							
Total Positions							(3)
Total Positions	-	-	-	-	-	-	(3)
Total FTE							
Total FTE							(3.00)
Total FTE	-	-	-	-	-	-	(3.00)

01/16/13 REPORT NO.: PDPFISCAL
 REPORT: PACKAGE FISCAL IMPACT REPORT
 AGENCY:58600 COMMUNITY COLLEGES DEPARTMENT
 SUMMARY XREF:004-00-00 Youth Conservation Corp

DEPT. OF ADMIN. SVCS. -- PPDB PICS SYSTEM

2013-15
 PICS SYSTEM: BUDGET PREPARATION

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 PROD FILE

PACKAGE: 400 - Transfer to Dept of Post-Sec E

POSITION NUMBER	CLASS COMP	CLASS NAME	POS CNT	FTE	MOS	STEP	RATE	GF SAL/OPE	OF SAL/OPE	FF SAL/OPE	LF SAL/OPE	AF SAL/OPE
0000204	OA	C0108 AA ADMINISTRATIVE SPECIALIST 2	1-	1.00-	24.00-	02	2,775.00		66,600- 48,423-			66,600- 48,423-
0000940	MMS	X7006 AA PRINCIPAL EXECUTIVE/MANAGER D	1-	1.00-	24.00-	03	5,304.00		101,837- 51,711-	25,459- 12,929-		127,296- 64,640-
0000942	OA	C0863 AA PROGRAM ANALYST 4	1-	1.00-	24.00-	06	5,873.00		140,952- 68,290-			140,952- 68,290-
TOTAL PICS SALARY									309,389-	25,459-		334,848-
TOTAL PICS OPE									168,424-	12,929-		181,353-
TOTAL PICS PERSONAL SERVICES =			3-	3.00-	72.00-				477,813-	38,388-		516,201-

Detail of Lottery Funds, Other Funds, and Federal Funds Revenue – Oregon Youth Conservation Corps

CCWD 58600-004-00 Source	Fund	ORBITS Revenue Acct	2009-11	2011-13		2013-15		
			Actual	Legislatively Adopted	Estimated	Agency Request	Governor's Recommended	Legislatively Adopted
Donations	OF	0905	128,330	175,000	175,000	175,000		
Other Revenues	OF	0975	36,675	300,000	300,000	300,000		
U.S. Forest Service Federal Grant (OYEI)	FF	0995	7,992,666	1,170,190	1,255,493	0		
U.S. Bureau of Land Management Federal Grant	FF	0995		226,500	431,629	231,936		
Transfer from Oregon Marine Board	OF	1250	61,000	100,000	100,000	100,000		
OYEI Federal Grant	FF	0995	7,992,666	1,403,590	1,403,590	231,936		

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Community Coll & Workforce Dvlpmnt, Dept of
2013-15 Biennium

Agency Number: 58600
Cross Reference Number: 58600-004-00-00-00000

<i>Source</i>	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Other Funds						
Donations	128,330	175,000	175,000	175,000	-	-
Other Revenues	36,675	300,000	300,000	300,000	-	-
Tsfr From Revenue, Dept of	1,325,451	1,700,000	1,700,000	1,700,000	-	-
Tsfr From Marine Bd, Or State	61,000	100,000	100,000	100,000	-	-
Total Other Funds	\$1,551,456	\$2,275,000	\$2,275,000	\$2,275,000	-	-
Federal Funds						
Federal Funds	7,992,666	1,403,590	1,403,590	231,936	-	-
Total Federal Funds	\$7,992,666	\$1,403,590	\$1,403,590	\$231,936	-	-

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Youth Conservation Corp

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-004-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
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LIMITED BUDGET (Excluding Packages)

PERSONAL SERVICES

Other Funds	460,710	511,753	511,753	540,286	538,073	-
Federal Funds	156,283	10,000	10,000	10,000	10,000	-
All Funds	616,993	521,753	521,753	550,286	548,073	-

SERVICES & SUPPLIES

Other Funds	127,263	114,656	114,656	114,656	114,656	-
Federal Funds	264,800	27,000	27,000	27,000	27,000	-
All Funds	392,063	141,656	141,656	141,656	141,656	-

SPECIAL PAYMENTS

Other Funds	1,442,551	1,835,494	1,835,494	1,835,494	1,835,494	-
Federal Funds	7,571,583	1,366,590	1,366,590	1,366,590	1,366,590	-
All Funds	9,014,134	3,202,084	3,202,084	3,202,084	3,202,084	-

TOTAL LIMITED BUDGET (Excluding Packages)

Other Funds	2,030,524	2,461,903	2,461,903	2,490,436	2,488,223	-
Federal Funds	7,992,666	1,403,590	1,403,590	1,403,590	1,403,590	-
All Funds	10,023,190	3,865,493	3,865,493	3,894,026	3,891,813	-

AUTHORIZED POSITIONS

3	3	3	3	3	3	-
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AUTHORIZED FTE

3.00	3.00	3.00	3.00	3.00	3.00	-
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LIMITED BUDGET (Essential Packages)

010 NON-PICS PSNL SVC / VACANCY FACTOR

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Youth Conservation Corp

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-004-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
PERSONAL SERVICES						
Other Funds	-	-	-	818	818	-
022 PHASE-OUT PGM & ONE-TIME COSTS						
PERSONAL SERVICES						
Federal Funds	-	-	-	(10,000)	(10,000)	-
SERVICES & SUPPLIES						
Federal Funds	-	-	-	(27,000)	(27,000)	-
SPECIAL PAYMENTS						
Federal Funds	-	-	-	(1,140,090)	(1,140,090)	-
031 STANDARD INFLATION						
SERVICES & SUPPLIES						
Other Funds	-	-	-	3,366	3,366	-
SPECIAL PAYMENTS						
Other Funds	-	-	-	44,051	44,051	-
Federal Funds	-	-	-	5,436	5,436	-
All Funds	-	-	-	49,487	49,487	-
TOTAL LIMITED BUDGET (Essential Packages)						
Other Funds	-	-	-	48,235	48,235	-
Federal Funds	-	-	-	(1,171,654)	(1,171,654)	-
All Funds	-	-	-	(1,123,419)	(1,123,419)	-

LIMITED BUDGET (Current Service Level)

____ Agency Request
 2013-15 Biennium

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____ Legislatively Adopted
 Program Unit Appropriated Fund and Category Summary- BPR007A

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Youth Conservation Corp

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-004-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Other Funds	2,030,524	2,461,903	2,461,903	2,538,671	2,536,458	-
Federal Funds	7,992,666	1,403,590	1,403,590	231,936	231,936	-
All Funds	10,023,190	3,865,493	3,865,493	2,770,607	2,768,394	-
AUTHORIZED POSITIONS	3	3	3	3	3	-
AUTHORIZED FTE	3.00	3.00	3.00	3.00	3.00	-
LIMITED BUDGET (Policy Packages)						
PRIORITY 0						
081 MAY 2012 E-BOARD						
SERVICES & SUPPLIES						
Federal Funds	-	-	-	-	25,554	-
SPECIAL PAYMENTS						
Federal Funds	-	-	-	-	826,259	-
092 PERS TAXATION POLICY						
PERSONAL SERVICES						
Other Funds	-	-	-	-	(1,341)	-
093 OTHER PERS ADJUSTMENTS						
PERSONAL SERVICES						
Other Funds	-	-	-	-	(10,714)	-
400 TRANSFER TO DEPT OF POST-SEC ED						
PERSONAL SERVICES						
Other Funds	-	-	-	-	(526,836)	-

Community Coll & Workforce Dvlpmnt, Dept of

Agency Number: 58600

**Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
Youth Conservation Corp**

**Version: Y - 01 - Governor's Budget
Cross Reference Number: 58600-004-00-00-00000**

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
SERVICES & SUPPLIES						
Other Funds	-	-	-	-	(118,022)	-
Federal Funds	-	-	-	-	(25,554)	-
All Funds	-	-	-	-	(143,576)	-
SPECIAL PAYMENTS						
Other Funds	-	-	-	-	(1,879,545)	-
Federal Funds	-	-	-	-	(1,058,195)	-
All Funds	-	-	-	-	(2,937,740)	-
AUTHORIZED POSITIONS	-	-	-	-	(3)	-
AUTHORIZED FTE	-	-	-	-	(3.00)	-
TOTAL LIMITED BUDGET (Policy Packages)						
Other Funds	-	-	-	-	(2,536,458)	-
Federal Funds	-	-	-	-	(231,936)	-
All Funds	-	-	-	-	(2,768,394)	-
AUTHORIZED POSITIONS	-	-	-	-	(3)	-
AUTHORIZED FTE	-	-	-	-	(3.00)	-
TOTAL LIMITED BUDGET (Including Packages)						
Other Funds	2,030,524	2,461,903	2,461,903	2,538,671	-	-
Federal Funds	7,992,666	1,403,590	1,403,590	231,936	-	-
All Funds	10,023,190	3,865,493	3,865,493	2,770,607	-	-
AUTHORIZED POSITIONS	3	3	3	3	-	-

Agency Request
2013-15 Biennium

Governor's Budget
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Legislatively Adopted
Program Unit Appropriated Fund and Category Summary- BPR007A

Community Coll & Workforce Dvlpmnt, Dept of

Agency Number: 58600

**Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
Youth Conservation Corp**

**Version: Y - 01 - Governor's Budget
Cross Reference Number: 58600-004-00-00-00000**

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
AUTHORIZED FTE	3.00	3.00	3.00	3.00	-	-
OPERATING BUDGET						
Other Funds	2,030,524	2,461,903	2,461,903	2,538,671	-	-
Federal Funds	7,992,666	1,403,590	1,403,590	231,936	-	-
All Funds	10,023,190	3,865,493	3,865,493	2,770,607	-	-
AUTHORIZED POSITIONS	3	3	3	3	-	-
AUTHORIZED FTE	3.00	3.00	3.00	3.00	-	-
TOTAL BUDGET						
Other Funds	2,030,524	2,461,903	2,461,903	2,538,671	-	-
Federal Funds	7,992,666	1,403,590	1,403,590	231,936	-	-
All Funds	10,023,190	3,865,493	3,865,493	2,770,607	-	-
AUTHORIZED POSITIONS	3	3	3	3	-	-
AUTHORIZED FTE	3.00	3.00	3.00	3.00	-	-

DEBT SERVICE

The 2013-15 Agency Request Budget includes funding for debt service payments on community college capital construction and deferred maintenance projects authorized by the 2005, 2007, 2008, 2009, and 2012 legislative sessions. The General Fund debt service for the Article XI-G bonds totals \$19.1 million. Lottery debt service totals \$10 million.

ARTICLE XI-G 2013-15 Debt Service			
Bond Sale	Legislation	Bonds	General Fund Debt Service
March 2007	SB 5514 (2005)	\$25,900,000	\$3,107,358
October 2008	SB 5514 (2005)	\$4,900,000	\$857,780
April 2009	SB 5514 (2005) SB 5516 (2007) SB 5555 (2008) SB 338 (2009)	\$55,666,250	\$6,943,403
April 2011	SB 5516 (2007) SB 5506 (2009)	\$38,733,000	\$4,991,250
April 2013	HB 5505 (2011) HB 5201 (2012)	\$8,000,000	\$1,042,000
TOTAL		\$133,199,250	\$16,941,791

LOTTERY 2013-15 Debt Service			
Bond Sale	Legislation	Bonds	Lottery Debt Service
April 2009	SB 338 (2009)	\$43,862,850	\$7,551,475
April 2010	SB 5506 (2009)	\$10,000,000	\$873,133
May 2011	SB 5506 (2009)	\$3,665,968	\$371,205
April 2013	HB 5202 (2012)	\$9,604,450	\$983,781
TOTAL		\$67,133,268	\$9,779,594

GRAND TOTAL		\$200,332,518	\$26,721,386
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Debt Service
POLICY PACKAGE

Policy Package 090 Analyst Adjustments

General Fund debt service is reduced by (\$2,156,299) based on delay of bond sales for Umpqua Community College and Clackamas Community College projects. The base budget for Lottery Fund debt service is reduced by (\$800,000) based on updated projections from the DAS Capital Finance Office.

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 090 - Analyst Adjustments

Cross Reference Name: Debt Service
Cross Reference Number: 58600-005-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Revenues							
General Fund Appropriation	(2,156,200)	-	-	-	-	-	(2,156,200)
Total Revenues	(\$2,156,200)	-	-	-	-	-	(\$2,156,200)
Debt Service							
Principal - Bonds	(430,000)	-	-	-	-	-	(430,000)
Interest - Bonds	(1,726,200)	-	-	-	-	-	(1,726,200)
Total Debt Service	(\$2,156,200)	-	-	-	-	-	(\$2,156,200)
Total Expenditures							
Total Expenditures	(2,156,200)	-	-	-	-	-	(2,156,200)
Total Expenditures	(\$2,156,200)	-	-	-	-	-	(\$2,156,200)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

CCWD Debt Service – Policy Package 400

PURPOSE

This package transfers CCWD debt costs from the Department of Community Colleges and Workforce Development. Prior to the transfer, Debt Service was adjusted due to delayed bond sales for Clackamas and Umpqua Community Colleges. Lottery Funds were also adjusted based on updated projections from DAS Capital Finance.

HOW ACHIEVED

The 2013-15 Agency Request Budget includes funding for debt service payments on community college capital construction and deferred maintenance projects authorized by the 2005, 2007, 2008, 2009, and 2012 legislative sessions. The General Fund debt service for the Article XI-G bonds totals \$16.9 million. Lottery debt service totals \$9.8 million.

STAFFING IMPACT

There is not a staffing impact from this package.

REVENUE SOURCE

General Fund Debt Service: \$16,941,791

Lottery Funds Debt Service \$9,769,293

ESSENTIAL AND POLICY PACKAGE FISCAL IMPACT SUMMARY

Community Coll & Workforce Dvlpmnt, Dept of
Pkg: 400 - Transfer to Dept of Post-Sec Ed

Cross Reference Name: Debt Service
Cross Reference Number: 58600-005-00-00-00000

<i>Description</i>	General Fund	Lottery Funds	Other Funds	Federal Funds	Nonlimited Other Funds	Nonlimited Federal Funds	All Funds
Beginning Balance							
Beginning Balance Adjustment	-	(10,301)	-	-	-	-	(10,301)
Total Beginning Balance	-	(\$10,301)	-	-	-	-	(\$10,301)
Revenues							
General Fund Appropriation	(16,941,791)	-	-	-	-	-	(16,941,791)
Federal Funds	-	-	-	-	-	(1)	(1)
Tsfr From Administrative Svcs	-	(9,769,293)	-	-	-	-	(9,769,293)
Total Revenues	(\$16,941,791)	(\$9,769,293)	-	-	-	(\$1)	(\$26,711,085)
Debt Service							
Principal - Bonds	(6,825,000)	(3,520,000)	-	-	-	-	(10,345,000)
Interest - Bonds	(10,116,791)	(6,259,594)	-	-	-	(1)	(16,376,386)
Total Debt Service	(\$16,941,791)	(\$9,779,594)	-	-	-	(\$1)	(\$26,721,386)
Total Expenditures							
Total Expenditures	(16,941,791)	(9,779,594)	-	-	-	(1)	(26,721,386)
Total Expenditures	(\$16,941,791)	(\$9,779,594)	-	-	-	(\$1)	(\$26,721,386)
Ending Balance							
Ending Balance	-	-	-	-	-	-	-
Total Ending Balance	-	-	-	-	-	-	-

Detail of Lottery Funds, Other Funds, and Federal Funds Revenue – Debt Service

CCWD 58600-005-00 Source	Fund	ORBITS Revenue Acct	2009-11	2011-13		2013-15		
			Actual	Legislatively Adopted	Estimated	Agency Request	Governor's Recommended	Legislatively Adopted
GF Bonds Interest Income	OF	0605	3,234,861	0	200,000	0	0	
Lottery Bonds Interest Income	LF	0605	187,291	0	0	0	0	
Federal Funds Debt Service	FF	0995	0	1	0	1		
Lottery Funds Debt Service	LF	1107	8,258,845	6,841,327	7,077,687	10,579,594	9,779,594	

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Community Coll & Workforce Dvlpmnt, Dept of
2013-15 Biennium

Agency Number: 58600
Cross Reference Number: 58600-005-00-00-00000

<i>Source</i>	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Lottery Funds						
Interest Income	113,593	-	-	-	-	-
Transfer In - Intrafund	73,698	-	-	-	-	-
Tsfr From Administrative Svcs	8,258,845	6,841,327	7,077,687	10,579,594	-	-
Total Lottery Funds	\$8,446,136	\$6,841,327	\$7,077,687	\$10,579,594	-	-
Other Funds						
Interest Income	1,066,670	-	200,000	-	-	-
Transfer In - Intrafund	2,168,191	-	-	-	-	-
Total Other Funds	\$3,234,861	-	\$200,000	-	-	-
Nonlimited Federal Funds						
Federal Funds	-	1	1	1	-	-
Total Nonlimited Federal Funds	-	\$1	\$1	\$1	-	-

Debt Service

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
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DEBT SERVICE (Excluding Packages)

DEBT SERVICE

General Fund	8,238,075	15,341,082	15,693,047	19,097,991	19,097,991	-
Lottery Funds	8,307,548	6,882,643	7,144,080	10,579,594	9,779,594	-
Other Funds	2,823,882	-	200,000	-	-	-
All Funds	19,369,505	22,223,725	23,037,127	29,677,585	28,877,585	-

TOTAL DEBT SERVICE (Excluding Packages)

General Fund	8,238,075	15,341,082	15,693,047	19,097,991	19,097,991	-
Lottery Funds	8,307,548	6,882,643	7,144,080	10,579,594	9,779,594	-
Other Funds	2,823,882	-	200,000	-	-	-
All Funds	19,369,505	22,223,725	23,037,127	29,677,585	28,877,585	-

DEBT SERVICE (Current Service Level)

General Fund	8,238,075	15,341,082	15,693,047	19,097,991	19,097,991	-
Lottery Funds	8,307,548	6,882,643	7,144,080	10,579,594	9,779,594	-
Other Funds	2,823,882	-	200,000	-	-	-
All Funds	19,369,505	22,223,725	23,037,127	29,677,585	28,877,585	-

DEBT SERVICE (Policy Packages)

PRIORITY 0

090 ANALYST ADJUSTMENTS

DEBT SERVICE

General Fund	-	-	-	-	(2,156,200)	-
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Community Coll & Workforce Dvlpmnt, Dept of

Agency Number: 58600

**Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
Debt Service**

**Version: Y - 01 - Governor's Budget
Cross Reference Number: 58600-005-00-00-00000**

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
400 TRANSFER TO DEPT OF POST-SEC ED						
DEBT SERVICE						
General Fund	-	-	-	-	(16,941,791)	-
Lottery Funds	-	-	-	-	(9,779,594)	-
All Funds	-	-	-	-	(26,721,385)	-
TOTAL DEBT SERVICE (Policy Packages)						
General Fund	-	-	-	-	(19,097,991)	-
Lottery Funds	-	-	-	-	(9,779,594)	-
All Funds	-	-	-	-	(28,877,585)	-
TOTAL DEBT SERVICE (Including Packages)						
General Fund	8,238,075	15,341,082	15,693,047	19,097,991	-	-
Lottery Funds	8,307,548	6,882,643	7,144,080	10,579,594	-	-
Other Funds	2,823,882	-	200,000	-	-	-
All Funds	19,369,505	22,223,725	23,037,127	29,677,585	-	-
DEBT SERVICE NONLIMITED (Excluding Packages)						
DEBT SERVICE						
Federal Funds	-	1	1	1	1	-
TOTAL DEBT SERVICE NONLIMITED (Excluding Pac						
Federal Funds	-	1	1	1	1	-
DEBT SERVICE NONLIMITED (Current Service Level)						
Federal Funds	-	1	1	1	1	-

Agency Request
2013-15 Biennium

Governor's Budget
Page _____

Legislatively Adopted
Program Unit Appropriated Fund and Category Summary- BPR007A

Program Unit Appropriated Fund Group and Category Summary
 2013-15 Biennium
 Debt Service

Version: Y - 01 - Governor's Budget
 Cross Reference Number: 58600-005-00-00-00000

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
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DEBT SERVICE NONLIMITED (Policy Packages)

PRIORITY 0

400 TRANSFER TO DEPT OF POST-SEC ED

DEBT SERVICE

Federal Funds	-	-	-	-	(1)	-
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TOTAL DEBT SERVICE NONLIMITED (Policy Packag

Federal Funds	-	-	-	-	(1)	-
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TOTAL DEBT SERVICE NONLIMITED (Including Pact

Federal Funds	-	1	1	1	-	-
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TOTAL BUDGET

General Fund	8,238,075	15,341,082	15,693,047	19,097,991	-	-
Lottery Funds	8,307,548	6,882,643	7,144,080	10,579,594	-	-
Other Funds	2,823,882	-	200,000	-	-	-
Federal Funds	-	1	1	1	-	-
All Funds	19,369,505	22,223,726	23,037,128	29,677,586	-	-

CAPITAL BUDGETING

ORS 341.009 (14) stipulates that the state should maintain a policy of substantial state participation in community college building costs. The Department of Community Colleges & Workforce Development administers the requirements according to the State Board of Education and OAR 589-003-0100 Community College Construction.

Since 2005, the Oregon Legislature has approved over \$221 million in Article XI-G and Lottery bonds to finance community college capital construction and deferred maintenance projects at all 17 community colleges. Article XI-G bonds must be matched dollar for dollar by local revenues. Lottery bonds, however, do not have a local match requirement. Bonds and local matching funds must be dedicated to community college capital construction, renovation and deferred maintenance.

The Community Colleges' Capital Construction 2013-19 Year Plan identifies the projects and anticipated requests of all 17 community colleges. The lists were developed in response to the capital needs of the colleges. The parameters for submitting requests were as follows:

- One project per college,
- The list could not include statutorily prohibited projects (including dormitories and athletic facilities for spectator sports), and
- Projects must fit within the current administrative rule regarding capital projects.

In addition, each college was required to complete or update a due diligence report on each proposed project. Using the criteria and principles of the State Board of Education, all capital construction projects were ranked in priority order and are listed in priority order in the Capital Construction Six-Year Plan. Projects are identified in Policy Package 102 and have completed Capital Construction Project Descriptions.

**POLICY PACKAGE 102:
Community College Capital Construction
Office Operations**

PURPOSE

ORS 341.009 (14) says that the state “should maintain a policy of substantial state participation in community college building costs.” This general policy guideline has resulted in the submission of requests for state General Fund backed bonding authority for community college capital projects in each budget cycle over the last decade. The college presidents ranked sixteen projects using the criteria shared with State Board of Education (SBE) at its February 2012 meeting.

Community colleges submitted due diligence reports rank ordered according to OAR and CCWD criteria. This policy package requests article XI-G bonds matched dollar-for-dollar by local revenues, to be dedicated to community college capital construction. The SBE discussed the final, prioritized list of capital construction projects at their January 25, 2013 meeting.

HOW ACHIEVED

At its August 2013 meeting, the SBE approved up to \$105,731,100 in state bonding revenues as the target for the state to match local capital revenue for 2013-15. This request represents the final total cost of the prioritized list of 16 community college capital projects (Oregon Coast Community College does not have a project at this time.) All Community College Presidents agreed to the prioritized list.

Each college was required to provide a Due Diligence Report for each project requested. The Due Diligence Report described the need, proposed solution, facility information, schedule, academic and planning considerations, construction costs and financial considerations. According to OAR 589-003-0100 (5) higher relative rank was assigned to those projects that:

- a. Clearly serve an instructional purpose (first priority);
- b. Clearly meet an important demonstrated service need of the college (second priority);
- c. Clearly meet a facilities need that cannot be adequately addressed through alternative, interim, or existing facilities (third priority);
- d. Clearly serve to complete a comprehensive community college facility (fourth priority);
- e. Clearly meet an important and articulated objective of the college (fifth priority); and
- f. Clearly reflect evidence of local planning and needs assessment (sixth priority).

A volunteer group of Community College Presidents and the Community College Commissioner reviewed the due diligence reports and applied the following guiding principles to determine the priority order of the capital projects:

- Structural integrity and safety issues (those colleges that have a compelling safety issue, i.e., condemned structures, lack of adequate safety facilities, etc.);
- Connections and partnerships with the Oregon University System and PK-12 Education;
- Economic development and high demand occupations; and

- Sustainability

Projects requested by colleges in the last legislative sessions that did not change their scope were placed at the top of the priority order. The article XI-G bond requests were capped at \$8,000,000 or 50% of the total project cost, whichever amount was less.

The results of the ranking are as follows:

Community College Capital Projects in Priority Order

Rank	Name of Project	College Name	Cost of Project	XI-G Bond Request	Square Footage
1	Student Success Center/CTC Expansion	Klamath	15,700,000	7,850,000	49,228
2	Nursing and Allied Health Program Facilities	Linn-Benton	18,356,954	\$8,000,000	74,655
3	Health and Science Technology Building	Southwestern Oregon	17,010,000	8,000,000	40,000
4	Redwood Campus Science and Health Center	Rogue	9,269,000	4,634,500	70,000
5	Applied Technology Classroom Center	Chemeketa	17,000,000	8,000,000	26,684
6	Workforce Vocational (CTE) Training Center	Treasure Valley	5,660,500	2,830,250	20,700
7	Industrial Technology Building	Umpqua	19,423,137	8,000,000	70,632
8	Animal Science Education Center	Blue Mountain	6,662,700	3,331,350	65,500+
9	Clairmont Career & Technology Education Center	Clackamas	34,500,000	8,000,000	60,000
10	The Commons	Lane	19,000,000	8,000,000	103,000
11	Hood River Center – Phase II	Columbia Gorge	14,640,000	7,320,000	24,000
12	General Classrooms Building	Central Oregon	11,550,000	5,775,000	35,000
13	Health and Wellness Center	Clatsop	15,980,000	8,000,000	24,900
14	Career and Technical Workforce Building	Tillamook Bay	4,500,000	2,000,000	20,000
15	District Technology Renovation	Portland	16,700,000	8,000,000	22,000
16	Student Services Enhancement	Mt. Hood	18,277,094	8,000,000	89,890
TOTAL			\$244,229,385	\$105,741,100	

The package also includes \$150,000 for project monitoring costs associated with the oversight of the growing number of capital projects. The monitoring is contracted out to a qualified firm with expertise in project management through the Department of Administrative Services.

STAFFING IMPACT

No staffing is requested in this package.

QUANTIFYING RESULTS

The Capital Construction package supports CCWD Key Performance Measures (KPMs):

#8: Nursing completion

#12: Career and technical degree/certificate completion

#13: Associate degree completion

REVENUE SOURCE

Office Operations 001-01

\$150,000 Other Funds

Recommended in Governor's Budget

Capital Construction 089-01

\$105,741,100 Other Funds (Article XI-G Bonds)

Not Recommended in Governor's Budget

TOTAL PACKAGE

\$105,891,100 Other Funds

Amount Recommended in Governor's Budget

\$150,000 Other Funds

MAJOR CONSTRUCTION/ACQUISITION SIX-YEAR PLAN

Program Area/Agency	2013-2019				
	General Fund	Other Funds	Lottery Funds	Federal Funds	Total Funds
2013-15:					
Klamath / Student Success Center/CTC Expansion		7,850,000			7,850,000
Linn-Benton / Nursing and Allied Health Program Facilities		8,000,000			8,000,000
Southwestern Oregon/Health and Science Technology Building		8,000,000			8,000,000
Rogue/Redwood Campus Science and Health Center		4,634,500			4,634,500
Chemeketa/Applied Technology Classroom Center		8,000,000			8,000,000
Treasure Valley/Workforce Vocational (CTE) Training Center		2,830,250			2,830,250
Umpqua/Industrial Technology Building		8,000,000			8,000,000
Blue Mountain/Animal Science Education Center		3,331,350			3,331,350
Clackamas/Clairmont Career & Technical Education Center		8,000,000			8,000,000
Lane/The Commons		8,000,000			8,000,000
Columbia Gorge/Hood River Center Phase II		7,320,000			7,320,000
Central Oregon/General Classrooms Building		5,775,000			5,775,000
Clatsop/Health and Wellness Center		8,000,000			8,000,000
Tillamook Bay/Career and Technical Workforce Building		2,000,000			2,000,000
Portland/District Technology Renovation		8,000,000			8,000,000
Mt. Hood/Student Services Enhancement		8,000,000			8,000,000
TOTAL 2013-15		\$105,741,100			\$105,741,100

MAJOR CONSTRUCTION/ACQUISITION SIX-YEAR PLAN

Program Area/Agency	2013-2019				
	General Fund	Other Funds	Lottery Funds	Federal Funds	Total Funds
2013-15:					
Klamath / Student Success Center/CTC Expansion		7,850,000			7,850,000
Linn-Benton / Nursing and Allied Health Program Facilities		8,000,000			8,000,000
Southwestern Oregon/Health and Science Technology Building		8,000,000			8,000,000
Rogue/Redwood Campus Science and Health Center		4,634,500			4,634,500
Chemeketa/Applied Technology Classroom Center		8,000,000			8,000,000
Treasure Valley/Workforce Vocational (CTE) Training Center		2,830,250			2,830,250
Umpqua/Industrial Technology Building		8,000,000			8,000,000
Blue Mountain/Animal Science Education Center		3,331,350			3,331,350
Clackamas/Clairmont Career & Technology Education Center		8,000,000			8,000,000
Lane/The Commons		8,000,000			8,000,000
Columbia Gorge/Hood River Center Phase II		7,320,000			7,320,000
Central Oregon/Academic Center		5,775,000			5,775,000
Clatsop/Health and Wellness Center		8,000,000			8,000,000
Tillamook Bay/Career and Technical Workforce Building		2,000,000			2,000,000
Portland/District Technology Renovation		8,000,000			8,000,000
Mt. Hood/Student Services Enhancement		8,000,000			8,000,000
TOTAL 2013-15		\$105,741,100			\$105,741,100

CAPITAL FINANCING SIX-YEAR FORECAST SUMMARY 2013-15

AGENCY: CCWD
Agency #: 58600

Provide amounts in the table below, by expected use and repayment source, of agency financing needs for the 2013-15 biennium. Include proposed project amounts only (do not include debt service either from previously issued debt or from new issue).

Use of Bond Proceeds	Bond Type			Totals by Repayment Source
	Certificates of Participation	General Obligation Bonds	Revenue Bonds	
Major Construction/ Acquisition Projects				
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	105,741,100 \$	\$ 105,741,100 OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
Total for Major Construction	\$	\$	\$	\$
Equipment/Technology Projects over \$500,000				
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
Total for Equipment/Technology	\$	\$	\$	\$
Debt Issuance for Loans and Grants				
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
Total for Loans and Grants:	\$	\$	\$	\$
Total All Debt Issuance	\$	\$	\$	\$
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
GRAND TOTAL 2013-15	\$	\$	105,741,100 \$	\$ 105,741,100

CAPITAL FINANCING SIX-YEAR FORECAST SUMMARY 2015-17

AGENCY: CCWD
Agency #: 58600

Provide amounts in the table below, by expected use and repayment source, of agency financing needs for the 2015-17 biennium. Include proposed project amounts only (do not include debt service either from previously issued debt or from new issue).

Use of Bond Proceeds	Bond Type			Totals by Repayment Source	
	Certificates of Participation	General Obligation Bonds	Revenue Bonds		
Major Construction/Acquisition Projects					
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
Total for Major Construction	\$	\$	\$	\$	
Equipment/Technology Projects over \$500,000					
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
Total for Equipment/Technology	\$	\$	\$	\$	FF
Debt Issuance for Loans and Grants					
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
Total for loans and grants:	\$	\$	\$	\$	
Total All Debt Issuance	\$	\$	\$	\$	
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
GRAND TOTAL 2015-17 :	\$	\$	\$	\$	

CAPITAL FINANCING SIX-YEAR FORECAST SUMMARY 2017-19

AGENCY: CCWD
Agency #: 58600

Provide amounts in the table below, by expected use and repayment source, of agency financing needs for the 2017-19 biennium. Include proposed project amounts only (do not include debt service either from previously issued debt or from new issue).

Use of Bond Proceeds	Bond Type			Totals by Repayment Source
	Certificates of Participation	General Obligation Bonds	Revenue Bonds	
Major Construction/Acquisition Projects				
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
Total for Major Construction	\$	\$	\$	\$
Equipment/Technology Projects over \$500,000				
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
Total for Equipment/Technology	\$	\$	\$	\$ FF
Debt Issuance for Loans and Grants				
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
Total for loans and grants:	\$	\$	\$	\$
Total All Debt Issuance	\$	\$	\$	\$
Subtotal for General Fund Repayment:	\$	\$	\$	\$ GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$ LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$ OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$ FF
GRAND TOTAL 2017-19 :	\$	\$	\$	\$

CAPITAL FINANCING SIX-YEAR FORECAST SUMMARY 2017-19

AGENCY: CCWD
Agency #: 58600

Provide amounts in the table below, by expected use and repayment source, of agency financing needs for the 2017-19 biennium. Include proposed project amounts only (do not include debt service either from previously issued debt or from new issue).

Use of Bond Proceeds	Bond Type			Totals by Repayment Source	
	Certificates of Participation	General Obligation Bonds	Revenue Bonds		
Major Construction/Acquisition Projects					
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
Total for Major Construction	\$	\$	\$	\$	
Equipment/Technology Projects over \$500,000					
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
Total for Equipment/Technology	\$	\$	\$	\$	FF
Debt Issuance for Loans and Grants					
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
Total for loans and grants:	\$	\$	\$	\$	
Total All Debt Issuance	\$	\$	\$	\$	
Subtotal for General Fund Repayment:	\$	\$	\$	\$	GF
Subtotal for Lottery Funds Repayment:	\$	\$	\$	\$	LF
Subtotal for Other Funds Repayment:	\$	\$	\$	\$	OF
Subtotal for Federal Funds Repayment:	\$	\$	\$	\$	FF
GRAND TOTAL 2017-19 :	\$	\$	\$	\$	

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Klamath Community College

Schools/Departments Affected:

Project name: Student Success Center / CTC Expansion

Estimated start date: Spring 2014

Estimated completion date: Summer 2016

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall cost of this project is \$ 15,700,000. The state match is \$7,850,000. The project is for construction of a Student Success Center and an addition to the Career Technical Center. The Student Success Center consists of a library, eight general classrooms, faculty offices and dedicated space for the TRiO program. The 8,000 square foot Career Technical Center will focus on auto and diesel mechanics programs and construction management.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Assignable space for this project is dedicated to the Student Success Center and Career Technical Education Center expansion. This project will expand library space from 4,599 square feet to 18,140 square feet. The CTE center expansion will provide another 8,000 square feet of space for specialized training for contract education, apprenticeship programs and vocational education.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$7,850,000						\$7,850,000	\$15,700,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$248.46 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$7,850,000 in match funds. Klamath has plans for the following revenue: Reserve Funds: \$1,051,584; Private foundation and federal grant opportunities; Local General Obligation Bonds.

CONTINUED ON NEXT PAGE

DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Linn-Benton Community College

Schools/Departments Affected:

Project name: Nursing and Allied Health Program Facilities

Estimated start date: Spring 2015

Estimated completion date: Fall 2016

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: X Addition: X Remodel: X

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$ 18,356,954. The state match portion is \$8,000,000. Construct a new facility geographically close to major healthcare providers or education centers to house the Nursing and Allied Health Programs. Also, repurpose space made available on LBCC Albany Campus as a result.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of 40,726 square foot facility for Nursing Program, Accelerated Training and Other Allied Health. Also, repurpose 12,000 square feet of space at LBCC Albany campus

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$10,356,954	\$18,356,954
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated

\$245.89 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$8,000,000 in match funds. Linn-Benton has plans for the following revenue: private donations and a bond election.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Southwestern Oregon

Schools/Departments Affected:

Project name: Health and Science Technology Building Estimated start date: April 2013 Estimated completion date: 2018

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: X Addition: Remodel: X

Project summary (describe the nature and purpose of the project):

Construct Health and Sciences Technology Building

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Facilities totaling approximately 40,000 square feet; 20,000 square feet dedicated to health; 20,000 square feet dedicated to sciences instruction; 8,000 square feet available for community learning, to include an exterior science experiment garden, demonstration atria, and community science lab for area schools and home school students.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$9,010,000	\$17,010,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$241.00 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

SWOCC plans to fund construction costs from private funds and grants; it does not anticipate borrowing any funds for completion of this project. The sources of matching funds are: \$1.1 million (SOCC Foundation); \$1 million (Allied Health Partner Grant); and the rest from fundraising. If fundraising is unsuccessful, the college has the option to go to the voters with a bond measure.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Rogue Community College

Schools/Departments Affected:

Project name: Redwood Campus Science and Health Center
Determined

Estimated start date: Not Determined

Estimated completion date: Not

Project type (check all below that apply):

Planning only: Land/real property acquisition: x New construction: X Addition: Remodel: x

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$9,269,000. The state match portion is \$4,634,500. Construct, buy or remodel additional science and health facilities in Jackson/Josephine Counties.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Not yet determined.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$4,634,500						\$4,634,500	\$9,269,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$132.41

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$4,634,500 in match funds. Rogue Community College has plans for the following revenue: partnership contributions, grants, and capital campaign contributions.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Chemeketa Community College

Schools/Departments Affected:

Project name: Applied Technology Classroom Building
January 2015

Estimated start date: July 2013

Estimated completion date:

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$17,000,000. The state match portion is \$8,000,000. Provide new and remodeled Applied Technology Facilities directed toward welding, fabrication, and machining on the north end of the Salem campus. Also, address related infrastructure needs, such as parking, water, and electrical distribution and IT server room needs.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of an approximately 26,684 square foot building and remodel buildings 24 and 25 to accommodate the needs of the programs. The building will be of single story construction, with two sections of differing heights to accommodate the height requirements for machining space.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$9,000,000	\$17,000,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$258.00 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college's financial contribution will be funded by the proceeds of a district bond levy passed in May 2008.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Treasure Valley Community College

Schools/Departments Affected:

Project name: Workforce Vocational (CTE) Training Center
2016

Estimated start date: Spring 2015

Estimated completion date: Spring 2016

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$5,660,500. The state match portion is \$2,830,250

Construct new facility to house necessary and required expansion of current and planned vocational (CTE) programs.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construct 20,700 square feet of vocational training facilities including welding shop, construction trades shop, natural resources lab, computer lab, two classrooms, six offices, furnishings, and support areas.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$2,830,250						\$2,830,250	\$5,660,500
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$273.45 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$2,830,250 in match funds. Treasure Valley Community College has plans for the following revenue: Fund raising, local bonding or Local Bond Levy.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Umpqua Community College

Schools/Departments Affected:

Project name: Industrial Technology Building

Estimated start date: March 2012

Estimated completion date: July 2013

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$19,423,137. The state match portion is \$8,000,000

Construction of a steel structure to house automotive, manufacturing, construction and welding technology programs. The building will be located on Umpqua Community College's main campus.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of a two-level 70,000 square foot facility housing automotive bays, industrial technology laboratory, welding and fabrication shops.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$11,423,137	\$19,423,137
Governor's Recommended									
Legislatively Adopted									

*** 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:**

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$274.99 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$8,000,000 in match funds. Umpqua Community College has plans for the following revenue: Local Bond Levy.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Blue Mountain Community College

Schools/Departments Affected:

Project name: Animal Science Education Center

Estimated start date: Dependent upon funding

Estimated completion date: 4 years from date of funding

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$6,662,700. The state match portion is \$3,331,350. Construction of facilities to house animal science education programs.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of classroom and office building, indoor and outdoor arenas, hay barn, horse pens and mare motels. Project includes tack storage lockers, pastures and round pens.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$3,331,350						\$3,331,350	\$6,662,700
Governor's Recommended									
Legislatively Adopted									

*** 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:**

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$101.72 per square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$3,331,350 in match funds. Blue Mountain Community College has plans for the following revenue: grants, donations, corporate sponsorships, possible district bond levy.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Clackamas Community College

Schools/Departments Affected:

Project name: Clairmont Career & Technology Education Center

Estimated start date: 2015

Estimated completion date: 2016

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: X Addition: Remodel: X

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$ 34,500,000. The state match portion is \$8,000,000. Replacement of the Clairmont Hall Facility with a new building that will provide additional classroom space for existing programs and space for the relocation of program classes. The building will be located on Clackamas Community College's Oregon City Campus.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of approximately 60,000 gross square foot, two to three story building housing technical training labs, horticulture program and providing general classroom and potential partner space.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$26,500,000	\$34,500,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$285.00 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$8,000,000 in match funds. Clackamas Community College has plans for the following revenue: District Bond Levy and support from OSU/Clackamas Extension Service and Clackamas Community Foundation Capital Campaign 2014.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Lane Community College

Schools/Departments Affected:

Project name: The Commons

Estimated start date: August 2011

Estimated completion date: August 2013

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: X Remodel: X

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$19,000,000. The state match portion is \$8,000,000. Remodel of the existing Forum building to house integrated suite of academic support services and resources and an infrastructure for students to pursue self-actualized learning activities. It will facilitate learning through community.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Remodel 94,700 gross square feet of basement and first three floors and add 8,300 square feet to first floor. Build to silver LEED standard.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$11,000,000	\$19,000,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$184.46 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$11,000,000 in match funds. Lane Community College has plans for the following revenue: use of proceeds from November 2008 bond levy.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Columbia Gorge Community College

Schools/Departments Affected:

Project name: Hood River Center – Phase 2

Estimated start date: None listed

Estimated completion date: Two Years from start date

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$14,640,000. The state match portion is \$7,320,000. Acquisition of property adjacent to Hood River Campus, construction of classroom building and parking.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of approximately 24,000 square foot building housing instructional spaces, lecture hall, administrative and storage space, tutoring and common areas.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$7,320,000						\$7,320,000	\$14,640,000
Governor's Recommended									
Legislatively Adopted									

*** 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:**

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$467.00 per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$5,000,000 in match funds. Columbia Gorge Community College has plans for the following revenue: Fundraising Campaign and Local Bond Levy.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Central Oregon Community College

Schools/Departments Affected:

Project name: Academic Center

Estimated start date: None listed

Estimated completion date: Spring 2014

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$11,550,000. The state match portion is \$5,775,000. Construction of a new general purpose classroom building to house study spaces, computer laboratories, tutoring and advising services, general purpose classrooms and offices. The building will be located on Central Oregon Community College's main campus in Bend.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of a permanent multi-story approximately 35,000 gross square foot building.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$5,775,000						\$5,775,000	\$11,550,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$330per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$5,775,000 in match funds. Central Oregon Community College has plans for the following revenue: Capital Projects Fund Reserves and Full-Faith and Credit.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Clatsop Community College

Schools/Departments Affected:

Project name: Health and Wellness Center

Estimated start date: January 2013

Estimated completion date: January 2015

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$15,980,000. The state match portion is \$7,990,000. Construction of a new Health and Wellness Center housing physical education, community education and health and wellness programs located on existing campus property.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of a new two-story approximately 24,900 square foot facility. The facility will include a gymnasium, fitness room, equipment storage, lockers, showers, and wellness activity area.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$7,980,000	\$15,980,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$641.76 per square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$7,980,000 in match funds. Clatsop Community College has plans for the following revenue: funds received from a legal settlement and fundraising.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Tillamook Bay Community College

Schools/Departments Affected:

Project name: Career & Technical Workforce Building

Estimated start date: 2015-16

Estimated completion date: 18 months from start date

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is 4,500,000. The state match portion is \$2,000,000. Construction of a new facility to house classrooms and laboratories, office and meeting spaces.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Construction of an approximately 20,000 square foot building located south of current campus.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$2,000,000						\$2,500,000	\$4,500,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$225 cost per net usable square foot.

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$2,500,000 in match funds. Tillamook Bay Community College has plans for the following revenue: College Building Reserve Fund, General Obligation Bond, and/or a combination of financing to include a partnership with Oregon State University Open Campus and foundations.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Clatsop Community College

Schools/Departments Affected:

Project name: District Technology Renovation

Estimated start date: September 2011

Estimated completion date: June 2013

Project type (check all below that apply):

Planning only: Land/real property acquisition: x New construction: Addition: Remodel: X

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$16,700,000. The state match portion is \$8,000,000. Purchase and renovate property immediately adjacent to Sylvania Campus. Modernize data center, enhance voice/video/data services, expand distance learning capacity, central logistics of technology hardware and software delivery

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Acquire and renovate 22,000 square foot building. Update facilities to support state-of-the-art technology and communications.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$8,700,000	\$16,700,000
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$759.09

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$8,700,000 in match funds. Portland Community College has plans for the following revenue: Funds from the District's approved 2008 Bond program.

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DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

OUS/COMMUNITY COLLEGE MAJOR CONSTRUCTION/ACQUISITION PROJECT NARRATIVE

Campus: Mt. Hood Community College

Schools/Departments Affected:

Project name: Student Services Enhancement

Estimated start date: Spring 2013

Estimated completion date: two years from start of construction

Project type (check all below that apply):

Planning only: Land/real property acquisition: New construction: Addition: Remodel:

Project summary (describe the nature and purpose of the project):

The overall project cost of this project is \$18,277,094. The state match portion is \$8,000,000. Relocate and consolidate all student service functions to a front and central location on campus with easy access to short-term, temporary, free parking.

Facilities detail (describe the technical project, including appropriate metrics: acres, square feet, number of stories, classrooms, labs, etc).

Increase student service space from 12,624 square feet to 89,980 square feet. Also, remove asbestos, conduct seismic upgrades, improve accessibility and improve indoor air quality.

FUNDING REQUEST:

Funding Request	General Fund	Article XI-G Bonds	Article XI-F Bonds*	Lottery Bonds	SELP Loans	Seismic Grants	COPs	Other Revenues	Total
Agency Request		\$8,000,000						\$10,277,094	\$18,277,094
Governor's Recommended									
Legislatively Adopted									

* 10 year pro-forma required for all self-support projects Article XI-F, SELP loan projects, some COPs: Attached:

Estimated annual operations and maintenance costs:

Cost per net usable square feet added or renovated:

\$265.75

Source of Other Revenues (indicate sources, amounts):

The college is required to obtain \$10,277,094 in match funds. Mt. Hood Community College has plans for the following revenue: Matching Fund Source will either be bond issue or secured loan to be repaid with tuition revenue.

CONTINUED ON NEXT PAGE

DEBT SERVICE COSTS

Estimated biennial debt service	General Fund	Lottery Funds	Energy Savings	Other/Federal Funds–Non-limited (Education and General Projects)	Other/Federal Funds Non-Limited (Auxiliary Projects)	Total
Agency Request						
Governor’s Recommended						
Legislatively Adopted						

Energy savings for SELP loans (assumptions and calculation):

Debt service terms (number of years, estimated interest rate):

Revenue sources for Other Funds Non-limited debt service payments:

Detail of Lottery Funds, Other Funds, and Federal Funds Revenue – Capital Construction

CCWD 58600-089-00 Source	Fund	ORBITS Revenue Acct	2009-11	2011-13		2013-15		
			Actual	Legislatively Adopted	Estimated	Agency Request	Governor's Recommended	Legislatively Adopted
GF Obligation Bonds	OF	0555	57,455,000	0	0	\$105,741,100	0	
Lottery Bonds	OF	0565	13,700,000	0	0	0	0	
Other Funds Revenue Match	OF	0975	57,455,000	0	0	0	0	

DETAIL OF LOTTERY FUNDS, OTHER FUNDS, AND FEDERAL FUNDS REVENUE

Community Coll & Workforce Dvlpmnt, Dept of
2013-15 Biennium

Agency Number: 58600
Cross Reference Number: 58600-089-00-00-00000

<i>Source</i>	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
Lottery Funds						
Interest Income	73,698	-	-	-	-	-
Transfer Out - Intrafund	(73,698)	-	-	-	-	-
Total Lottery Funds	-	-	-	-	-	-
Other Funds						
General Fund Obligation Bonds	57,455,000	-	-	-	-	-
Lottery Bonds	13,700,000	-	9,604,450	-	-	-
Interest Income	2,168,191	-	-	-	-	-
Other Revenues	57,455,000	-	-	105,741,100	-	-
Transfer Out - Intrafund	(2,168,191)	-	-	-	-	-
Total Other Funds	\$128,610,000	-	\$9,604,450	\$105,741,100	-	-

Community Coll & Workforce Dvlpmnt, Dept of

Agency Number: 58600

**Program Unit Appropriated Fund Group and Category Summary
2013-15 Biennium
Capital Construction**

**Version: Y - 01 - Governor's Budget
Cross Reference Number: 58600-089-00-00-00000**

Description	2009-11 Actuals	2011-13 Leg Adopted Budget	2011-13 Leg Approved Budget	2013-15 Agency Request Budget	2013-15 Governor's Budget	2013-15 Leg Adopted Budget
CAPITAL CONSTRUCTION (Excluding Packages)						
SPECIAL PAYMENTS						
Other Funds	128,610,000	-	9,604,450	-	-	-
TOTAL CAPITAL CONSTRUCTION (Excluding Packages)						
Other Funds	128,610,000	-	9,604,450	-	-	-
CAPITAL CONSTRUCTION (Current Service Level)						
Other Funds	128,610,000	-	9,604,450	-	-	-
CAPITAL CONSTRUCTION (Policy Packages)						
PRIORITY 2						
102 COMMUNITY COLLEGE CAPITAL CONSTRUCTION						
SPECIAL PAYMENTS						
Other Funds	-	-	-	105,741,100	-	-
TOTAL CAPITAL CONSTRUCTION (Policy Packages)						
Other Funds	-	-	-	105,741,100	-	-
TOTAL CAPITAL CONSTRUCTION (Including Packages)						
Other Funds	128,610,000	-	9,604,450	105,741,100	-	-
TOTAL BUDGET						
Other Funds	128,610,000	-	9,604,450	105,741,100	-	-

	<p>career opportunities of Oregonians. The agency strives to maintain a concise set of measures which reflect the agency's priorities and direction and assist the agency in efficiently managing limited resources. In the past, the agency has undertaken a number of initiatives to improve program quality and service delivery based on information obtained through performance measurement. One example is Lean Office Training, undertaken in part to responses to the customer satisfaction report which indicated a need for faster response times to customer questions.</p>
<p>3 STAFF TRAINING</p>	<p>Staff have had training in performance management, particularly regarding the federal Workforce Investment Act (WIA) Title IB and Title II programs. Staff working with those programs and local WIA organizations and community colleges must clearly understand the measures for tracking, monitoring and oversight of funds. A number of changes have taken place with Oregon's performance measure system (e.g., new reporting timeline, web-based reporting system). This provides a legitimate reason for new and long standing staff to review CCWD's performance measure and management practices.</p>
<p>4 COMMUNICATING RESULTS</p>	<ul style="list-style-type: none"> * Staff : CCWD presents its performance measures annually during an all staff meeting and during regular program meetings, where staff discuss performance results and measurement issues, and make recommendations for future measurement changes. * Elected Officials: The Department provides the results of its Annual Performance Progress Report (APPR) and other performance measures to legislators and engages in dialogue with legislators around program priorities and accountability. * Stakeholders: The Department communicates the results of performance measurement to a broad audience of stakeholders. Stakeholders have access to federal performance results, Key Performance Measure results, and other internal agency measurement results through written reports, including the Worksource Oregon Annual Report; agency meetings through the CCWD website, where results are posted. The website is http://www.oregon.gov/ccwd. * Citizens: Oregonians have access to online versions of federal performance results, Key Performance Measure results, and other internal agency measurement results. The Worksource Oregon Annual Report, the agency's Annual Performance Progress Report, and many other reports are available through the CCWD website. The website is http://www.oregon.gov/ccwd.

COMMUNITY COLLEGES and WORKFORCE DEVELOPMENT, DEPT. of

Annual Performance Progress Report (APPR) for Fiscal Year (2011-2012)

Original Submission Date: 2012

Finalize Date: October 1, 2012

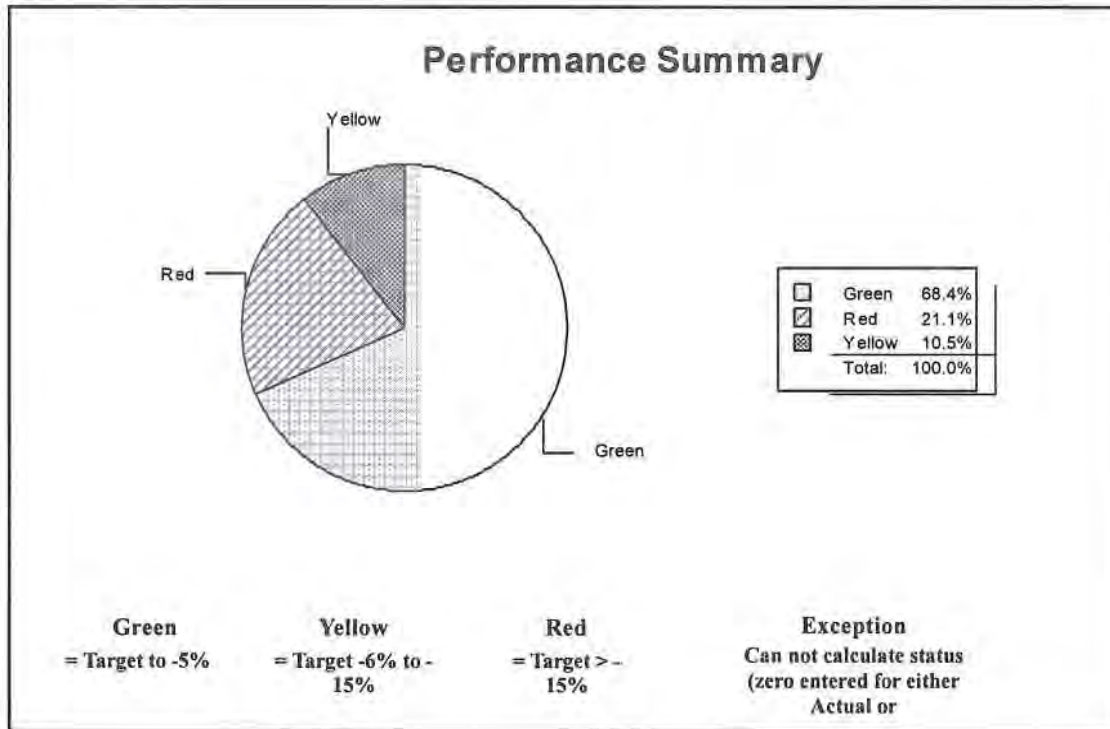
2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
1	SUCCESSFUL GED APPLICANTS – Percentage of GED certificate applicants successful.
2	AT-RISK YOUTH EXIT SUCCESSFULLY – Percentage of enrolled at-risk youth who remained in or returned to school, or obtained their high school diploma/equivalent upon exiting the program.
3	YOUTH EMPLOYED UPON EXIT – Percentage of enrolled older at-risk youth who obtained employment upon exiting the program.
4	ADULTS EMPLOYED UPON EXIT – Percentage of clients served in adult workforce programs who obtained employment upon exiting the program.
5	DISLOCATED WORKER WAGES – Percentage of dislocated workers who obtained employment with at least 80% of prior earnings.
6	CURRENT/INCUMBENT WORKER EMPLOYMENT – Percentage of current/incumbent workers who retained employment after exit.
7	COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully.
8	NURSING COMPLETION – Percentage of students who successfully complete a Nursing program.
10	BITS COMPANY SATISFACTION – Percent of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better.
11	LICENSING/CERTIFICATION RATES – Oregon community college students' pass rates for national licensing tests compared to national pass rates.
12	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION – Number of professional-technical degrees and certificates awarded.
13	ASSOCIATE DEGREE COMPLETION – Percentage of students in Associates degree programs who obtain an Associates degree.
14	STUDENT TRANSFERS TO OUS – Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year.
15	PROGRESS OF TRANSFER STUDENTS – Percentage of community college transfer students who demonstrate progress by returning for the second year.

2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
16	TUITION/FEEES – Oregon's rank for college tuition and fees among all western states.
17	HIGH SCHOOL PARTICIPATION – Number of high school students enrolled in community college credit programs.
18	MINORITY ENROLLMENT – Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. A. African/American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American
19	CUSTOMER SERVICE – Percentage of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.
20	BEST PRACTICES - Percent of total best practices met by the Board.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015
NEW	<p>Title: Adult Basic Skills Student (ABS) Retention: Percent of ABS students retained</p> <p>Rationale: This key performance measure is one of three proposed key performance measures to replace KPM #7. This specific measurement addresses adult basic skills student progress toward successful transition either into Oregon's workforce or in to a post-secondary program of study. It is measured as the percentage of ABS students who completed 40 or more clock hours of adult basic skills instruction within a specific program year. Student completion of 40 or more clock hours of adult basic skills instruction increases the likelihood of successful student transition.</p>
NEW	<p>Title: Adult Basic Skills (ABS) Students Successfully Transitioning to the Workforce: Percentage of previous years ABS students successfully transitioning into Oregon's workforce during the current academic year</p> <p>Rationale: The acquisition of adult basic skills have been shown as crucial in assisting individuals in obtaining jobs, or transitioning into higher paying jobs. This measure was somewhat addressed conceptually in the sub-calculation of the KPM measure proposed to be eliminated; however, given change in programmatic goals since the adoption of KPM #7 (requested to be eliminated) and Oregon's current economic climate, a measure addressing the successful transition of ABS students to the workforce seems crucial to report. Specifically, this measure examines the percentage of ABS students who completed 40 or more clock hours of ABS instruction in the previous academic year who made a successful transition into Oregon's workforce.</p>
NEW	<p>Title: Adult Basic Skills Students Successfully Transitioning to a post-secondary program of study: Percentage of previous years ABS students successfully transitioning into a post-secondary program of study during the current academic year</p> <p>Rationale: As with the second proposed measure, this KPM would address the successful transition of an adult basic skills student, in this case transitioning to a post-secondary program of study. With Oregon's current educational goals of 40% of the Oregon's Population having Bachelor's degrees, 40% attaining Associates Degrees or Certificates, and 20% of the population having a high school diploma (commonly referred to as "forty, forty, twenty"), measuring the successful transition of ABS students to a post-secondary program of study also seems important to measure. Specifically, this measure examines the percentage of ABS students who completed 40 or more clock hours of ABS instruction in the previous academic year who made a successful transition into a post-secondary program of study. A post-secondary program of study would not only include transitioning to a 4-year institution with a goal of attaining a bachelor's degree, but would also include transitioning to a community college in order to attain either a certificate or an associate's degree.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015
DELETE	<p>Title: COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully.</p> <p>Rationale: Several significant changes have occurred since the adoption of KPM #7 which necessitate the deletion of this specific KPM, followed by the adoption of three 'easier to understand' KPMs. GED completion is a sub-component of this calculation, which is included in both the KPM #1 and KPM #7 calculations. Beginning Jan. 1, 2014 a new GED test will be in effect. This test will be administered via the computer, and have significant content changes. As a new test will be put into effect, students will have to restart taking the subcomponent tests in order to earn a GED. Sub-tests from the 2002 GED test series will not count towards earning a GED under the new (2014) test series. Thus, comparing previous calculations which include data from the 2002 GED test series to calculations based on data resulting from the 2014 GED test series could be both misleading and confusing. Further, the KPM was designed to measure completion of adult basic skills and ESL. Completion of adult basic skills or ESL coursework has no recognized terminal end-point; rather student success can be measured in a variety of ways. Thus, this single calculation can be somewhat confusing and lacks transparency. In order to reduce confusion in the field, it is proposed that this measure be eliminated—and three easier to understand key performance measures be adopted. The first proposed measure would examine an ABS student's progress: the attainment of a key adult basic skill milestone—successful completion of 40 or more clock hours of ABS instruction. The next two measures would report either successful transition to Oregon's workforce, or successful transition to a post-secondary program of study. The third, in concert, measures the impact of adult basic skills instruction on Oregon's lower skilled population, and thus on reaching Oregon's overall educational goals.</p>

COMMUNITY COLLEGES and WORKFORCE DEVELOPMENT, DEPT. of		I. EXECUTIVE SUMMARY	
Agency Mission: The mission of the Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.			
Contact: Krissa Caldwell, Deputy Commissioner		Contact Phone: 503-947-2414	
Alternate: Camille Preus, Commissioner		Alternate Phone: 503-947-2433	



1. SCOPE OF REPORT

1. SCOPE OF REPORT Agency programs/services addressed by key performance measures: Adult Basic Skills programs, including General Educational Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL). Postsecondary education and training through Oregon community colleges, including: Small Business Development Centers (SBDCs) Business and Industry Training System (BITS), Career and Technical Education (CTE) and Lower Division Collegiate programs and credentialing, transfer to four-year institutions, and participation of high school students in community college courses and programs. Oregon Youth Conservation Corps (OYCC) provides Summer Conservation Corps (SCC) and Community Stewardship Corps (CSC). The

Workforce Investment Act (WIA) programs are Title II Adult Education and Family Literacy Programs and Workforce Investment Act Title IB programs, including workforce services for adults, dislocated workers, current/incumbent workers and youth.

2. THE OREGON CONTEXT

The Department of Community Colleges and Workforce Development's (CCWD) mission is to “Contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians”. Its context is two-fold—opening educational and training opportunities through community colleges, as well as other related educational organizations and the workforce. One way in which CCWD provides leadership and support to the field is through the analysis of data from the field. Accountability and performance measures are an integral part of CCWD’s work, along with the examination of the services provided through community colleges, the federal Workforce Investment Act (WIA) Title IB and Title II programs, and Carl Perkins Career and Technical Education programs. In the 2011 legislative session, the Community College Achievement Compacts were added to the list of accountability and performance measures.

CCWD has a long history of working with and supporting local efforts to meet and exceed performance measures, whether they are state, federal or local measures. CCWD partners with the other education agencies in Oregon, including the Department of Education, the Oregon University System, and the Oregon Student Access Commission, to improve the quality of education available to Oregonians throughout their lives. Additionally, CCWD partners with the Oregon Employment Department, the Oregon Business Development Department, the Department of Human Services, and many other state agencies and interested groups to increase workforce opportunities for Oregonians.

CCWD has 19 Key Performance Measures which link to eight Oregon benchmarks and four Department goals. The eight benchmarks are: 3. Oregon's national rank in new companies 12. Pay per worker 23. High school completion 24. Some college completion 25. Postsecondary credentials 26. College completion 27. Adult literacy 29. Labor force skills training.

The four goals, which connect to CCWD's mission, are: 1. Oregonians have strong literacy skills; 2. Oregon’s workforce is well-educated and has access to a wide variety of training programs; 3. Oregonians have access to excellent, affordable community college services; and 4. CCWD delivers a high level of customer service.

3. PERFORMANCE SUMMARY

CCWD is meeting targets in 10 of 19 Key Performance Measures (63.2% of the measures). The rates of GED and Adult Basic Skills/ESL completions have been consistently above or close to their targets—meeting both targets for the 2010-11 year. Employer satisfaction with Business and Industry Training Services (BITS) has always been high and remains so. Even though the percentage of transfers fell slightly, total students transferring to the Oregon University System (OUS) increased. While the proportion of community college transfers remaining at OUS for a second year fell, the total number of students persisting stayed high. Tuition and fees at Oregon community colleges remain high relative to other western states, as Oregon moved from the fourth most expensive to the third most expensive. The number of high school students participating in Dual Credit programs continues to decrease from 26,171 students (2009-10) to 24,930 student in the 2010-11 academic year. The number of Career Technical Education degree/certificate completions increased to 7,439 which is 2,338 above the

2011 target level. Completion rates for Associate Degrees and actual numbers of degrees awarded continue to increase. The rate of adults employed after completing a workforce program and incumbent worker employment retention have begun to rebound but remain below 2007 levels, most likely due to the current economy and the lack of employment opportunities. Wage rates for dislocated workers returning to the workforce continue to be strong.

4. CHALLENGES

While the National Bureau of Economic Research—the official arbiter of U.S. recessions-- reported the end of the recession occurred in June of 2009, Oregon has yet to recover economically to the pre-recession levels of 2007.

In September 2011, Oregon's overall unemployment rate—while reduced from the previous year—was still high at 9.6% (as compared to 5.3% in September of 2007). In addition, in Oregon counties the unemployment rate ranged from a high of 15.8% to a low of 6.6% (September 2011). According to the American Community Survey (U.S. Census Bureau; <http://www.census.gov/prod/2011pubs/acsbr10-01.pdf>) the national poverty rate was estimated at 15.3%--which was an increase from 14.3% the previous year. As a state, Oregon has fared slightly better than the nation decreasing from 14.3% unemployment in 2009 to an estimated 14.0% in 2010.

While there has been a slight improvement in the economy, there is still an urgency for Oregon's education and workforce system which is emphasized by the following factors:

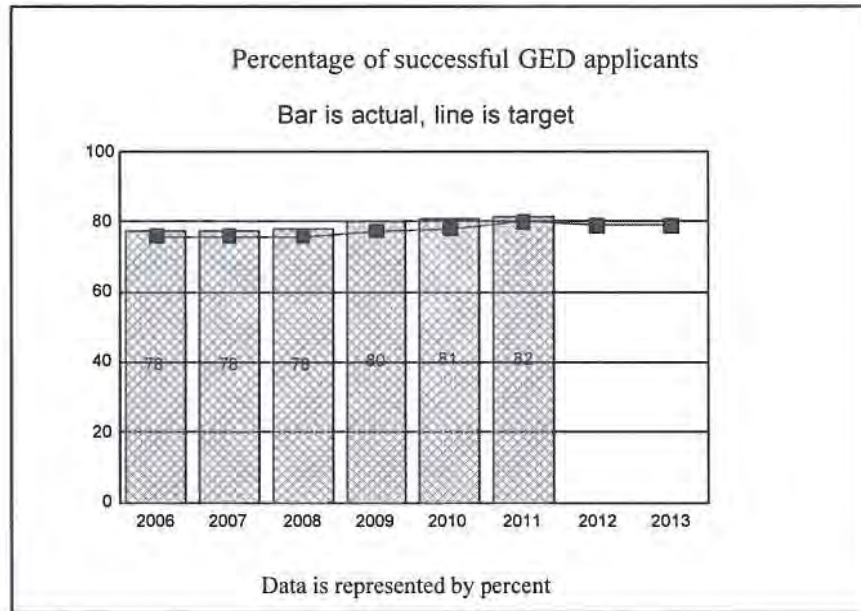
1. Many students who enroll in community college leave before completing a degree or earning a certificate.
2. Oregon community colleges fall below national performance rates in areas including affordability, student progress rates, minority student achievement and parity of achievement rates among Oregon counties.
3. Oregonians 25 to 34 years are less likely to have earned a degree than Oregon adults 45 to 54 years old. Of Oregonians ages 25 to 35 years only 33.7% had earned an associate's degree (or higher), compared to 40.5 % of adults ages 45-54 years (American Community Survey; 2006-2010).
4. According to the American Community Survey (5-year survey; 2006-2010), an estimated 271, 166 Oregonians ages 18-64 do not have a high school diploma (or equivalent). Further, 91.2% of all non-high school completers ages 18-64 live in a county which has a community college location.
5. From 2001-01 to 2011-12, the average community college tuition in Oregon rose 113.2% (Table 7; <http://www.wiche.edu/pub/15454>). CCWD is focused on planning for the future.

The agency has prioritized policies that balance available resources with critical goals and responsibilities. CCWD's future direction is driven by four critical education and workforce system needs on behalf of Oregonians: 1. Low and declining education and skill attainment, 2. High unemployment and slow economic recovery, 3. Limited training and education resources, and 4. Lack of investment (state and federal) to meet the current and anticipated demand.

5. RESOURCES AND EFFICIENCY

CCWD operates a lean administration budget with only 3.4 % of the 2011-13 Legislatively Adopted Budget going to support administrative costs associated with the Department's education, workforce and youth programs. The majority of CCWD's budget (96.6 %) is distributed to the field to provide support for these programs through Oregon's 17 community colleges, 18 adult basic skills providers, and 7 local workforce investment areas.

KPM #1	SUCCESSFUL GED APPLICANTS – Percentage of GED certificate applicants successful.	2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 23: High school completion	
Data Source	GED Scoring Service (NRSpro)	
Owner	Krissa Caldwell, Deputy Commissioner, CCWD, 503-947-2414	



1. OUR STRATEGY

The Department of Community Colleges and Workforce Development (CCWD) partners with the GED Testing Service (GEDTS), community college Adult Basic Skills preparation programs, and GED testing centers to increase the awareness and benefits of completing a GED credential. Through marketing efforts

and an informational website, CCWD ensures that potential GED candidates have access to the information necessary to start on a path to earning a GED credential. CCWD has successfully encouraged testing centers to provide GED testing in new locations and extend the days and hours that GED testing occurs. CCWD also facilitates discussions between the testing centers and community college preparation programs to improve the connection between GED preparation and GED testing.

2. ABOUT THE TARGETS

Oregon statute allows GED applicants three years to complete all five GED subtests. Performance targets (pass rates) for successful GED test-takers were established for 2006 and 2007 based on 2005 actual performance results. Because the performance results for 2006-07 reached nearly 78% (77.5%) the pass rate target for 2008 was set for 76% and the pass rate target for 2009 and 2010 were set at 79%. The pass rate target for 2011 was increased to 80%.

3. HOW WE ARE DOING

In 2011, Oregon exceeded the target. The number of successful GED test-taker pass rate for 2011 (2010-2011 program year) was **8,855**-- which was 81.5% of the total number tested.

4. HOW WE COMPARE

Although the construction of this calculated measure is unique to Oregon as it examines the pass rate in light of a 3-year time limit, the calendar year pass rate for each state is reported annually by GED Testing Service in their Program Statistical Report. Direct national comparisons can be misleading, however, as rules governing GED testing performance and GED fees vary from state to state. Examples of these differences include but are not limited to:

- While some states require that certain scores be earned on the Official Practice Test before the GED test can be administered, other states do not have this requirement.
- In some states the entire cost of taking the GED test subsidized while in other states, the test taker must pay the entire cost.
- For students who do not pass a subtest, in some states preparation is required before the test can be retaken; while other states allow the failed subtest to be retaken the next day.

In Oregon, using the present data collection system, it is difficult to obtain data exclusively on Adult Basic Skills students of because data for community colleges is often mixed with other groups that are served by the community college such as the Oregon Youth Authority, Job Corps, jail populations, workforce organizations, etc.

Keeping these data limitations and in mind, according to GED Testing Services, Oregon had a pass rate of 85.0% during the 2011 calendar year This pass rate is higher than what is reported for this KPM (i.e., 81.5%) as the rate GED Testing Services doesn't take into account a three year time limit.

Compared to Oregon's 85.0% pass rate in the calendar year of 2011, the state of Washington had a pass rate of 82.6%, and the state of California's rate was 84.7%. Of the western states, only Alaska (87.4%) and Idaho (86.8%) were higher. In New York, where the complete cost of GED testing is paid for by the state, the pass rate is 59.5% (<http://www.gedtestingservice.com/uploads/files/4176ab251366d3ccfb4e94a9a888e67a.pdf>).

5. FACTORS AFFECTING RESULTS

In Oregon, GED testing centers are located in community colleges, Educational Service Districts, the state department of corrections, the Oregon University System, and private-non-profit organizations. While the majority of GED testing centers are found at community colleges, they often conduct testing for a variety of community-based programs in their area. The data from these programs (which include workforce, youth, adult and juvenile corrections, tribes, jails, etc.) are folded into the community college numbers. Thus, obtaining clean data for community colleges is very challenging.

Beginning in January of 2014, the GED Testing Service plans to complete the transition of paper-based GED tests to compute-based GED tests. At that time, the Language Arts Reading and Language Arts Writing tests will be converted to one GED subtest. Rather than the five current subtests, the test will then consist of four subtests measuring literacy, mathematics, science, and social studies. Further, the new GED test will measure test-taker "college and career readiness" and be aligned with the Common Core State Standards Initiative (<http://www.gedtestingservice.com/uploads/files/2287ea9548aa8839c330e610556f97b6.pdf>). These changes to the GED will impact interpretation of data in coming years—making cross year comparisons in the future potentially problematic.

6. WHAT NEEDS TO BE DONE

According to the American Community Survey (ACS 5-Year; 2010), 271,166 people ages 18-64 are estimated as not having a high school diploma or a high school equivalency credential—or 11.34% of the State of Oregon's population of working age individuals. Of the 271,166 individuals without a high school diploma or high school equivalency (GED) credential, only 60,640 are ages 18-24 (or 22.4%). This means that over 75% of non-completers are well out of reach of the K-12 educational system. Furthermore, only 30.4% of GED test completers in Oregon are in this same age range (ages 18-24), indicating age and GED preparation location as potential factors in determining the likelihood of completing a GED. This is one of several barriers that while identified, have yet to be thoroughly explored.

While GED Testing Service, the organization that administers the GED test nationally, has promised to maintain the current cost of the computer based test (\$31 per subtest) until the end of 2014, it is unknown whether or not GED testing services plans a cost increase at the end of 2014. An increase in the cost of examination would constitute even a larger barrier to those who want to complete a GED credential. Further, Oregon is one of a handful of states which does not provide categorical state funding to its citizens to assist them in earning a GED—making it potentially more difficult for Oregonians to obtain a GED.

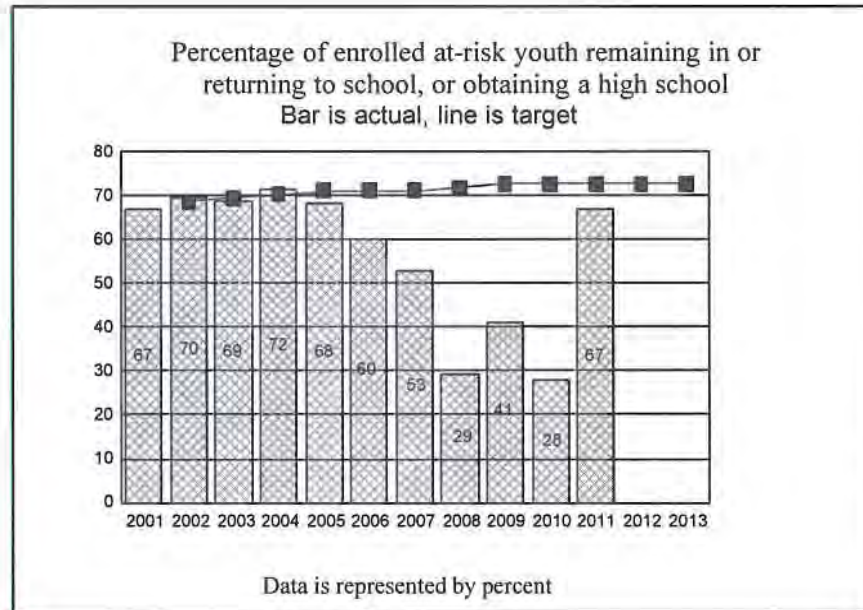
An additional barrier for some is that if test-takers begin taking the GED tests now, they must finish the entire test battery and qualify for a credential or they will lose their scores and be forced to start over on a new GED test beginning in January of 2014. Further complicating matters as of July 1, 2012, a student must have either a high school diploma or a GED to be eligible for federal financial aid.

According to the American Community Survey for 2010 (5-year estimates), and estimated 24.2% (or 65,669) of those individuals 25-years or older who do earned income less than the federal poverty level over the last 12 months did not graduate from high school (or have a GED). With the high prevalence of poverty among Oregonians without a high school diploma (or equivalency), federal financial aid is a crucial necessity to obtaining a post-secondary educational goal—especially in light of the overwhelming demand for an Oregon Opportunities Educational Grant . Inherent in Governor Kitzhaber’s 40/40/20 educational goals, the attainment of a high school diploma or high school equivalency credential is a high priority for those who lack this credential.

7. ABOUT THE DATA

Reporting cycle: Calendar year. Applicants are defined as all individuals who took the first of five GED tests in a calendar year. Successful applicants are those who complete and pass all five of the GED tests and who are issued a GED certificate within three years of the month of their first test date.

KPM #2	AT-RISK YOUTH EXIT SUCCESSFULLY – Percentage of enrolled at-risk youth who remained in or returned to school, or obtained their high school diploma/equivalent upon exiting the program.	2002
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 23: High school completion	
Data Source	Workforce Investment Act (WIA) Title IB Database	
Owner	Karen Humelbaugh--CCWD Workforce Division Director, (503) 947-2404	



1. OUR STRATEGY

As a key stakeholder in the Oregon Workforce Investment Board (OWIB), the Department contributes to the two-year state Workforce Investment Act (WIA) plan and assists Local Workforce Investment Boards (LWIBs) with their strategic planning. In addition, CCWD conducts monitoring and program

review to ensure compliance with state and local WIA plans and promote the awareness of best practices among LWIBs. The opportunities available to youth in local programs include assessment to identify academic and skills levels, individual service strategies, basic skills remediation, and preparation for postsecondary education options and employment. Services for youth may include alternative secondary school services, GED preparation, tutoring and study skills training, adult mentoring, leadership development, work experience or internship, and occupation skill training. Partnerships: Local Workforce Investment Boards and Oregon Workforce Investment Board Youth and Education Committee.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 were held steady due to the declines in performance expected in those years due to the change in focus to out-of-school youth (see Factors Affecting Results below). Targets for 2008 and 2009 were increased by 2% from the prior years' target. The targets for 2010 and 2011 will maintain the 72.6% rate. The rate for these years is held steady because of the focus on out-of-school youth. Higher is better for this measure.

3. HOW WE ARE DOING

The percentage of enrolled at-risk youth who remained in or returned to school or obtained a GED or high school diploma has increased from the 2009-10 the rate of 27.9% to 66.77% in 2010-11. Of the total number of younger youth (14 - 18) who completed a WIA program in 2009-10, 50.45% (170) were employed at exit, and 66.77% remained in-school or attained a High School Diploma or GED at exit. While Oregon did not meet the target for 2011, it improved significantly from previous years. Given a change in federal performance measures and an emphasis on out-of-school youth it is likely that performance will continue to be below the performance targets in the future.

4. HOW WE COMPARE

Although other states do not report an identical measure, the US Department of Labor Measures the number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after exit. Oregon's performance on this measure is 69.7% for 2010-11. In comparison to neighboring states, we are higher than California 66.8% and lower than Idaho 68.9% and Washington 66.1%.

5. FACTORS AFFECTING RESULTS

Youth who either do not report a valid SSN or who elect not to share their information are not included in this calculation. As result a significant number are not included. To compensate for this an Adjusted Wald Confidence Interval of 95% was calculated to determine whether or not the target might have been made if the entire population had been taken into account. Even taking into account (redundant) the small sample size of 337 at-risk youth and a 95% confidence

interval, it is highly unlikely that Oregon made the target of 72.6%. The upward bound of the 95% confidence interval placed Oregon at 71.6%--a full percentage point below the expected target.

Also, it should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

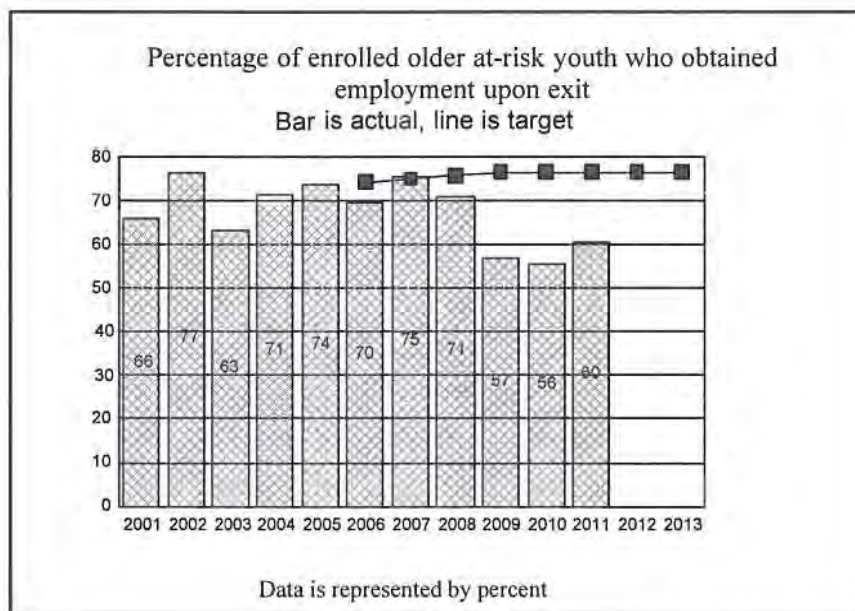
6. WHAT NEEDS TO BE DONE

Federal, state, and local agencies tasked with serving at-risk youth need to improve coordination to promote early intervention strategies for students likely to drop out of high school and re-connection strategies for youth that have dropped out. CCWD is exploring how local school districts and workforce boards can work together to better identify and target youth who do drop out of high school and implement strategies to encourage them to obtain a high school diploma or GED.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Younger at-risk youth are ages 14-18 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. At-risk younger youth included in the measure are those who exited from a WIA IB program during the period and remained in or returned to school or obtained their high school diploma or equivalent. This group is divided by the total number of younger at-risk youth exiters.

KPM #3	YOUTH EMPLOYED UPON EXIT – Percentage of enrolled older at-risk youth who obtained employment upon exiting the program.	2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	There is no current Oregon Benchmark to which this measure relates	
Data Source	Workforce Investment Act (WIA) Title IB Database.	
Owner	Karen Humelbaugh--CCWD Workforce Division Director, (503) 947-2404	



1. OUR STRATEGY

CCWD shares program best practices and works to encourage Workforce Investment Act (WIA) service providers and apprenticeship preparation programs to focus career information and training services on high-demand, high-wage occupations. Participants in employment-oriented programs are encouraged to

register and utilize WSO One-Stop Career Center services and resources to connect with employers and available jobs. Partnerships: Local Workforce Investment Boards and Oregon Workforce Investment Board Youth and Education Committee.

2. ABOUT THE TARGETS

The target for 2006 was set by increasing actual performance in 2005 by 1%. Targets for 2007 through 2009 were increased by 1% from the prior year's target. Targets for 2010 and 2011 were maintained at 76.6%. Performance has been on a decline for the last three years. Higher is better for this measure.

3. HOW WE ARE DOING

In 2010-11, 60.4% (142) of enrolled older at-risk youth (19-21) were employed in the first quarter after exiting the program. This figure represents an increase from the prior year.

4. HOW WE COMPARE

It is not possible to identify a comparison that is identical to this measure. However, data are available for all (not at-risk only) enrolled older youth using a slightly different time period (program year 2010: October 2009 through September 2010). In Program Year 2010, 57.1% of all enrolled older youth in Hawaii entered employment within the first quarter after program exit, compared to 69.3% in Oregon. Alaska reported 64.0% and Arizona reported 69.5%.

5. FACTORS AFFECTING RESULTS

Just as with KPM #2, the lack of reporting a valid social security number, and individuals choosing not to share their information directly impacted the overall number of individuals included in this measure. To determine whether or not this could have impacted (redundant) KPM target attainment, a 95% Adjusted Wald Confidence Interval was calculated. Even taking into consideration the small sample size, it is highly likely that the KPM target of 76.6% wouldn't have been obtained if the entire population had been taken into account as the upper bounds was 66.46% (awkward). Also, it should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

6. WHAT NEEDS TO BE DONE

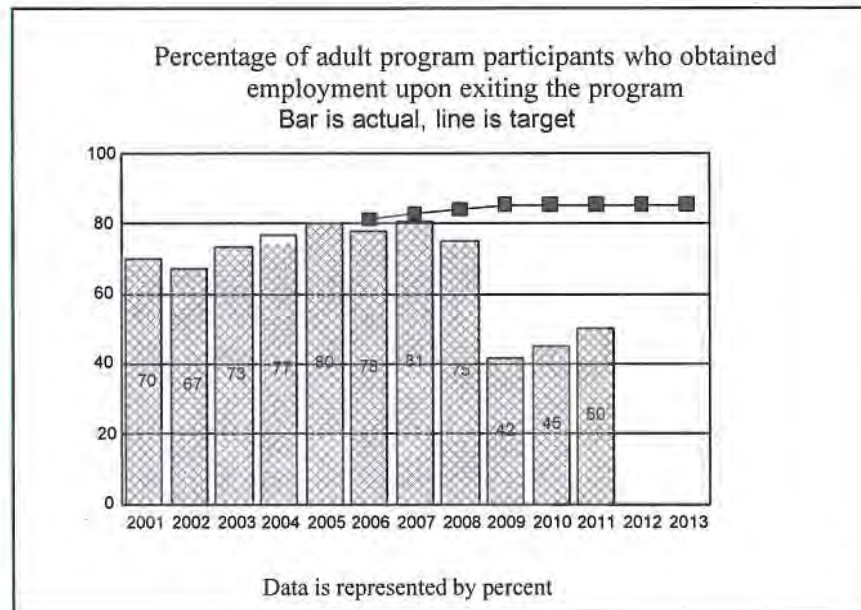
CCWD will partner with the Oregon Workforce Investment Board, local boards and the workforce system to promote development and expanded use of internships, work experience, on-the-job training, apprenticeship preparation, extended job shadowing, and other employer-based and career-related learning

experiences to prepare youth for employment and connect youth with employers. As part of this effort, CCWD will work with workforce boards, and workforce and education partners expand the network of employers engaged in and supporting work-based learning activities for youth.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Older at-risk youth are youth ages 19-21 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. The measure includes at-risk youth who exit from a WIA IB program during the period and are employed in the first quarter after exit. This group is divided by the number of at-risk youth exiters. Employment includes military service and qualified apprenticeship.

KPM #4	ADULTS EMPLOYED UPON EXIT – Percentage of clients served in adult workforce programs who obtained employment upon exiting the program.	2006
Goal	Goal 2: Oregon's workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 29: Labor force skills training	
Data Source	WIA Title IB Database	
Owner	Karen Humelbaugh--CCWD Workforce Division Director, (503) 947-2404	



1. OUR STRATEGY

Oregon has a comprehensive workforce evaluation framework that focuses on results and continuous program improvement. CCWD negotiates performance standards with local workforce areas, based on federal statewide targets. The Department reviews statewide and local area performance quarterly with local

workforce investment boards. The Department considers aspects of local board operations and performance, shares best practices, and provides technical assistance as appropriate.

2. ABOUT THE TARGETS

The targets for 2006 and 2007 are the WIA Title IB federally negotiated target for Oregon. The target for 2008 is 84.2% and the target is 85.5% for 2009 through 2011. Higher is better for this measure.

3. HOW WE ARE DOING

Performance has been trending downward since 2009. In 2009, 41.7% (22,548) of adults were employed in the first quarter after exiting the program. 2011 performance was higher at 50.2%, as was the number of adults employed (77,939). While 2011 performance has increased it is well below the 2006 high of 81.4%.

4. HOW WE COMPARE

The Department does not have access to data that would allow a comparison of identical time periods. However, the US Department of Labor collects uniform performance measures from all states on this measure from October 2004 to September 2005. For that time period, Oregon's rate of adults employed upon exit was 88.6%, which compares favorably to Washington's rate of 82.7% and the national rate of 76.5%. (These are the most recent numbers available.) The US Department of Labor collects data on the number of adult participants who were employed in the first quarter after exit from the program. Oregon's performance on this measure is 48.4% for 2010-11. This is similar to California 49.6%. We are lower on this measure than Washington 76.1% and Idaho 77.4% as well as with the national performance level 67.7%. Continued slow job growth and the Integrated Service Delivery model are contributing factors in our lower comparative performance.

5. FACTORS AFFECTING RESULTS

While the actual percentage of program participants in Oregon employed upon exit seems to have declined since 2008, the number of reported individuals participating in Workforce programs has increased dramatically. While some of this increase is due to the recession and higher rates of unemployment, programmatic changes were the major influencing factors. Beginning in program year 2008, Oregon began implementing an Integrated Service Delivery model and Common Customer Registration, which resulted in an enormous increase in WIA participants, especially those receiving staff-assisted services (and, therefore, potentially included in WIA performance measures). While those who obtained employment after program exit decreased from 2008 to 2011 by

26.1 percent, overall participation has increased by 8,390.98 percent (or by 153,471 people). Also, it should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

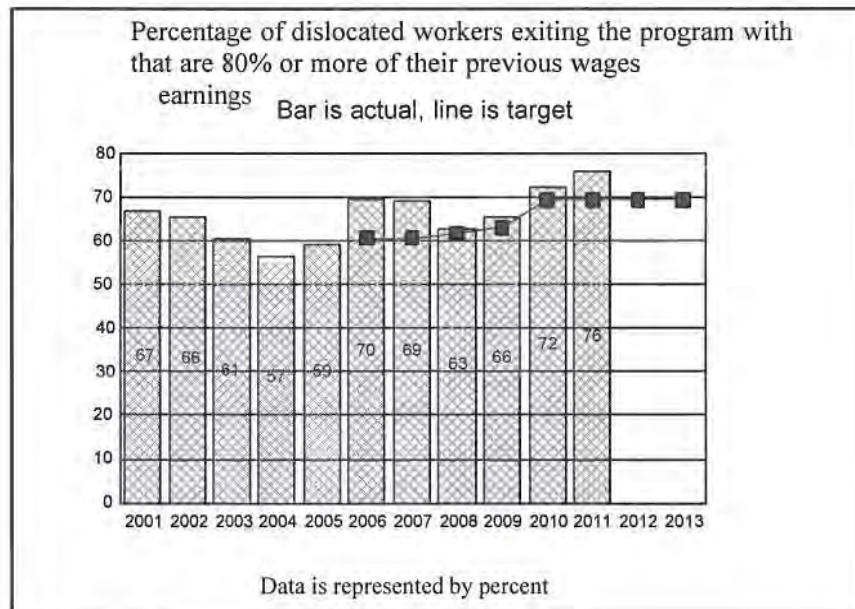
6. WHAT NEEDS TO BE DONE

CCWD is working with the Oregon Workforce Investment Board, local workforce boards, the Oregon Employment Department and other workforce partners to consolidate services available in One-Stop Career Centers across the state to create greater consistency and eliminate duplication of services, and to release resources for more intensive services and training. CCWD is also expanding its work with individual community colleges and businesses to further career pathways targeting high-wage, high-demand occupations. CCWD is working with local workforce investment boards to successfully solicit additional federal national emergency grant resources to fund additional transitional services for dislocated workers. Oregon is regarded as a model program in its use of Governors reserve and national emergency grants by US Department of Labor.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. An adult exiter is someone 18 and older who has completed all planned services and has not received a service for 90 days. The measure includes WIA Title 1B adult exiters who were not employed at registration and were employed in the 1st quarter after exit. This group was divided by the number of adult exiters who were not employed at registration. Workforce Investment Act (WIA) Title IB adult exiters are matched with Oregon Employment Department wage records.

KPM #5	DISLOCATED WORKER WAGES – Percentage of dislocated workers who obtained employment with at least 80% of prior earnings.	2006
Goal	Goal 2: Oregon's workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 12: Pay per worker	
Data Source	WIA Title IB Database	
Owner	Karen Humelbaugh--CCWD Workforce Division Director, (503) 947-2404	



1. OUR STRATEGY

The targets for 2006 and 2007 were set at the highest level of actual performance during the period from 2003 to 2005. Targets for 2008 and 2009 are increased 2% from the previous year's target. The targets for 2010 through 2011 were set at 69.5%, the average of actual performance for 2006 and 2007.

Higher is better for this measure.

2. ABOUT THE TARGETS

The targets for 2006 and 2007 were set at the highest level of actual performance during the period from 2003 to 2005. Targets for 2008 and 2009 are increased 2% from the previous year's target. The targets for 2010 through 2011 were set at 69.5%, the average of actual performance for 2006 and 2007. Higher is better for this measure.

3. HOW WE ARE DOING

In 2010, 72.4% (20,529) of dislocated workers who participate in WIA IB programs found employment with wages that were at least 80% of the wages they earned in prior employment. This increased to 75.8% (41,435) in 2011..

4. HOW WE COMPARE

While no similar measure exists in other states or at a national level to provide a direct comparison to this KPM, another federal measure exists which measures dislocated worker earnings after program exit. The US Department of Labor reports the average total earnings in the second and third quarters after program exit (http://www.doleta.gov/Performance/Charts/WIA_Performance_Ranking.cfm). For program year 2010-11, dislocated workers in Oregon earned an average of \$13,936 for this measure. In comparison this was lower than neighboring states and the national average of \$16,562, and lower than the neighboring states of California (\$18,550), Idaho (\$14,380) and Washington (\$18,725).

5. FACTORS AFFECTING RESULTS

Differences in the total number of those exiting reported in KPM 4 and in KPM 5 vary due to exiter inclusion policies. KPM 4 examines program participant obtaining employment first quarter after exit, whereas KPM 5 examines the sum of wages in the 2nd and 3rd quarter after exit for dislocated workers. Also, it should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

6. WHAT NEEDS TO BE DONE

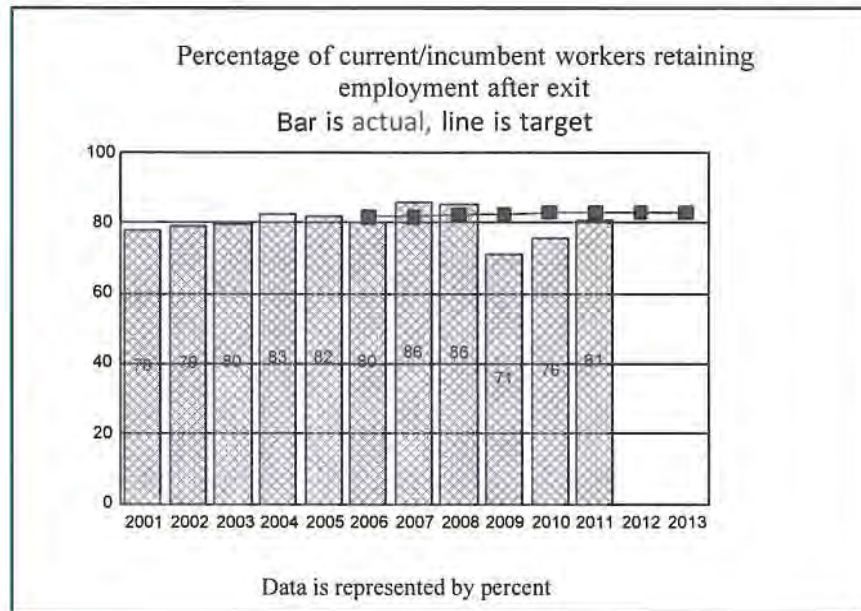
CCWD is working with the Oregon Workforce Investment Board, local workforce boards, the Oregon Employment Department and other workforce partners to consolidate services available in One-Stop Career Centers across the state to create greater consistency and eliminate duplication of services, and

to release resources for more intensive services and training. CCWD is also expanding its work with individual community colleges and businesses to further develop career pathways targeting high-wage, high-demand occupations. CCWD is working with local workforce investment boards to successfully solicit additional federal national emergency grant resources to fund additional transitional services for dislocated workers. Oregon is regarded as a model program in its use of Governors reserve and national emergency grants by US Department of Labor.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. A Dislocated Worker is someone 18 and older who loses their job due to no fault of their own, receives layoff notice or notice of company closure. Workforce Investment Act (WIA) Title IB Dislocated Worker exiters are matched with Oregon Employment Department wage records to identify individuals with wages in the 1st, 2nd, and 3rd quarters after exit. The sum of 2nd and 3rd quarter post-exit wages is divided by the sum of 2nd and 3rd quarter pre-enrollment wages to determine the measure result.

KPM #6	CURRENT/INCUMBENT WORKER EMPLOYMENT – Percentage of current/incumbent workers who retained employment after exit.	2006
Goal	Goal 2: Oregons workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 29: Labor force skills training	
Data Source	WIA Title 1B Database	
Owner	Karen Humelbaugh--CCWD Workforce Division Director, (503) 947-2404	



1. OUR STRATEGY

CCWD leads several efforts to support training and development for current and incumbent workers in Oregon. CCWD is responsible for ensuring employers and incumbent workers have access to training through Workforce Investment Act Title IB workforce programs designed to mitigate the skilled-worker

shortage in targeted demand industries. The goal is to facilitate business expansion and success by providing incentives for incumbent worker training, and expanding industry and employer specific workforce training opportunities in high-wage, high-demand occupations. The Department also uses the Business and Industry Training System (BITS) to offer employers customized workforce training through the network of community colleges.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 were increased 1% from the 2007 target to 82.6%. The targets were raised for 2010 and 2011 to 83%. The actual performance for the last five years has averaged 75%. Higher is better for this measure.

3. HOW WE ARE DOING

In program year 2011, 81.0 percent of current/incumbent workers were employed during the first quarter after exiting WIA IB training (or 25,384 individuals)—increasing by 5.1 percent from the previous year. While this is still 2 percent below the target (83.0 percent), significant increases in program participation make it difficult to compare years. Participation in WIA IB training programs increased from 27,492 in program year 2010, to 31,346 individuals in 2011 (or by 14.02%).

4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

The economy of the state and the strength of Oregon businesses in a global environment affect the retention and earnings of current/incumbent workers. The depth and duration of the current recession have been particularly damaging to employment in Oregon. These factors have been offset by the availability of state and federal funds to incent employers and incumbent workers to engage in training. Also, it should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

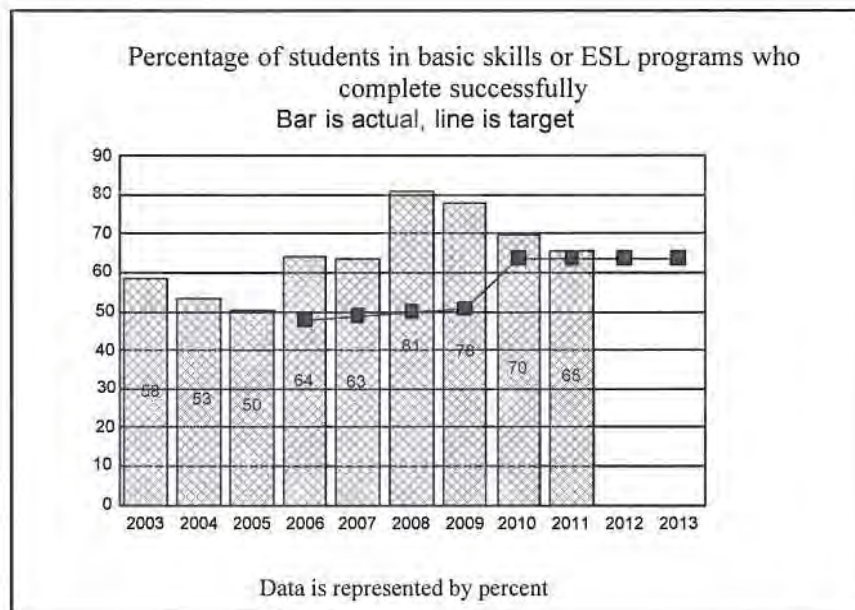
6. WHAT NEEDS TO BE DONE

The Department will continue its efforts to develop world class training programs and to incent business and incumbent worker participation. CCWD works with the Oregon Workforce Investment Board, local workforce boards and workforce, industry and business partners to identify training needs and opportunities, best practices in training and curriculum, and to build the capacity of workforce and education training services.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Workforce Investment Act (WIA) Title IB adult exiters are matched with Oregon Employment Department wage records. The measure calculation is adult exiters who were employed at registration and were employed in the 1st quarter after exit, divided by the number of adult exiters who were employed at registration. The data are a summation of numerous workshops from Oregon's 15 local workforce regions. Individuals who are self-employed or who do not supply SSN information are excluded from employment verification counting.

KPM #7	COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully.	2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 27: Adult literacy	
Data Source	TOPSpro, OCCURS, Oregon Employment Department Unemployment Insurance, and GED Databases	
Owner	Krissa Caldwell, Deputy Commissioner, CCWD, 503-947-2414	



1. OUR STRATEGY

CCWD and its partners are committed to increasing access and opportunities for Oregonians in need of basic skills education and workforce training. The core of CCWD’s Adult Basic Skills/ESL performance strategy combines state Indicators of Program Quality (IPQs), comprehensive program evaluation and

data analysis with coordinated state and local strategic planning. CCWD conducts quarterly data analyses and periodic local site visits to evaluate local programs against state IPQs in order to identify emerging practices and recommend areas for continuous program improvement. CCWD is implementing a new performance-based funding formula which will provide incentive funds to local providers that achieve core performance outcomes.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 were increased 2% from the prior year's target, however, the actual performance for 2006 and 2007 has been above the targets (47.9% and 48.9%) at over 60%. Performance for 2007-08 increased to 80.8%, well above the performance target. Adjustments to the targets should be made in conjunction with the CCWD Director of Literacy and Skill Development and associated staff. Higher is better for this measure.

3. HOW WE ARE DOING

In the 2010-11 academic year, the number of students enrolled in Adult Basic Skills (ABS) or English as a Second Language (ESL) programs who successfully completed their programs decreased from 69.7% to 65.4%; however, this still was above the target of 63.7%. Given systemic programmatic changes, these results should be interpreted with caution. As a result, CCWD has proposed to eliminate this KPM in future years—replacing it with three other related measures more consistent with successful outcomes of ABS and ESL students in the state of Oregon. These changes are further described in the following section entitled “What Needs to Be Done”.

4. HOW WE COMPARE

Although the construction of this measure is unique to Oregon, all states report similar —yet less complicated—measures to the federal government. Availability of each state's data is limited. The last annual report to Congress was for program year 2008-09, and thus two years behind the currently reported data (<http://www2.ed.gov/about/offices/list/ovae/resource/nrs-rtc-2008-09-part-1.pdf>).

5. FACTORS AFFECTING RESULTS

In recent years, the enrollment in Adult Basic Skills programs has remained relatively stable; however, the number of students completing their program each year has declined. Oregon Adult Basic Skills students appear to be staying in their programs longer, allowing them to gain more skills so that when they do leave, they tend to have better outcomes.

6. WHAT NEEDS TO BE DONE

Adult basic skills (ABS) or English as a Second Language (ESL) programs have no ‘unified set point’ to determine programmatic completion. Unlike completing an associate’s degree or a certificate, ABS or ESL programmatic completion is often based upon a student’s own skill deficit. Thus determining a successful exit of an ABS or ESL program is somewhat complicated and can yield results which may be easily misinterpreted. Thus the field has moved to more of a “student persistence” model to examine programmatic effectiveness. Further complicating matters, beginning January 1st, 2014 a new GED test will be in effect. This new computer-based test will require students to ‘restart’ taking each of the GED sub-tests, even if students are nearly finished under the old test taking model.

Given these programmatic complexities, for the 2013-15 budget cycle CCWD proposed the deletion of this measure in exchange for the addition of three new measures. These three new measures focus on key specific programmatic outcomes, are less complicated, and are already being used in the field.

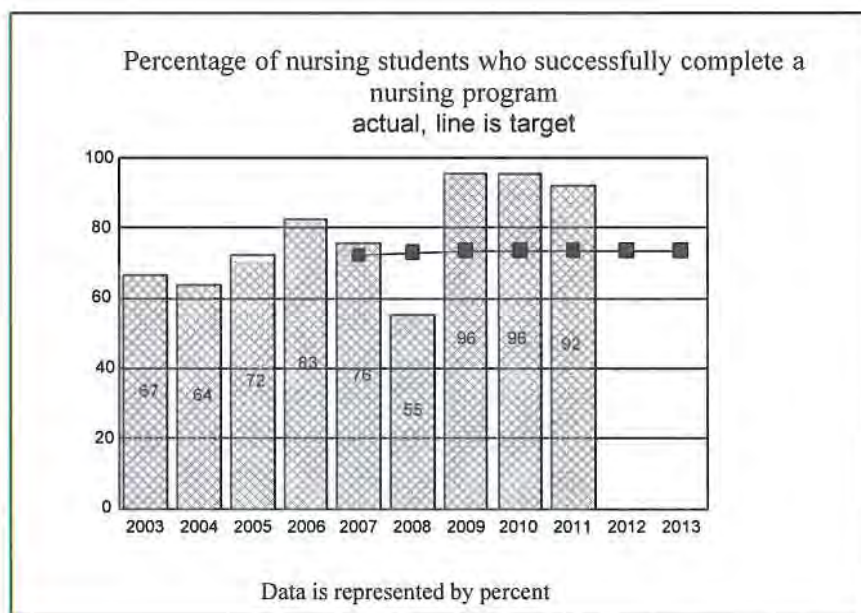
The first proposed measure would examine an ABS or ESL student’s progress, the attainment of a key adult basic skill milestone-- successful completion of 40 or more clock hours in ABS instruction. The next two measures would report an ABS or ESL student’s successful transition to either Oregon’s workforce or successful transition to a post-secondary program of study. These second two KPMs measure the impact of adult basic skills (or ESL) instruction on Oregon’s lower skilled population, and thus on reaching Oregon’s overall educational goals.

Together with state partners and local service providers, CCWD works to establish pathways to guide students in achieving their program goals. CCWD also aims to improve program retention by expanding its partnerships with Work Source Oregon Centers and community college student services divisions. These entities assist students with education and career advising and planning as well as helping students gain access to vital services such as transportation and child care. To boost retention among students who enter at higher skill levels, CCWD encourages local programs to implement fast-track options that enable some students to complete their coursework at an accelerated pace. The Adult Basic Skills/ESL Team at CCWD strategizes with workforce and education partners to more effectively collaborate with public and private providers in their areas.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure includes federally reportable students who were enrolled in a particular academic year and had a valid pre and post-test, and then tracked for that academic year and the following academic year to identify whether the student completed at least one outcome measure. Federally reportable students are those who have: At least one Entry Record, are enrolled in an approved instructional program, have received 12 or more hours of instruction, are between the ages of 16 and above, are not concurrently enrolled in high school/K-12 and have the following demographic information reported: date of birth, gender, and race/ethnicity. Federal outcome measures included in this measure are: Educational skill attainment, obtain GED, transition to postsecondary education or training program, obtain employment and retain employment.

KPM #8	NURSING COMPLETION – Percentage of students who successfully complete a Nursing program.	2006
Goal	Goal 2: Oregon's workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 25: Postsecondary credentials	
Data Source	Oregon Community College Unified Reporting System (OCCURS)	
Owner	Krissa Caldwell, Deputy Commissioner, CCWD, 503-947-2414	



1. OUR STRATEGY

CCWD is actively involved in the implementation of the Healthcare Workforce Initiative (HWI). Nursing and allied health occupations are among those projected to grow the fastest in Oregon over the next 20 years. Implementing the HWI will expand the capacity of Oregon's nursing and allied health education

programs to meet this demand through additional course sections of nursing and related courses; coursework and occupational instruction in distance, simulated and distributed learning formats; and articulation, transfer and program sharing agreements. Key partnerships include: the Oregon Healthcare Workforce Institute (OHWI), The Oregon Center for Nursing (OCN), Oregon Simulation Alliance (OSA) and the Oregon Consortium for Nursing Education (OCNE).

CCWD continues to support coursework and occupational instruction in distance, simulated and distributed learning formats, and articulation, transfer and program sharing agreements for essential healthcare professions. Key partnerships include the Oregon Healthcare Workforce Institute (OHWI), The Oregon Center for Nursing (OCN), Oregon Simulation Alliance (OSA) and the Oregon Consortium for Nursing Education (OCNE) as well as support for the Community College Healthcare Education Alliance distance learning effort and the newly formed Council of Oregon Healthcare Deans and Directors.

2. ABOUT THE TARGETS

The target for 2007 was set based on the 2005 performance result. Targets for 2008 and 2009 were increased 1% from the prior year's target. The targets from 2009 through 2011 will remain the same, 73.7%. Higher is better for this measure.

3. HOW WE ARE DOING

Overall in 2010-11, 92.4% of nursing student successfully completed their nursing program in the state. While this was a reduction in performance from 2009-10 of 3.3%, Oregon was well above the 73.7% program nursing program completion target.

4. HOW WE COMPARE

The 2010-11 annual report for the Nursing Care Quality Assurance Commission of the State of Washington's Department of Health reported the annual attrition rate for students in both Licensed Practical Nursing and Associate Degree Registered Nursing (AD-RN) Programs. In LPN nursing programs, 14% of nursing students withdrew. In AD-RN programs, 8% of nursing students withdrew. While the Washington measures vary from Oregon in how they were calculated, they provide some comparison with programs in other states (p.7; <http://www.doh.wa.gov/Portals/1/Documents/6000/2010-2011.pdf>). The state of California's Board of Registered Nursing released a similar annual report analyzing pre-licensure nursing programs in 2010-11 academic year. Again metrics used to calculate program completion and attrition varied from both Oregon and Washington. California reported that 72.8 percent of Associate Degree nursing (ADN) students completed on time. An additional 5.6 percent of nursing students completed the program late. The state of California had an attrition rate for ADN programs of 18.7 percent (p. 11; <http://www.rn.ca.gov/pdfs/schools/prelicensure10-11.pdf>).

5. FACTORS AFFECTING RESULTS

As reported in 2011, the metrics used to calculate nursing student success – while better reflecting the nursing student experience at local community colleges-- must be interpreted in light of the data complications which still exist. Nursing students are considered part of a graduation cohort if they have completed 15 or more credit hours in 200-level nursing courses during the 2010-11 academic year. In some cases, the nursing students included in the cohort are nurses from other countries taking additional coursework to prepare for the NCLEX-RN nursing exam—a requirement for obtaining a nursing license in the state of Oregon. These students are not enrolled in an associate’s degree program at their associated community college. Thus the reported completion rate for a college may be smaller than what it is in actuality.

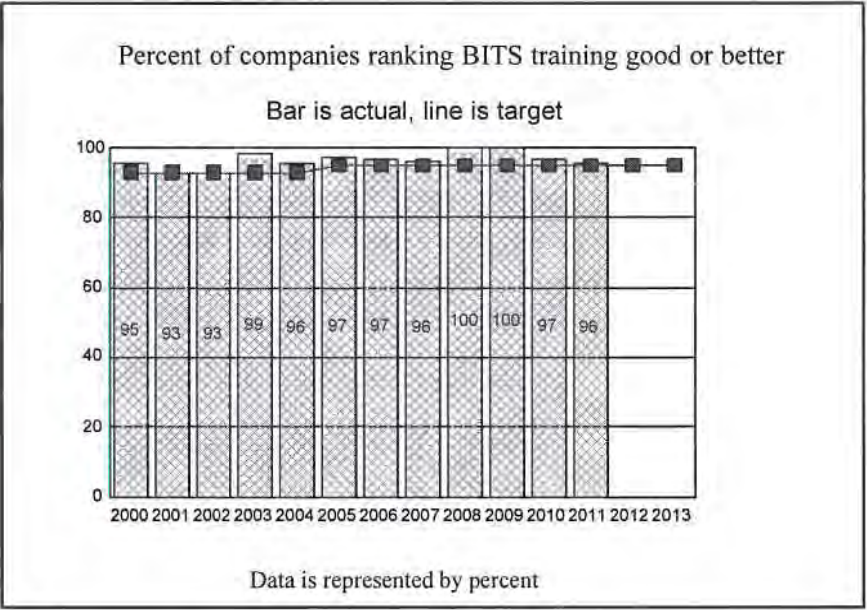
6. WHAT NEEDS TO BE DONE

The Oregon Employment Department projects that by 2020 we will need an additional 14,499 registered nurses (of which 8,101 are directly related to growth). Further it is estimated that with new federal health care, 310,000 previously uninsured Oregon residents are expected to have insurance by 2019. With over 1,100 new Registered Nurses coming from Oregon RN programs in 2011 (both Baccalaureate and Associate degree programs), additional analysis of nursing labor market trends as a result of state and federal budget cuts is needed to determine the scope and geographical nature of the nursing shortage in Oregon. This will allow for a more strategic approach to the offering of health care educational programs.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure cohort includes all nursing students taking at least 15 credits of 200-level Nursing during the program year. The measure result is the percentage of these students who completed one- or two-year nursing programs within the current or following year.

KPM #10	BITS COMPANY SATISFACTION – Percent of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better.	2001
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 29: Labor force skills training	
Data Source	BITS survey data	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

CCWD partners with community colleges to promote the Business and Industry Training System (BITS) as an important resource to provide workforce training to employees and businesses and foster closer ties between community colleges and Oregon's business community. Department provides BITS

providers with technical assistance for obtaining regional and statewide grants. CCWD will continue to work with BITS to improve the performance measure data collection process and to identify a possible new performance measure that will better reflect the outcomes of customized training.

2. ABOUT THE TARGETS

Targets for 2007 through 2011 are maintained at 95%. Higher is better for this measure.

3. HOW WE ARE DOING

As reported by 17 Community Colleges, in 2010-11 BITS conducted 2,077 customized trainings for 2,133 employers and 19,830 employees. Of the total number of employers who contracted with BITS 389 employers were surveyed and 357 responded to the survey (a 91.8% return); of these employers 342 rated (or 95.8%) the customized training that they and their employees received a 4 or 5 (good or excellent).

4. HOW WE COMPARE

There are no comparative data available for this measure.

5. FACTORS AFFECTING RESULTS

There are no known factors affecting performance 2010-11. Standard common definitions (e.g., how employers are counted such as members of consortia) were implemented in 2010-11 to help eliminate outcome variances due to reporting differences. The BITS data are submitted to CCWD by individual colleges on a web-based form and the data is then transferred to a common spreadsheet for analysis by a CCWD researcher. This process of data collection represents an improvement over past methods.

6. WHAT NEEDS TO BE DONE

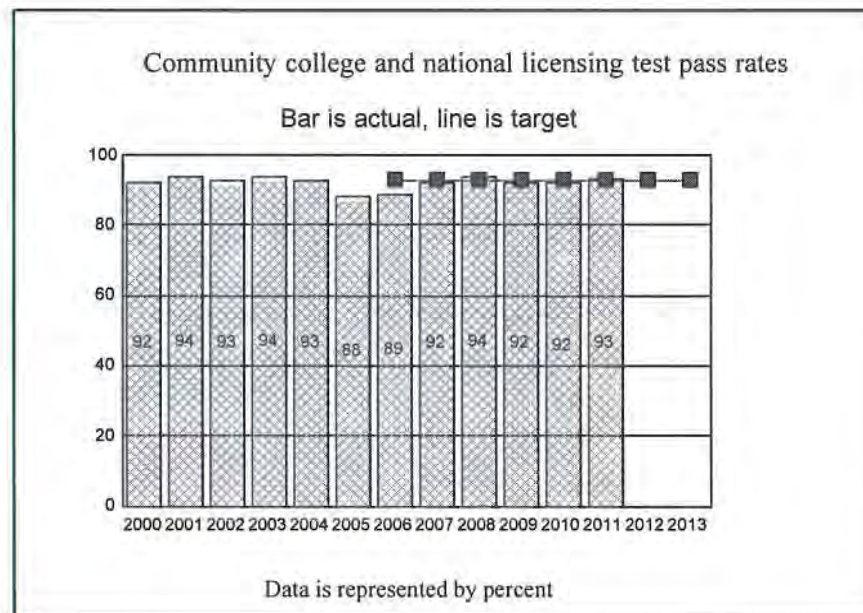
Employer responses indicate they continue to value the trainings they receive through BITS. Employers have consistently rated the customized training that they and their employees received as good or excellent for the last decade, and have indicated that they would again use the training service. CCWD will continue to work with BITS staff to refine common reporting definitions and to streamline data collection and submission practices. CCWD will work with BITS staff to identify strategies to increase the number of employers and employees receiving training through BITS without sacrificing employer satisfaction or the quality of training. Towards this end, CCWD will work to foster greater collaboration among BITS providers, especially within each providers own region, and between

BITS providers and Oregon's businesses.

7. ABOUT THE DATA

Reporting Cycle: Oregon fiscal year. Businesses are contacted by community colleges to obtain employer satisfaction ratings with community college training programs. The colleges send summaries of the ratings to CCWD. A rating of 4 or 5 indicates good or better on a scale of 1 to 5. This measure reflects employer satisfaction with customized training that employers and employees receive. CCWD encourages the BITS staff to report the number of customized trainings that are conducted and the number of employers and employees that participate in the training activities. The BITS program does a huge service to Oregon business and industry and Oregonians by providing customizing training services to meet the individual needs of employers and employees. A satisfaction measure by itself does not reflect the scope of the excellent and effective training associated with BITS. The additional information (e.g., number of employees receiving specialized training) in the report text enhances the single satisfaction rating.

KPM #11	LICENSING/CERTIFICATION RATES – Oregon community college students' pass rates for national licensing tests compared to national pass rates.	2000
Goal	Goal 2: Oregon's workforce well-trained/has access to a wide variety of training programs	
Oregon Context	OBM 25: Postsecondary credentials	
Data Source	Researchers and community college department staff obtain test results for students and the national pass rates and provide them to CCWD.	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

Through efforts such as the Healthcare Workforce Initiative and Oregon's Manufacturing Workforce Strategy, CCWD supports community colleges in providing sufficient numbers of high quality and relevant courses and programs to enable students to pass licensing exams. The Department also works with the

Oregon Department of Education to ensure rapid approval of appropriate new Career and Technical Education (CTE) programs and deletion of obsolete CTE programs.

2. ABOUT THE TARGETS

Targets for 2006 through 2011 will remain at 93%. Higher is better for this measure.

3. HOW WE ARE DOING

In 2010, 92% (2,089) of Oregon community college students taking national licensing tests passed them and exceeded the national testing pass rates. The data collection for this measure is difficult and the outcomes represent a small sample of occupational or career related licensing and certification attainment. This measure is narrow in focus because it requires national pass rates for a comparison with Oregon students licensing exam rates. Requiring a comparison with a national pass rate reduces the possible number of programs and individuals that count and contribute to the measure. Because data is point in time and collected from a broad variety of sources there are significant challenges related to the methodology, and the replicability of the data is questionable. Data collection can be dependent on the relationships the researchers have with college contacts (e.g., an aviation instructor), the success of colleges in tracking which students go on to take a national exam, and with the broad variety of national licensing boards and test services, making data variable from year to year and annual comparisons weak.

4. HOW WE COMPARE

There is not a total national average pass rate for comparison.

5. FACTORS AFFECTING RESULTS

The data collection method is challenging. The ability to replicate the outcomes is questionable and the data reported by the Community Colleges is variable from year to year. As a result, annual comparisons are problematic. Reviewing this KPM 11 for improvements or replacing this measure could result in a measure that more consistently reflects the contributions of the community colleges supporting an increase in the number of Oregonians holding occupation or career related licenses and certificates.

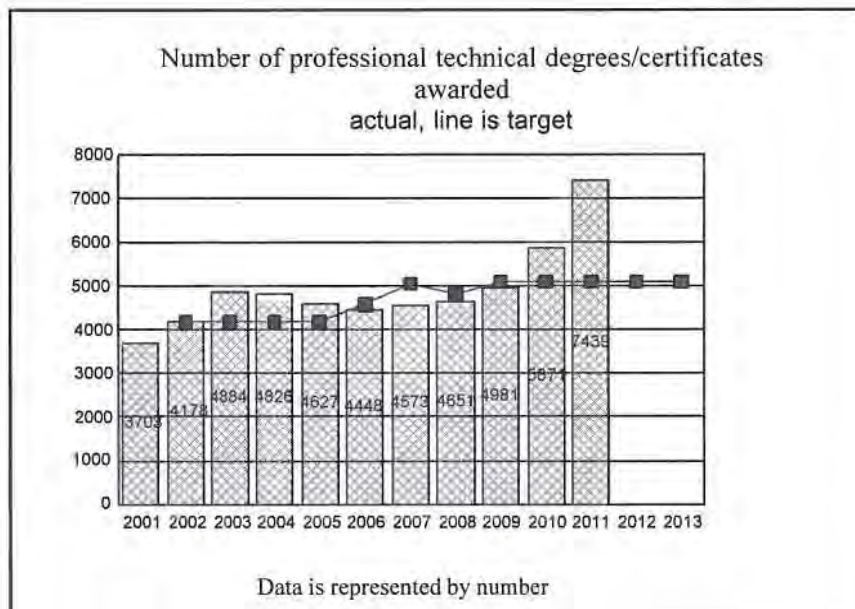
6. WHAT NEEDS TO BE DONE

CCWD will work with community colleges and national certification boards and associations to increase the number of licenses and certificates offered through Oregon's community colleges. CCWD and community colleges will also explore avenues to increase enrollment in license/certificate programs.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Currently, most pass rate data are self-reported by each community college to CCWD. Data on national pass rates is gathered from professional associations; some comes from the colleges. The Department is exploring avenues for obtaining this information directly from the licensing/certification programs. Until that is accomplished, however, the data will continue to be questionable and probably incomplete. Data are also reported inconsistently year-to-year and are thought to be unreliable.

KPM #12	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION – Number of professional-technical degrees and certificates awarded.	2002
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs. Goal 3: All Oregonians have access to excellent, affordable community college services.	
Oregon Context	OBM 25: Postsecondary credentials	
Data Source	Oregon Community College Unified Reporting System (OCCURS)	
Owner	Krissa Caldwell, Deputy Commissioner, CCWD, 503-947-2414	



1. OUR STRATEGY

CCWD is the lead postsecondary partner in promoting Career and Technical Education (CTE) in Oregon. The Department has focused on implementing key

initiatives to better align secondary and postsecondary CTE and ensuring sustainable resources for CTE programs. The Career Pathways initiative and the renewed emphasis on programs of study through the Carl Perkins Career and Technical Education Act are providing students a multitude of clear, modularized paths toward earning workforce credentials and degrees.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 are 10% higher than the previous year's target. The 2008 and 2009 targets were lowered based on declining enrollment numbers in career and technical education programs. The 2010 target of 5,101 certificates will hold steady through 2011. Higher is better for this measure.

3. HOW WE ARE DOING

Overall the number of career and technical degrees and certificates awarded has increased from 2009-10 to 2010-11 by 1,568 degrees or certificates (for a total of 7,439 degrees). At the community college level, all but three colleges showed an increase-- of which Chemeketa Community College showing the greatest of 766 certificates or degrees. With increased focus on short-term intensive career and technical education training (as a result of the economy), these increases are somewhat expected. Further, the increased focus on the Governor's 40/40/20 goal's and programs like Career pathways make it likely that these numbers will increase in future years.

4. HOW WE COMPARE

No comparative data are available or is outdated for this measure. Each state accredits its own programs and establishes its own standards for certification. As a result, state-to-state comparisons are inappropriate. While comparison data is unavailable for this specific measurement, older data (2006) examining all institutions who receive Title IV funding from the Federal Department of Education is reported at <http://nces.ed.gov/surveys/ctes/tables/index.asp?LEVEL=COLLEGE> (Table: P39).

5. FACTORS AFFECTING RESULTS

There are several factors which complicate results. Up until recently, the impact of Private Career Schools on the production of Career and Technical education related certificates in the state of Oregon hasn't been examined. Like private 4-year colleges, Oregon's Private Career Schools offer education similar to that which is provided in Oregon's Community College Career and Technical Education programs. As many of these institutions are not required to report to the Federal Government, data has been relatively unavailable for most states.

In Oregon, Private Career Schools (PCS) are required to report completions to the Oregon Department of Education--the agency responsible for overseeing their licensure. In the last legislative session (February 2012), legislation was passed to move their oversight to the Higher Education Coordination Committee (HECC). This move, coupled with programmatic changes as a result of changes in licensure requirements, may have an impact on the number of students seeking a career and technical education at a community college. This coupled with the increased focus on CTE completions as a result of the Governor's 40/40/20 goal will, in some way, have an impact on the total number of certificates and degrees in the coming years.

Also, it should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

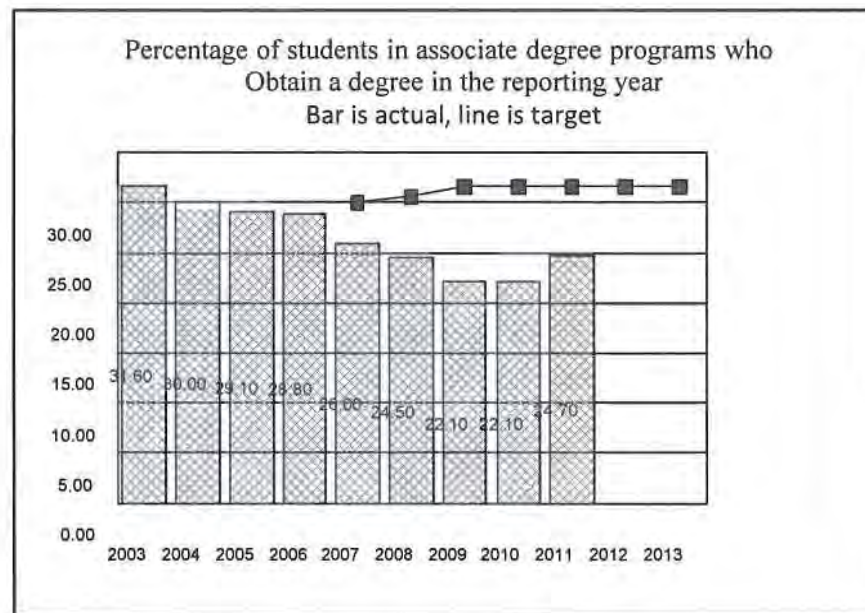
6. WHAT NEEDS TO BE DONE

The cost of obtaining a CTE related certificate or degree can be higher than obtaining a traditional Associate's degree. Even if it is not (by comparison), the type of student a CTE program attracts is one that may face different economic challenges than a traditional student. For example, they may be recently unemployed and looking to rapidly return to the job market.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is a count of all state-approved CTE degrees and certificates. These include: CTE AS and AAS degrees, CTE certificates, Apprentice AS and AAS degrees, Employer Skills Training certificates and Career Pathways certificates.

KPM #13	ASSOCIATE DEGREE COMPLETION – Percentage of students in Associates degree programs who obtain an Associates degree.	2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 25: Postsecondary credentials	
Data Source	Oregon Community College Unified Reporting System (OCCURS)	
Owner	Krissa Caldwell, Deputy Commissioner, CCWD, 503-947-2414	



Data is represented by percent

1. OUR STRATEGY

CCWD is actively working toward ensuring statewide transferability of postsecondary coursework towards degree requirements. Working in conjunction with community colleges, high schools, and Oregon University System (OUS), CCWD aims to eliminate administrative and systemic barriers to transfer and degree completion.

2. ABOUT THE TARGETS

The target for 2007 was set to the performance level in 2004. Targets for 2007-09 were increased by 1% from the prior year's target. No target was set for 2006 because this measure was created by the Joint Legislative Audit Committee in July of 2006, after the academic year had ended. The 2008 target is 2% higher and the 2009 target is 3% higher than the previous year's target. The target will remain 31.6% for 2010 and 2011. Higher is better for this measure.

3. HOW WE ARE DOING

After the gradual declining performance on this metric for five straight years, the outcome of this measure improved from 22.1 percent in 2009-10 to 24.7 percent in the 2010-11 academic years. Even with the increase, the state fell short of the 2011 proposed target (i.e., 31.6%) by 6.9 percent. These percentages do not tell the whole story, as a significant number of associate degree completions (3,733) are not included in the calculation. If these students were included in the calculation, the resulting percentage (35.12%) would have met the target.

The 3,733 student completers were not included in the calculation, as the metric only examines students who have not previously obtained a degree, and who were enrolled during fall term in 2010-11 academic year. Many community college students in Oregon pursue a 'non-traditional' academic pathway to completion. They may not enroll during fall term for a variety of reasons. They may not enroll for a term due to financial difficulties, requiring them to work one term—and then go to school during the next. As a result, these students weren't included.

4. HOW WE COMPARE

Given the variety of graduation/completion rate metrics, and the differences which exist in the way each State collects associate degree completion data, it is difficult to compare Oregon's completion rates to other states. For example Complete College America (CCA), a national nonprofit with the mission to work with states to significantly increase the number of individual in the United States with certificates or degrees, calculates each state's graduation rate based upon a 'time-to-completion' criteria. For associate degrees, the metric examines the percentage of students obtaining a degree within 3-years.

While the same calculation policies apply to all states included in the CCA completion metric, how each state collects completion data differs—impacting the overall completion percentage. Keeping these data limitations in mind, CCA (2011) reported Oregon's Associate Degree 3-year Completion rate as 15.0% for full-time students and 5.0% for part-time students—significantly less than the 24.7% reported in this KPM. On the same CCA completion metric, Washington reports a 26.3% associate degree completion rate for full-time students, and a 10.3 % completion rate for part-time students. Idaho was reported as having a full-time completion rate of 17.5% and a part-time rate of 5.5% (http://www.completecollege.org/state_data/).

5. FACTORS AFFECTING RESULTS

Measures using a percentage of students completing associates degrees can be misleading indicators of performance. It is extremely difficult to identify a cohort of students to use as the denominator of a percentage calculation. As previously mentioned, many community college students do not follow a traditional path of full-time enrollment culminating in an Associate's degree in two years. In fact, most community college students attend less than full-time. Many change their enrollment status from full- to part- to half-time depending on personal circumstances, including work, family and other issues. Not all students within range of earning an Associate's degree are seeking to earn a degree. Some students may intend to transfer to a four-year institution or upgrade their workforce skills without earning a degree.

Further, higher tuition has encouraged some students to take fewer classes, which may result in taking longer to earn a degree.

6. WHAT NEEDS TO BE DONE

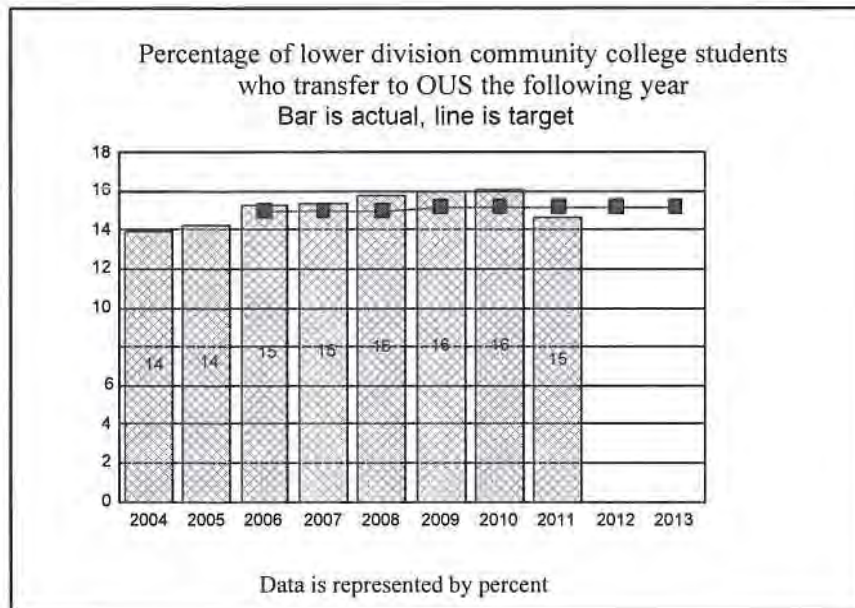
In coordination with the OEIB, and community college partners, CCWD (via the Student Success Initiative) is developing strategies to increase student degree completion rates through innovating programs such as Achieving the Dream Reverse Transfer and Win-Win Initiative. The goal of Oregon's Win-Win Initiative is to identify former community college students who are missing only a handful of credits (9-12 credits) necessary to achieving an Associate of Arts Transfer Degree (AAOT), and locate them. Once located, students are assisted in coming back to complete their degree.

Additional analysis Oregon's Student Success Indicators linked to student completion is necessary to better identify additional avenues to increase the number of Oregon's associate degree completions (<http://www.odccwd.state.or.us/studentssuccess/SSdocs.aspx?p=11>).

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure cohort includes the unduplicated count of all fall credit students with enough credits to possibly complete an Associate's degree by end of spring term. The percentage is calculated by identifying the number of these students who do complete Associate's degree by end of spring term. Students are identified as having enough credits to potentially complete an Associate's degree according to their enrollment status in the fall term of the year under consideration. Full-time students (those enrolled in 12 or more credits in the fall term) could potentially complete an Associate's degree by the end of spring term of the reporting year if they have earned at least 54 credits by the time they enroll full-time for the fall quarter. Half-time students (those enrolled in 6-11.99 or more credits in the fall term) could potentially complete an Associate's degree by the end of spring term of the reporting year if they have earned at least 72 credits by the time they enroll half-time for the fall quarter. Part-time students (those enrolled in 1-5.99 or more credits in the fall term) could potentially complete an Associate's degree by the end of spring term of the reporting year if they have earned at least 81 credits by the time they enroll part-time for the fall quarter.

KPM #14	STUDENT TRANSFERS TO OUS – Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year.	2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion OBM 26: College completion	
Data Source	Oregon Community College Unified Reporting System (OCCURS)	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

CCWD is actively working with the Oregon University System (OUS) to facilitate student transfer between community colleges and four-year universities. The Department is making rapid progress in eliminating administrative hurdles and ensuring that Lower Division Collegiate programs adequately prepare community

college students to transfer to an OUS institution. CCWD also supports co-enrollment, which enables students to enroll in a community college and an OUS institution simultaneously.

CCWD recognizes the importance of ensuring community college students are ready to successfully transfer to the Oregon University System. The Student Success Initiative builds on the foundation of the 27 Best Practices for Oregon's community college students. These Best Practices focus on actions, interventions and strategies for ensuring students are successful in their progression towards degree completion. Student Academic Advising, First-Term to First-Year Completion and Online Degree Auditing are just a few examples of the Best Practices identified to assist students in their successful transfer to OUS.

2. ABOUT THE TARGETS

Based on the results from earlier years, CCWD has set targets of 15% for this measure for 2006 through 2008. The 2009 target increased to 15.2% and remains at this level for 2011. Higher is better for this measure.

3. HOW WE ARE DOING

While the percentage of Lower Division Collegiate (LDC Cohort) students who transferred to the Oregon University System decreased from 16.1% to 14.7%, the actual number of students transferring increased from 9,954 students to 10,840 students in the 2010-11 academic year.

The decrease in percentage can be attributed to the significant increase in the number of students who were enrolled the prior year with at least 12 cumulative credits at their attending institution. In 2009-10 there were only 61,818 students included in the lower division cohort. This increased to 73,714 students in 2010-11 (or by 11,896 students). This was the second consecutive academic year with a significant increase in the LDC cohort, after 5 years of relative stability, indicating a larger LDC population who are obtaining credits but are not transferring to the OUS system.

One potential reason for the percentage reduction in transfers to OUS may be the increase in students first enrolling in community colleges, and then enrolling in private or out-of-state institutions. In the 2009-10 academic year, 2,569 students who attended an Oregon community college in 2008-09 were reported to the National Student Clearinghouse as enrolled in private or out-of-state four-year institutions. In 2010-11 the number of former community college students attending a private (or out-of-state) four-year institution rose to 8,419. A portion of this increase may be attributed to better data quality at the National Student Clearinghouse; however, it still potentially indicates an increase in the numbers of students preferring to transfer to a private four-year (or out-of-state) institution.

The state of Washington has also noticed a significant increase of transfers to private four-year institutions—attributing it to the University of Phoenix’s “transfer-friendly policies”. The University of Phoenix was reported as one of the top two transfer destinations for Washington community college students, equaling that of the University of Washington-Seattle (p. 10; http://www.sbctc.ctc.edu/college/studentsvcs/hecb_transfer_report_2011.pdf).

4. HOW WE COMPARE

According to a report released by the Washington Higher Education Coordinating Board (2011), transfer students from Washington community and technical colleges to public baccalaureate institutions increased from 10,426 in 2005-06 to 10,563 in the 2009-10 academic year (p. 2; http://www.sbctc.ctc.edu/college/studentsvcs/hecb_transfer_report_2011.pdf). Two-year to four-year public university transfers accounted for 55.8% of all transfers from community and technical institutions in the state of Washington (total transfers to any four-year institution equaling 18,946). In the 2012, the baseline Achievement Compacts for each Oregon community college were reported. In the Achievement Compacts, a total of 30,562 students were reported as attending a community college in the 2009-10 academic year then enrolled in any four-year institution during the 2010-11 academic year. While this measure of ‘transfer’ could be seen as similar to Washington’s measure, it should be interpreted with caution. Oregon’s measure of transfer in the achievement compact does not have a minimum number of credits a student must take at a community college in order to be counted as a ‘transfer’.

5. FACTORS AFFECTING RESULTS

Calculating a percentage of students who transfer is complicated and may not be an effective measure of performance. In order to identify a cohort of students who will be in the denominator of this measure calculation, the Department looked at students who have shown, through their course-taking patterns and statements of intent, to be potential transfer students with an academic year.

Students enrolled in Lower Division Collegiate programs fit that description and are included in the measure denominator. However, many other students may eventually transfer to OUS, but data available to the Department might not indicate that interest. For example, some Career and Technical Education (CTE) students who come into the college to pursue a 1-year certificate could eventually transfer to an OUS institution. In addition, the student may not enroll in a four-year institution for several years. The student’s long-term goal might be to obtain a baccalaureate degree, but s/he may not transfer within the one-year defined in this measure --as it does not account for student transfers that happen after one year. Another alternative, including all community college students in the denominator of this measure, would also be misleading. For example, students in Adult Basic Education (ABE) programs are unlikely to transfer within a year to a four-year institution. Students may require more time to complete those programs and become ready to transition to postsecondary education. A more effective measure of transfer would look at the number of transfers to OUS institutions within a particular year, rather than the percentage.

6. WHAT NEEDS TO BE DONE

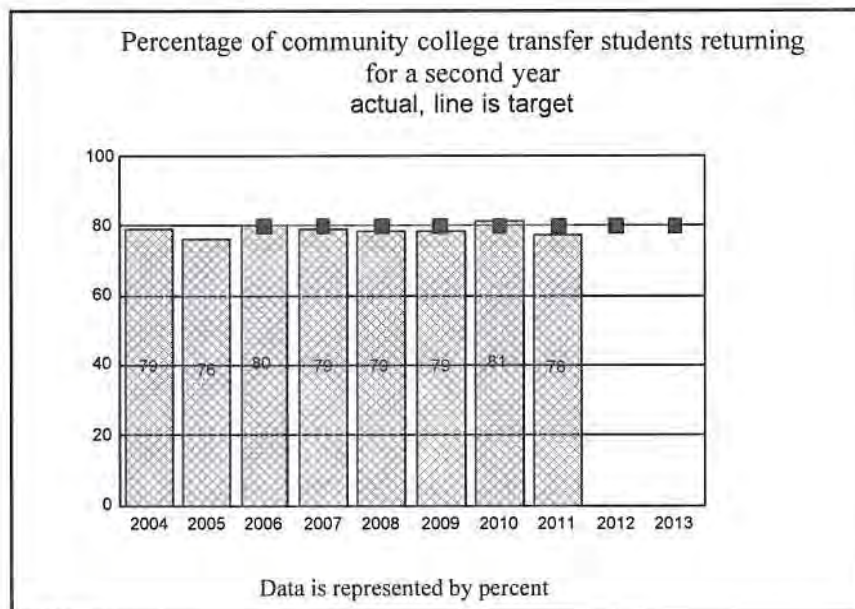
CCWD, with its partners, is in the process of implementing three major initiatives to reduce the administrative barriers for students transferring between community colleges and OUS institutions. To facilitate student transfer and simplify degree auditing, CCWD will assist community colleges to build and enhance degree audit systems and link them to the Articulated Transfer Linked Audit System (ATLAS). ATLAS will enable students to see their degree progress online and map out pathways across colleges and universities to attain their educational goals. The Integrated Data Transfer System (IDTS) and the Oregon Financial Aid Exchange (OFAX) will expedite the flow of transcript and financial aid information among colleges and universities, allowing students to transfer more seamlessly.

For reasons outlined above in “Factors Affecting Results”, revising the measure to report the number of transfers instead of the percentage would better illustrate progress in increasing community college transfers to OUS. This metric is already being used by the Community College Achievement Compacts to examine student persistence towards a bachelor’s degree at both the state and community college level. Further, transfer metrics need to be better articulated in the state of Oregon. Currently, several different metrics are used to measure transfer from community colleges to the Oregon University System or other baccalaureate institutions. The data quality initiative associated with the transition to the State Longitudinal Data System (SLDS) should address both metrics used for calculating transfers and the quality of the data used in each of the different calculations. For example, having a better or clearer understanding of student intent to transfer will improve transfer metrics.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure includes the unduplicated number of community college students enrolled in Lower Division Collegiate programs in the year prior to the reporting year who are admitted to and enrolled in an Oregon University System institution at some point during the following academic year (the reporting year). Students must have at least 12 cumulative community college credits. The count is divided by the unduplicated number of community college students enrolled in Lower Division Collegiate programs who had earned at least 12 cumulative credits by the end of the year prior to the reporting year.

KPM #15	PROGRESS OF TRANSFER STUDENTS – Percentage of community college transfer students who demonstrate progress by returning for the second year.	2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion OBM 26: College completion	
Data Source	Oregon Community College Unified Reporting System (OCCURS) and Oregon University System SCARF Database	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

As with KPM#14: Student Transfer to OUS, CCWD recognizes the importance of ensuring community colleges students are ready to successfully transfer

from community college to the Oregon University System. The Student Success Initiative builds on the foundation of the 27 Best Practices for Oregon's

community college students. These Best Practices focus on activities, interventions and strategies for ensuring students are successful in their progression towards degree completion. Student Academic Advising, First-Term to First-Year Completion and Online Degree Auditing are just a few examples of the Best Practices identified to assist students in their successful transfer to OUS (<http://www.odccwd.state.or.us/studentssuccess/SSdocs.aspx?p=6>). The Department continues to work to increase the number of articulation agreements between community colleges and Oregon University System (OUS) institutions to ensure the transferability of coursework.

2. ABOUT THE TARGETS

According to Oregon University Systems Annual Performance Progress Reports, the percent of full-time freshmen returning for a second year has ranged between 77.9% and 80.3% since 2000. CCWD has set targets of 80% for community college transfers to OUS through 2011. Higher is better for this measure.

3. HOW WE ARE DOING

Of the lower division collegiate students who transferred to the Oregon University System (OUS) in 2009-10, 77.7% of them returned to OUS for the 2010-11 academic year. While the percentage of students returning decreased from the previous year—thus Oregon did not make the KPM target, the actual number of returning students increased from 6,910 to 7,612 community college students.

4. HOW WE COMPARE

Comparable measures for community college student first-to-second year persistence when they transfer to 4-year institutions in other states are difficult to find. Community college student completion of a Bachelor's degree is somewhat easier. For example, in the 2009-10 academic year, 38% of Bachelors of Arts degrees earned at Public 4-year institutions in the state of Washington were earned by former Washington community college students (p.2; <http://www.sbctc.ctc.edu/college/documents/StudentSuccessthroughInnovation.pdf>).

5. FACTORS AFFECTING RESULTS

The first-to-second year retention rates for community college transfer students in the Oregon University System is dependent on a variety of factors, and not solely on how well a student is academically prepared to meet university academic rigor. Students face many challenges, including financial issues and a lack of educational clarity, such as not knowing which major they want to pursue at the university level. Further the impact of the recession presented a complicating factor. While students tend to choose to stay in post-secondary education to take advantage of financial aid as a source of income (delaying completion, and

thus potentially increasing first-year to second-year persistence), the challenges they face as a result are only beginning to be understood. For example, increasing enrollment coupled with decreasing community college budgets has created incredibly large class waiting lists for required courses in the California Community College system. In Oregon, the lack of student housing may also be a factor in a student's decision to return to school. Students leaving for the summer, may return to a rental market where there are limited vacancies—of which many may be out of a student's budget.

Students at Oregon State University faced a fall apartment vacancy rate in Corvallis of less than 1-percent in 2011-12 academic year (<http://djcoregon.com/news/2011/10/25/student-population-growth-leads-to-apartment-boom-in-corvallis/>). Further, increased student numbers in university communities decrease the availability of part-time employment—which may be more crucial to community college transfer students. In winter 2008, Oregon community colleges surveyed students using the Community College Survey of Student Engagement (CCSSE). Of the 5244 students who indicated intent to transfer to a 4-year institution, 67.8 percent of them also indicated that their own income or savings was a source of funding for their tuition. When CCSSE was re-administered in 2011, that number had decreased to 60.9 percent, yet the emphasis on the importance of employment or savings for funding a portion of a community college student's educational expenses remain. The base cohort for this calculation is students who were enrolled in community college Lower Division College programs (see KPM#14) in 2008-09, rather than students who are enrolled in Career and Technical Education or Developmental Education.

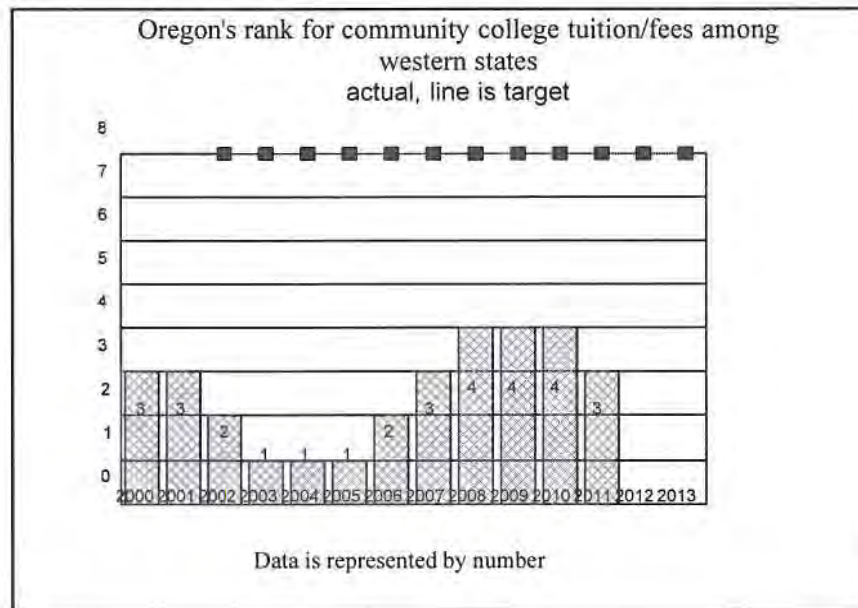
6. WHAT NEEDS TO BE DONE

CCWD has undertaken several partnerships designed to increase student transfer and community college student persistence at OUS. For example in October of 2011, the Lumina Foundation and the Association of American Colleges and Universities announced Oregon as one of 8 grant recipients to test the Degree Qualifications Profile—5 learning outcomes outlined as “critical for academic programs”. These five outcomes constitute a framework indicating what a student should be able to do or know upon the completion of a degree—whether it be an associate's degree or a master's degree (<http://www.odccwd.state.or.us/studentsuccess/SSdocs.aspx?p=3&h=17>). Ideally the knowledge and skills associated with the learning outcomes would increase the likelihood a student would persist to the next level of academic completion. Additionally the Associate of Arts-Transfer (AAOT) degree and the Oregon Transfer Module (OTM) prepare a student for transferring to the Oregon University System (OUS). Courses associated with the AAOT and OTM are common among Oregon's colleges and universities—many being general education courses which focus on foundational skills and introduce students to specific disciplines.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is the percentage of community college Lower Division Collegiate students who have earned 12 or more cumulative community college credits by the end of year 1, who are then admitted to and enrolled in an OUS institution in year 2, and who return to OUS in year 3 (the reporting year).

KPM #16	TUITION/FEES – Oregon's rank for college tuition and fees among all western states.	2002
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data Source	Western Interstate Commission for Higher Educations (WICHE) yearly tuition and fee publication.	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

Obtain sufficient resources to enable Oregon community college tuition/fee rates to be about mid-range (8th highest) compared to other western states.

2. ABOUT THE TARGETS

The targets through 2011 are set at the middle of the tuition/fee rankings for the 15 Western states (or 8th ranked out of 15 states) .While the tuition target is set as 8th ranked, overall higher numbers are better. A rank of 15 would be interpreted as the least expensive out of all 15 WICHE states.

3. HOW WE ARE DOING

At an average yearly cost of \$4,122, Oregon ranks third highest in tuition and fees among the 15 western states for the 2011-12 academic year. Oregon's average tuition increased from the previous academic year (2010-11) by \$402 per year (or by 10.8%).In 2010-11, Oregon ranked fourth, which was the state's best ranking since this KPM was adopted in 2002.

4. HOW WE COMPARE

Attendance at a 2-year public institution in Oregon costs, on average, \$1,210 more per year in tuition and fees than the national average (p. 5, Table 2; <http://nces.ed.gov/pubs2012/2012289.pdf>). Of the western states' public 2-year colleges , the cost to attend a community college in Oregon ranks as third most expensive (out of the 15 WICHE state members) This year the state's ranking decreased from 4th to the 3rd most expensive of the western states, the same ranking it held in 2006. Only two other states are more expensive; Alaska and South Dakota. This year Oregon's target rank was held by the state of Hawaii, where the average yearly tuition and fees was \$2,981, a full \$1,141 less than Oregon's yearly average (\$4,122).

5. FACTORS AFFECTING RESULTS

The early-decade economic decline resulted in a reduction in state resources and increased student enrollment for community colleges. Community colleges were forced to raise tuition and fees, as the only flexible source of revenue available to the colleges, in order to fill the gap and continue offering programs and services to students.

6. WHAT NEEDS TO BE DONE

Although local community colleges are responsible for setting their own tuition and fees, the amount the legislature appropriates to the Community College Support Fund substantially affects the level of tuition and fees charged by community colleges. It is important that the state maintain or increase its investment in the community colleges in order to keep tuition near its current level. With a 10.8% increase in yearly tuition for the full time student, and a decrease in ranking from 4th to the 3rd most expensive western state, an analysis was performed to estimate how much additional funding or cost reductions it would take to meet

the 8th ranking target. Taking into account full time enrollment (FTE) and each colleges annualized in-district tuition and fees, it was estimated that Oregon's community colleges would require \$128,824,643 in additional funding or cost reductions per year.

Oregon's tuition barrier to obtaining a post-secondary certificate or associate's degree is further complicated by county level economic factors. As an example, in 2011-12 it cost \$4,770 for a full time student to attend Oregon Coast Community College. This estimated cost does not include any 'additional' fees applied to specific majors (such as nursing). In Lincoln County, where Oregon Coast Community College resides, an estimated 38.4% of individuals 25 years or older (or 13,405 people) have a high school diploma or less (American Community Survey 2010-- 3 Year; Report # S1501). According to this same report, these individuals could potentially increase their income by \$4,549 to \$6,477 per year if they obtained at least some post-secondary education.

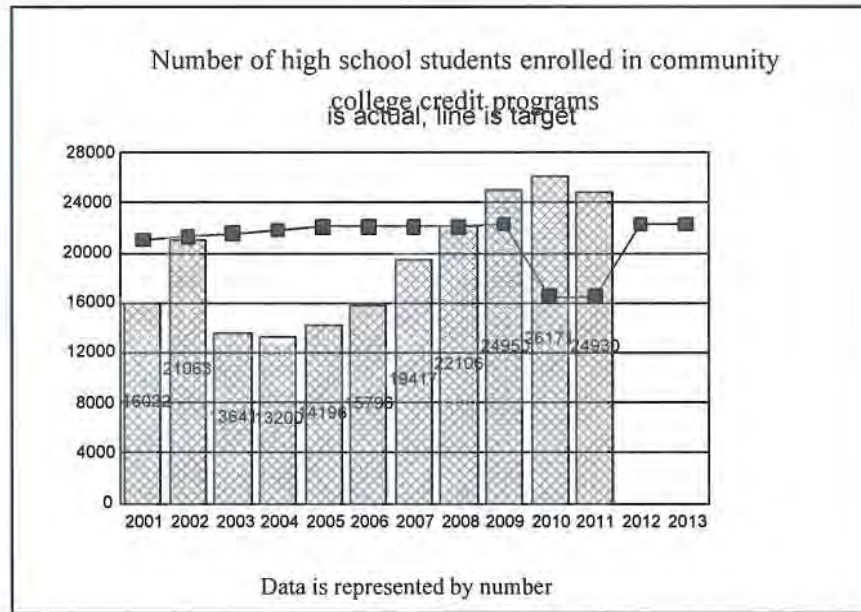
How much would it cost to reduce tuition at Oregon Coast Community College to that of Hawaii? Based upon FTE reported for the 2010-11 academic year, it would cost an estimated \$926,702 per year (or \$1,789 dollars per FTE). Conversely, Oregon's Department of Human Services (DHS) reported dispersing \$1,442,812 in SNAP benefits (i.e., Food Stamps) to 11,062 people during the month of August 2011 in Lincoln County (out of 44,620 total; ACS 2010) -- equating to 1 in 4 of Lincoln County citizens receiving SNAP benefits. For the month of August 2011, a total of \$88,580,475 was dispersed in SNAP benefits to 671,834 of the estimated 3,838,957 people in Oregon (ACS 2010; 1 year estimate)-- or 1 in 5.7 Oregonians.

Further Lincoln County's unemployment rate reported for September of 2011 was 10.3 % (seasonally adjusted), higher than Oregon's overall rate of 9.6 % (September 2011). The American Community Survey estimated the percentage of Lincoln County's population living below poverty at 16.2 % (ACS 2010; 5-year estimates), 2.2% higher than overall poverty estimate for Oregon for the same timeframe. Further the ACS has estimated Lincoln County's poverty rate as higher than Oregon's overall for the last 5-years. Statewide investments in distance learning technology and data system upgrades will help colleges cut some costs and redirect resources to instructional and student-support services. In an era of high gasoline costs, distance learning may also help keep community colleges accessible to rural Oregonians.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Tuition/fee rankings are based on fall term tuition. The Western Interstate Commission on Higher Education (WICHE) provides its tuition/fee rankings of the 15 western states in the fall of each academic year.

KPM #17	HIGH SCHOOL PARTICIPATION – Number of high school students enrolled in community college credit programs.	2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data Source	Oregon Community College Unified Reporting System (OCCURS)	
Owner	Krissa Caldwell, Deputy Commissioner, CCWD, 503-947-2414	



1. OUR STRATEGY

Accelerated learning options (ALO) focus on preparing high school students for smooth transition into post-secondary education while providing them opportunities to obtain college credit. In the state of Oregon there are many ALO options for students (

<http://www.ode.state.or.us/pubs/eii/acceleratedlearningopsprimer.pdf>). These include Dual Credit, Advanced Placement (AP) and International Baccalaureate (IB) courses, Expanded Options, and District Options.

The Department of Community Colleges and Workforce Development (CCWD) plays an important role in all ALO options. For example, CCWD is a principal partner in the implementation of Oregon Revised Statute 340 which establishes Dual Credit program standards and the Expanded Options Program. Expanded Options promotes accelerated college credit opportunities for high school students by allowing them to attend community colleges (and OUS) in order to complete their high school diploma. In the process students also obtain college credit.

Additionally, CCWD provides guidance for community colleges in developing partnerships with local high schools and for integrating high school students into community college courses. Key Performance Measure #17 focuses on the ALO for Oregon's high school students, Dual Credit programs. In this program juniors or seniors are enrolled in Lower Division Collegiate or Tech Prep (i.e., Career and Technical Education) credit courses. These courses are offered during the regular school day in high schools and are taught by high school teachers who typically hold a Master's degree and are approved by the community colleges to teach college level courses.

2. ABOUT THE TARGETS

The 2005 to 2008 targets for this measure are set at 22,116 students enrolled in the Dual Credit program. The targets are increased to 22,337 students from 2009 through 2011. Higher is better for this measure.

3. HOW WE ARE DOING

Performance against this measure has increased each year since 2004 and ranges from a low 13,207 students enrolled in Dual Credit courses in 2004 to a high of 26,171 students enrolled in 2010. In 2011, the total number of students decreased to a total of 24,930 (or roughly 14% of Oregon's high school students). While participation in Dual Credit courses has declined from 2009-10 to 2010-11, this may not be due to reduced opportunities, nor indicative a reduction in the total number of students taking Accelerated Learning Opportunities. Further, the total number of students reported as enrolled in Oregon's high schools has consistently decreased since the 2006-07. At the community college level, 5 of the 17 colleges reported an increase in the total number of students taking dual credit courses. Seven out of the remaining 12 colleges reported dual credit student decline of less than a 100 students. Both Portland and Clackamas Community Colleges reported the highest decrease in dual-credit students. These enrollment declines could have resulted from school closures, reorganizations, and program cuts due to budget cuts within each of their associated districts (e.g., Portland School District, Clackamas School District, and Beaverton School District).

4. HOW WE COMPARE

While the majority of states report offering some form of concurrent enrollment programs (National Alliance of Concurrent Enrollment Partnerships; <http://nacep.org/>), data directly comparing enrollment in Dual Credit “like” programs is limited at best. However, data on other Accelerated Learning Opportunity (ALO) programs are more readily available.

In a report released in 2011, the state of Washington reported a significant increase in concurrent enrollment (Dual Credit like) programs from 37, 982 students in the 2005-06 academic year to 60,321 students in 2009-10 --or 18.8% of Washington public high school students (source: http://www.sbctc.ctc.edu/college/studentsvcs/hecb_transfer_report_2011.pdf). A direct comparison of this percentage to Oregon’s 13.97% of high school students enrolling in dual credit courses is misleading as this percentage accounts for only ‘college-level’ courses taught in Oregon’s high schools. It doesn’t include other Oregon accelerated learning opportunities like Expanded Options or District Options. Further, Washington’s totals include programs like Running Start—or an accelerated learning option where high school students attend courses at a community college, and not in a high school classroom.

Other Accelerated Learning Opportunities include Advanced Placement (AP) and International Baccalaureate (IB) courses. In the 8th Annual Advanced Placement (AP) Report to the Nation (released February 8th, 2012; <http://media.collegeboard.com/digitalServices/public/pdf/ap/rtn/AP-Report-to-the-Nation.pdf>), 15.0% of Oregon's class of 2011 passed an AP exam with a score of 3 or higher--or 3.1% below the national average of 18.1%. The reported highest average of 27.9% was found in Maryland. The lowest was Mississippi, reported as having 4.5% of their class of 2011 passing an AP exam. Overall, Oregon was ranked 25th in the nation.

5. FACTORS AFFECTING RESULTS

As dual credit courses are one of several accelerated learning opportunities in Oregon, an increase in these other opportunities may lead to a decrease in the number of students taking dual credit courses. Thus the reduction in the number of students taking dual credit courses in Oregon must be interpreted in light of data reported for other accelerated learning opportunities.

As a result of the recession, K-12 education budgets were cut in 2010-11. These budget cuts had a marked impact on the number of CTE Tech Prep Courses being taught (one type of Dual Credit course), and thus the number of opportunities for students to take a dual enrollment course. In the 2009-10 school year, 1,499 Tech Prep Courses were taught in the State of Oregon. In the following academic year, the total number of Tech Prep course was reduced to 1,371 courses, a reduction of 128 courses. This resulted in a reduction in enrollment from 19,005 students in 2009-10 to 17,400 students in 2010-11 (or less 1605 students). It should be noted these programs are dependent on Federal resources. Fluctuations in federal funding can impact state performance on this measure.

6. WHAT NEEDS TO BE DONE

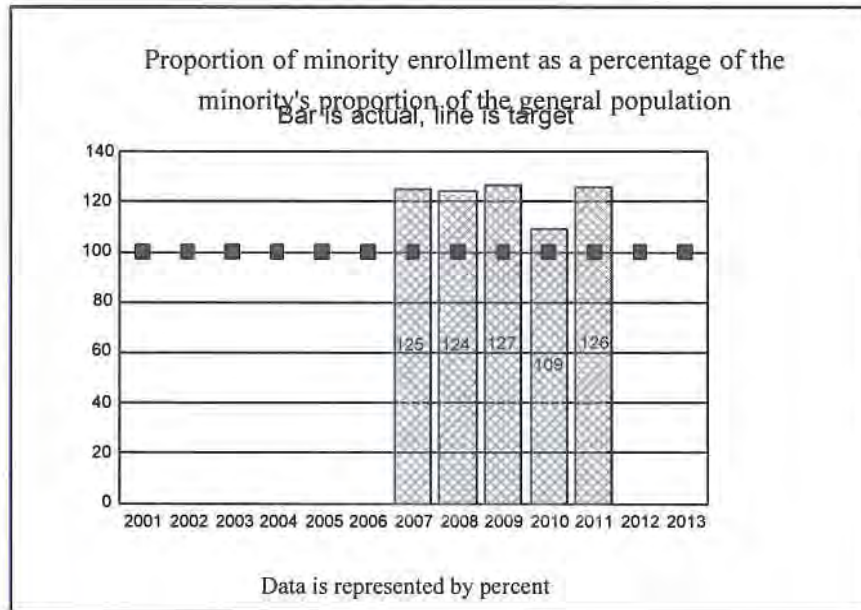
Dual credit courses provides an important accelerated learning opportunity for Oregon students attending high school in the more rural regions of Oregon where attending courses directly at a community college (i.e., Expanded Options or District Options programs) is not geographically feasible nor cost effective. In response to this, Blue Mountain Community College, Treasure Valley Community College, Eastern Oregon University, Malheur and Intermountain ESDs, and K-12 have formed a collaborative partnership called 'Eastern Promise'. Their goal is to increase the number of students taking accelerated learning opportunities (<http://www.eou.edu/eastern-promise/history/>). One barrier to providing additional dual credit courses to students in Eastern Oregon is the lack teachers or instructors which meet both community college and high school teaching requirements. In order for a high school teacher to meet community college instructor requirements they must have either a Master's degree in the instructed subject area or have a certain number of graduate-level course credits. As they are instructing high school students, they also must meet the educational requirements and hold a teaching certificate with the appropriate endorsement.

Rural teachers often instruct across multiple disciplines. This is such a prevalent issue that the Federal Department of Education allows additional flexibility for rural teachers obtaining a 'highly qualified teacher' status (i.e., meet additional course/instructional requirements to teach in a specific subject area, of which a Master's degree is one of several options). Further complicating matters is Oregon's shortage of highly qualified Math teachers (http://educationnorthwest.org/webfm_send/1290), a problem for dual credit courses in rural areas as college level math courses tend to be the most commonly taught of dual credit courses.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is the count of unduplicated Dual Credit program participants - high school students - in the reporting year. The count is the number of students enrolled in Dual Credit programs. 'A Dual Credit [caps added] course is one that is taught in a high school, by a high school teacher, in partnership with a community college or an Oregon University System institution.' Source: Dual Credit Programs in the State of Oregon, Dual Credit Policy Recommendations and 2009-2011 Joint Board Budget Request, Joint Boards of Education, May 2008. The enrollment counts are reported by the community colleges to OCCURS (Oregon Community College Unified Reporting System).

KPM #18	MINORITY ENROLLMENT – Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. A. African/American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American	2001
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data Source	Oregon Community College Unified Reporting System (OCCURS) and Census Population Estimates	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

The Department Of Community Colleges and Workforce Development will continue support of community college efforts to provide assistance in their efforts

to assist traditionally underserved minority populations, low-income, and first-generation students on the path towards their educational goals. For example, the department supports and provides assistance with programs related to Adult Basic Education, GED Testing, and English as a Second Language—which often serve a higher percentage of traditionally underserved populations such as minorities. The department also provides assistance to colleges regarding appropriate support services and their subsequent availability to students.

Additionally, the department provides informational support through the calculation of the Community College Achievement compacts. Compact measures are not only calculated on the total student populations, but are disaggregated by overall minority status and each individual race or ethnicity—providing student performance data on minority populations for each target measure to each college.

2. ABOUT THE TARGETS

Target is at or above 100%. Higher is better for this measure.

3. HOW WE ARE DOING

In 2009-10, CCWD began collecting race and ethnicity data to comply with changes in IPEDS reporting (see “Factors Affecting results” section for more information). Thus, the 2010-11 calculation was adjusted to accommodate the changes in the way information was reported. As a result the percentage ratio of minority students enrolled in Oregon’s community colleges as compared to the percentage of those in Oregon’s population was 126.17%, meeting the resulting KPM target. Since the 1999-2000 academic year, minority students have represented a higher proportion of community college enrollments than the proportion these ethnicities represent in the total Oregon population over age 18.

4. HOW WE COMPARE

In 2012, The Educational Trust released a midterm report entitled “Replenishing Opportunity in American: The 2012 Midterm Report of Public Higher Education Systems in the Access to Success Initiative.” The midterm report overviews the midterm results of the implementation of the Access to Success Initiative, which include 312 two-year colleges across the United States including the community college systems in California and Hawaii. One goal of the program is to decrease post-secondary educational access barriers to traditionally underserved/unrepresented minorities—and thus increase enrollment. These include African-American, Hispanic/Latinos, and Native Americans. In the midterm analysis they found overall that there was a greater percentage of under-represented minorities entering a 2-year college (to obtain an associate’s degree) than in compared to the overall population of a similar age group. While the metric is different than what is used to calculate Oregon’s KPM, the results are similar—there are no access gaps for underrepresented minorities (http://www.edtrust.org/sites/edtrust.org/files/Replenishing_Opportunity_2.pdf).

5. FACTORS AFFECTING RESULTS

In 2009-10, the Department began collecting student race and ethnicity data differently to comply with changed in IPEDS reporting (look this up). Rather than being assigned to five different categories (White, Black, Hispanic/Latino, Native American/Alaskan and Asian/Pacific Islander), students could be assigned to five different races and/or one ethnicity—resulting in six different race or ethnicity categories. Now students could be considered either white, Hispanic/Latino, Black, Asian, Native American/Alaskan, Pacific Islander/Native Hawaiian, or Multi-Racial. As a result calculations needed to be readjusted to account for the addition of two new categories to the equation.

Further complicating matters, race and ethnicity data often is only collected upon college enrollment forms— which generally only occurs once for a student— rather than on a quarterly basis during registration. Thus students enrolling prior to the current race/ethnicity definitions would have had race and ethnicity data reported based upon earlier definitions. While this wouldn't potentially effect an examination of overall percentage of minority enrollments, it does impact the percentage of Asians, Pacific Islanders, and Multi-racial students if examined at a more finite level.

In addition, the reporting of race or ethnicity is voluntary rather than required. Thus a large percentage of Oregon community college students elect (or are not asked) their race or ethnicity. In 2009-10, 37.02% of enrolled students did not have a race or ethnicity reported for them. In 2010-11, the percentage of enrolled students not reporting a race or ethnicity fell to 30.71%. As student's transition out of community colleges, and new students enroll, the percentage of students with an unknown race or ethnicity is anticipated to go down—but not to entirely disappear.

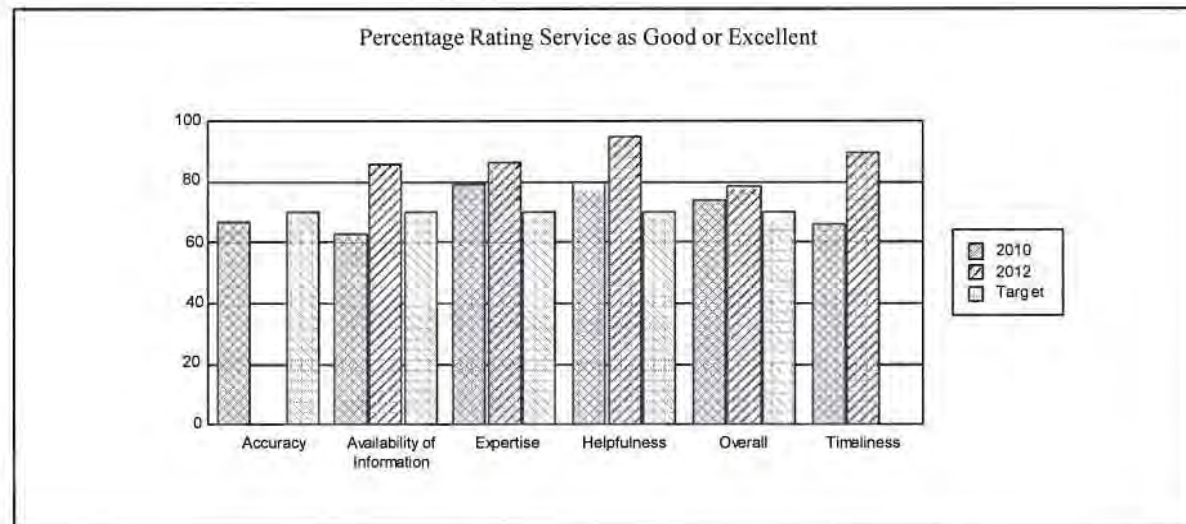
6. WHAT NEEDS TO BE DONE

The Department will continue to partner with community colleges, workforce agencies and groups, and other stakeholders to ensure at-risk, first generation, non-English speaking, immigrant, and other vulnerable populations are aware of and have full access to postsecondary education and training opportunities. CCWD will continue to work with their community college partners to improve data quality regarding the collection of race and ethnicity data of their attending students. CCWD is also partnering with other educational agencies in the development of the State Longitudinal Data System (SLDS), which will increase the ability to share student data between K-12 and post-secondary educational agencies.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The data for this measure were revised for the 2006 reporting year in order to institute a consistent methodology for calculating the results each year. The census data are from population estimates released each year by the U.S. Census Bureau. Students with unknown race/ethnicity or who are coded as International students are excluded from the calculation of community college enrollments. Because the unknowns comprised 37% of the entire student population in 2009-10, the uncertainty for this measure is large. The measure is the percent difference between the proportion of the Oregon community college population by the ethnic group and the proportion of Oregon's population represented by the ethnic group.

KPM #19	CUSTOMER SERVICE – Percentage of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.	2006
Goal	Goal 4: Deliver high level of customer service	
Oregon Context	CCWD Mission	
Data Source	CCWD Customer Service Survey	
Owner	Elizabeth Cox Brand, Ph D; Research and Communications Director, Department of Community Colleges and Workforce Development; Phone: (503) 947-2454	



1. OUR STRATEGY

The Department of Community Colleges and Workforce Development(CCWD) has a long standing commitment to provide excellent customer service across a diverse group of stakeholders. Past efforts to improve customer service include investing in Lean Office Training, and developing a wide variety of strategies to improve office communication in order to expedite customer delivery times. Current improvements include a focus on enhancing the current community

college data system (OCCURS), improving documentation associated with data submission, and providing greater transparency for performance based calculations associated with the Achievement Compacts. In 2012, CCWD surveyed a variety of agency customers across six different areas: Adult Basic Skills, GED, Workforce, Community Colleges, Oregon Youth Conservation Corps (OYCC), and the State Board of Education. Except for the State Board of Education, all customer areas responded (a total of 101 respondents).

2. ABOUT THE TARGETS

Targets are set at 70% for each customer service survey category: timeliness, accuracy, helpfulness, expertise, availability of information and overall quality of customer service.

3. HOW WE ARE DOING

In 2012, CCWD not only exceeded the 70% target for customers rating ‘agreement’ (good) or ‘strong agreement’ (excellent) for satisfaction in all areas of customer service (i.e., Availability of Information, Expertise, Helpfulness, Timeliness, and Overall Satisfaction), but significantly improved in all areas from the 2011 survey. For example, in 2010 only 63% of customers rated availability of information at CCWD as good or better. This increased to 85.33% in 2012’s survey administration—surpassing the 70% target by 15.33%. The strongest reported customer service area was in the area of “Helpfulness”. Over 94% (94.67%) of customers reported agreement (or strong agreement) with being satisfied with how helpful staff at CCWD are, again surpassing the 70% target by almost 25%.

4. HOW WE COMPARE

It is difficult to compare customer service survey data to other agencies in the state of Oregon due to the wide variety of missions Oregon agencies have, and the methods for which they survey customer satisfaction. Of all the state agencies, the Oregon Department of Education (ODE) and the Oregon Employment Department (OED) perhaps have the most similar of agency missions. At the end of 2011, ODE administered their customer service survey—garnering 347 respondents. On the six different areas of customer service, ODE only surpassed the 70% target on two: Accuracy (73%), and Helpfulness (75%). It is difficult, however, to draw a direct comparison from ODE to CCWD given the size of the agency. ODE is comprised of six different offices, of which many are staffed with greater numbers than the entirety of CCWD. While ODE may have more staff to provide customer service, they potentially have greater numbers of customers. Thus the customer to staff ratio may be significantly greater. Further, the smaller staff size at CCWD may play a factor in increasing the quality of customer service. Each staff member at CCWD may be more knowledgeable about cross agency customer groups, and thus may be able to expedite a customer referral to the appropriate person.

5. FACTORS AFFECTING RESULTS

As discussed in the previous paragraph, agency staffing size may play a role in customer service. While there may be a greater amount of customers per staff, cross office communication may play a role in ease of expediting a request; customers may not need to be referred to additional staff to have their questions asked. Further, each individual staff member has greater individual investment in customer service.

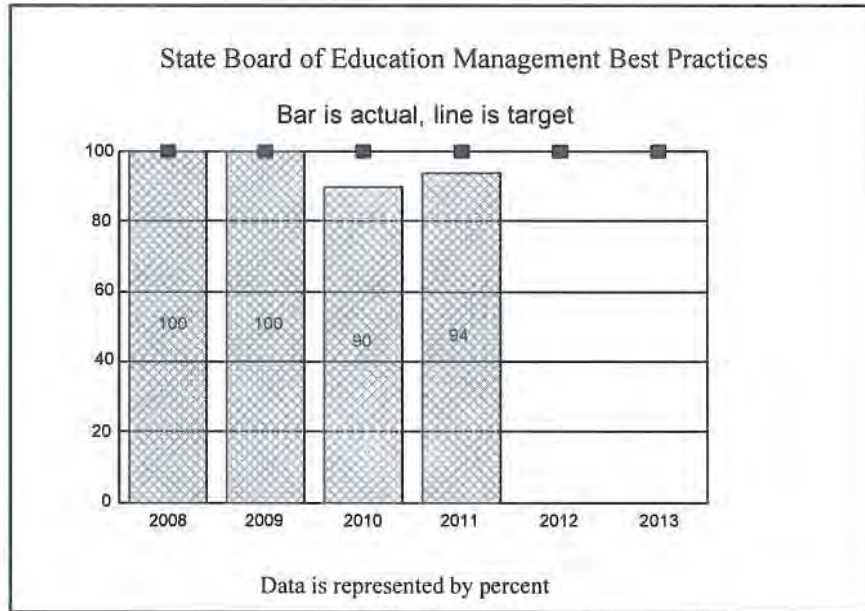
6. WHAT NEEDS TO BE DONE

Twenty-two of the 101 respondents (or 21.8%) choose to leave comments in addition to their answers to the survey items. In this additional commentary, customers offer several possible suggestions to improve customer service. For example several customers noted that additional staff would be helpful, but acknowledged the impact of agency budget cuts on the ability to increase staffing. For example one customer states, "Budget cuts have limited the personnel and therefore future service at a time when much more statewide approaches are being asked of local entities." Another states, "Please do not lay of(f) personnel when the office is already busy. The excellent service I get is despite the over load of the person that is helping me."

7. ABOUT THE DATA

The survey was administered via the Internet to customers or consumers of CCWD services during May and June of 2012. Invitations to participate in the customer service surveys were sent to six general customer groups: Adult Basic Skills, GED, Workforce, Community Colleges, Oregon Youth Conservation Corps, and the State Board of Education. The greatest number of responses (48 out of 101; or 49.0%) came from customers associated with Oregon Community Colleges.

KPM #20	BEST PRACTICES - Percent of total best practices met by the Board.	2008
Goal	The State Board of Education uses effective management practices.	
Oregon Context	200 Boards and Commissions	
Data Source	Primary information source is the State Board of Education; each member completes a self-assessment	
Owner	Elizabeth Cox Brand, Ph. D., Director of Communications and Research, 503-947-2454	



1. OUR STRATEGY

State Board of Education Policy 202: "The State Board of Education (SBE) recognizes board best practices as laid out by the Governor and Legislature, and as it applies to its relation to the Department of Community Colleges and Workforce Development (CCWD)." The SBE is a governing board for the CCWD

according to the Legislative Fiscal Office and the Department of Administrative Services. Governing Boards are required to evaluate their performance once a year based on a set of criteria.

2. ABOUT THE TARGETS

The first data point (100%) was August 2008. This established a performance target of 90% - 100% for the 15 management best practice total. It is reasonable to select a range (i.e., 90 - 100%) for the total rating.

3. HOW WE ARE DOING

In the 2011-12 self-evaluation survey, the majority of the State Board of Education rated each of the 15 management practices as a “yes”—10 of which were unanimous. On four items, only one board member dissented. On one item, “The board is appropriately accounting for resources”, two board members indicated “no”. Overall 92.2 percent of the management practices were rates “Yes”, which is a slight decrease than the 94.3% reported in 2011.

4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

No known factors affect the results.

6. WHAT NEEDS TO BE DONE

The data point should represent a fiscal year. The first administration of the self-assessment was completed in August 2008 yet represents the Boards management best practices for fiscal year 2007-08. The actual completion of the self-assessment was late because the Board wanted to introduce the new measure at its retreat in August. The 2008-09 self-assessment was completed at the Board retreat. This is the best time for the Board to review their management practices and reflect on the past year. The Board completed the self-assessment for 2010 and 2011 after the June Board meeting. The administration of the self-assessment works best when it fits into the Board's schedule of activity; the flexibility of administration seems to work well for the Board. In 2010 and 2011 there wasn't 100% agreement, as indicated by the number of "yes" ratings, on all the management practices. This is information for the Board to use to review some practices and Board member's opinions about Board performance in certain areas. The outcome can be a conversation starter.

7. ABOUT THE DATA

Each management practice is (e.g., The Board reviews all proposed budgets) is rated either "yes" or "no". The results are summarized as the percent of "yes" responses for the 15 best practices within five management categories: Commissioners Performance, Strategic Management, Strategic Policy Development, Fiscal Oversight and Board Management. An overall percentage represents the data point for the measure of Board best practice.

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

Contact: Krissa Caldwell, Deputy Commissioner

Contact Phone: 503-947-2414

Alternate: Camille Preus, Commissioner

Alternate Phone: 503-947-2433

The following questions indicate how performance measures and data are used for management and accountability purposes.

1. INCLUSIVITY

- * **Staff :** CCWD staff are responsible for identifying new measures or measures that are no longer relevant given changing programs and priorities. Staff are also involved in developing an appropriate measurement approach for measures suggested by stakeholders, elected officials and the public.
- * **Elected Officials:** Elected officials are consulted as CCWD develops new performance measures and reports. The Legislature is invested in understanding how community colleges, workforce providers and the Department contribute to workforce and educational outcomes.
- * **Stakeholders:** Several CCWD measure are related to Workforce Investment Act (WIA) Title IB and Title II performance measures required by the federal government. The Oregon Workforce Investment Board (OWIB) is involved in the review of the WIA Title IB related measures as well as all system-wide workforce indicators, which are interim measures between program measures of six federal workforce programs and the benchmarks. The State Board of Education is involved in the review of all education-related measures. The community colleges contribute advice for the development and refinement of relevant measures and maintain internal measures to support ongoing program improvement. The KPMs are disaggregated by community college to provide an annual update for the colleges. The college data is used by individual colleges to inform policy and practices and to share with their local boards and communities, college Presidents and other administrators and faculty.
- * **Citizens:** Oregonians inform performance measures through participation in agency programs. Their participation guides the Department and its partners in designing services to meet state and local community needs. In turn, program priorities inform the adaptation and refinement of appropriate performance measures. Citizens have access to the Annual Performance Progress Report (APPR) on the CCWD Website.

2 MANAGING FOR RESULTS

The Oregon Benchmarks, Key Performance Measures, federal performance measures, and internal agency measures guide CCWD's efforts in supporting, improving, and developing programs to increase the skills, knowledge and

	<p>career opportunities of Oregonians. The agency strives to maintain a concise set of measures which reflect the agency's priorities and direction and assist the agency in efficiently managing limited resources. In the past, the agency has undertaken a number of initiatives to improve program quality and service delivery based on information obtained through performance measurement. One example is Lean Office Training, undertaken in part to responses to the customer satisfaction report which indicated a need for faster response times to customer questions.</p>
<p>3 STAFF TRAINING</p>	<p>Staff have had training in performance management, particularly regarding the federal Workforce Investment Act (WIA) Title IB and Title II programs. Staff working with those programs and local WIA organizations and community colleges must clearly understand the measures for tracking, monitoring and oversight of funds. A number of changes have taken place with Oregon's performance measure system (e.g., new reporting timeline, web-based reporting system). This provides a legitimate reason for new and long standing staff to review CCWD's performance measure and management practices.</p>
<p>4 COMMUNICATING RESULTS</p>	<p>* Staff: CCWD presents its performance measures annually during an all staff meeting and during regular program meetings, where staff discuss performance results and measurement issues, and make recommendations for future measurement changes.</p> <p>* Elected Officials: The Department provides the results of its Annual Performance Progress Report (APPR) and other performance measures to legislators and engages in dialogue with legislators around program priorities and accountability.</p> <p>* Stakeholders: The Department communicates the results of performance measurement to a broad audience of stakeholders. Stakeholders have access to federal performance results, Key Performance Measure results, and other internal agency measurement results through written reports, including the Worksource Oregon Annual Report; agency meetings through the CCWD website, where results are posted. The website is http://www.oregon.gov/ccwd.</p> <p>* Citizens: Oregonians have access to online versions of federal performance results, Key Performance Measure results, and other internal agency measurement results. The Worksource Oregon Annual Report, the agency's Annual Performance Progress Report, and many other reports are available through the CCWD website. The website is http://www.oregon.gov/ccwd.</p>



February 4, 2013

Sheronne Blasi, Audit Manager
Oregon Audits Division
255 Capitol Street NE, 5th Floor
Salem, OR 97310

Dear Ms. Blasi,

Please accept this letter as the formal response by the Department of Community Colleges and Workforce Development (CCWD) to the Secretary of State's audit conducted to determine opportunities to increase adult GEDs in support of the 40-40-20 Education Attainment Plan.

While CCWD is generally in agreement with the audit recommendations as potentially effective process improvement strategies to address the role of the GED credential in meeting Oregon's 40-40-20 education goal, I do want to comment on specific assumptions and the recommendations in the audit report.

Recommendation 1: Work with the State Board of Education, the Oregon Education Investment Board, and the community colleges to further develop a comprehensive strategy to address the role of the GED credential in meeting Oregon's 40-40-20 education goal.

CCWD believes that any strategy to support the GED role in the attainment of the 40-40-20 goal must include the allocation of categorical state funding to support the citizens of Oregon attaining the credential. This lack of categorical funding in Oregon is referenced on page 20 of the audit report.

Recommendation 2: Work with the Oregon Department of Education (ODE) and the community colleges to help facilitate the sharing of allowable information about students who have recently dropped out of high school or did not fulfill the requirements to earn a high school diploma for the purposes of providing them information about the GED program and exam.

CCWD supports the focus of this Recommendation as outlined on pages 10 and 11 of the report: there is opportunity to refer recent high school drop outs to community college GED preparation programs. Recent drop outs represent a relatively small percentage of the overall population of Oregonians who do not have a high school diploma or GED, but do represent the population for which there is likely to be accurate/up to date contact information.

Recommendation 3: Further facilitate the sharing of information and best practices used by community colleges and others to reengage adults without a high school diploma or a GED credential, retain GED students in preparatory programs, and encourage GED students to continue their college education.

The CCWD Leadership regularly engages with the 17 local Adult Basic Skills program directors in sharing best practices during the quarterly meetings of the directors group.

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Recommendation 4: Continue to facilitate partnerships through discussions with other agencies and organizations to help ensure clients needing a GED credential are referred to local programs.

CCWD is developing an environmental scan to determine the relationships between the community college Adult Basic Skills programs and the WorkSource Oregon centers. The intent is to 1) identify the full array of resources available to lower skilled Oregonians; 2) enhance communication and improve referral processes between the ABS programs and the WorkSource centers.

Recommendation 5: Work with the community colleges to help increase public awareness of the value of obtaining a GED credential in order to achieve personal education and employment goals. Also, consider developing a statewide public awareness campaign for the GED program and exam.

CCWD will develop deliberate strategies to market the new GED test and to promote completion of the current test/credential by those Oregonians who have started their testing under the 2002 test series. This public awareness campaign will directly involve both community college GED testing centers and GED preparation programs. CCWD's Key Performance Measure 1 makes GED attainment an agency performance metric, and CCWD remains committed to encouraging all Oregonians who do not have diploma to complete the GED credential.

Recommendation 6: After the implementation of the 2014 GED exam, consider evaluating the impact of the exam and the additional performance level to determine whether recipients appear to be adequately prepared for the workforce and/or college.

The evaluation of the 2014 GED test will occur at several levels including nationally by GED Testing Service, at the state level through data from the development of the new longitudinal data system, and by community college Adult Basic Education programs whose goals include transitioning students to post-secondary education.

The new GED test has two performance levels: 1) high school equivalency and 2) endorsements in each of the four content areas for those who score considerably higher. These endorsement levels will, hopefully, assure that individuals who achieve these higher levels will be able to enroll in credit-bearing classes at community colleges. Since this is a new feature of the GED tests, the test will need to be evaluated to validate whether, in fact, this is true.

While CCWD will monitor interim evaluations of the new GED test, it will likely be several years before sufficient data exists and is collected to conduct an analysis as suggested in the audit report. At that time, we will determine whether such an evaluation is warranted.

Sheronne Blasi
February 4, 2013
Page 3

Finally, to reiterate, the department finds the processes suggested in the six recommendations potentially valuable strategies for the colleges and their community partners to engage in as they respond to the needs of adult GED students in their region.

Respectfully,

A handwritten signature in cursive script that reads "Camille Preus". The signature is written in black ink and includes a long horizontal flourish at the end.

Dr. Camille Preus
Commissioner



February 4, 2013

Sheronne Blasi, Audit Manager
Oregon Audits Division
255 Capitol Street NE, 5th Floor
Salem, OR 97310

Dear Ms. Blasi,

Please accept this letter as the formal response by the Department of Community Colleges and Workforce Development (CCWD) to the Secretary of State's audit conducted to determine opportunities to increase adult GEDs in support of the 40-40-20 Education Attainment Plan.

While CCWD is generally in agreement with the audit recommendations as potentially effective process improvement strategies to address the role of the GED credential in meeting Oregon's 40-40-20 education goal, I do want to comment on specific assumptions and the recommendations in the audit report.

Recommendation 1: Work with the State Board of Education, the Oregon Education Investment Board, and the community colleges to further develop a comprehensive strategy to address the role of the GED credential in meeting Oregon's 40-40-20 education goal.

CCWD believes that any strategy to support the GED role in the attainment of the 40-40-20 goal must include the allocation of categorical state funding to support the citizens of Oregon attaining the credential. This lack of categorical funding in Oregon is referenced on page 20 of the audit report.

Recommendation 2: Work with the Oregon Department of Education (ODE) and the community colleges to help facilitate the sharing of allowable information about students who have recently dropped out of high school or did not fulfill the requirements to earn a high school diploma for the purposes of providing them information about the GED program and exam.

CCWD supports the focus of this Recommendation as outlined on pages 10 and 11 of the report: there is opportunity to refer recent high school drop outs to community college GED preparation programs. Recent drop outs represent a relatively small percentage of the overall population of Oregonians who do not have a high school diploma or GED, but do represent the population for which there is likely to be accurate/up to date contact information.

Recommendation 3: Further facilitate the sharing of information and best practices used by community colleges and others to reengage adults without a high school diploma or a GED credential, retain GED students in preparatory programs, and encourage GED students to continue their college education.

The CCWD Leadership regularly engages with the 17 local Adult Basic Skills program directors in sharing best practices during the quarterly meetings of the directors group.

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Recommendation 4: Continue to facilitate partnerships through discussions with other agencies and organizations to help ensure clients needing a GED credential are referred to local programs.

CCWD is developing an environmental scan to determine the relationships between the community college Adult Basic Skills programs and the WorkSource Oregon centers. The intent is to 1) identify the full array of resources available to lower skilled Oregonians; 2) enhance communication and improve referral processes between the ABS programs and the WorkSource centers.

Recommendation 5: Work with the community colleges to help increase public awareness of the value of obtaining a GED credential in order to achieve personal education and employment goals. Also, consider developing a statewide public awareness campaign for the GED program and exam.

CCWD will develop deliberate strategies to market the new GED test and to promote completion of the current test/credential by those Oregonians who have started their testing under the 2002 test series. This public awareness campaign will directly involve both community college GED testing centers and GED preparation programs. CCWD's Key Performance Measure 1 makes GED attainment an agency performance metric, and CCWD remains committed to encouraging all Oregonians who do not have diploma to complete the GED credential.

Recommendation 6: After the implementation of the 2014 GED exam, consider evaluating the impact of the exam and the additional performance level to determine whether recipients appear to be adequately prepared for the workforce and/or college.

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Sheronne Blasi
February 4, 2013
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Finally, to reiterate, the department finds the processes suggested in the six recommendations potentially valuable strategies for the colleges and their community partners to engage in as they respond to the needs of adult GED students in their region.

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Dr. Camille Preus
Commissioner

Oregon Department of
Community Colleges and
Workforce Development
(CCWD)

Camille Preus, Commissioner
255 Capitol Street NE
Public Service Building
Salem, OR 97310
503-947-2433

2013-2015 Affirmative Action
Diversity & Inclusion Plan



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August 25, 2012

Frank Garcia
Director, Diversity, Inclusion & Affirmative Action
Governor's Affirmative Action Office
155 Cottage Street NE
Salem, OR 97301

Dear Mr. Garcia,

It is the policy of the Department of Community Colleges and Workforce Development (CCWD) to provide a workplace for its employees that is free from discrimination on the basis of race, color, sex, marital status, age, religion, ancestry, national origin, sexual orientation, or mental or physical disability.

The CCWD Affirmative Action Plan is a key component of the department's ongoing diversity development efforts. We continue to engage in numerous and varied activities in support of our affirmative action goals as we strive to become a leader in the area of affirmative action.

Our affirmative action efforts include reaching across traditional boundaries to ensure the entry and growth of people of color, women, and people with disabilities into our workforce. Each and every employee of CCWD is expected to promote a positive, respectful work place and to appreciate and encourage diversity of backgrounds, situations, and perspectives.

We are pleased to present the CCWD Affirmative Action Plan for the 2013-2015 biennium.

If you have any questions about the plan, please contact Todd Nell at (503) 947-2406.

Sincerely,

Camille Preus
Commissioner



Public Service Building

255 Capitol Street NE

Salem, Oregon 97310

Phone (503) 378-8648

Fax (503) 378-3365

<http://egov.oregon.gov/CCWD>

I. Description of Agency

A. Mission and Objectives

Agency Summary

Postsecondary education and skill development are essential for Oregonians to be sufficiently prepared for the current and future workplace, and to ensure Oregon has a strong and stable economy. It is more critical than ever before for Oregonians to have at least a two-year postsecondary degree or credential. With this in mind, and with the endorsement of leading business interests, legislation was passed in 2011 to focus the State of Oregon on a 40/40/20 goal: 40 percent of Oregon's adults holding as their highest credential a bachelor's degree or higher, 40 percent having as their highest credential an associate's degree or professional certificate, and 100 percent having earned a high school diploma or its equivalent (20% having a high school diploma or its equivalent as their only credential).

There is some debate as to what percentage of the economy requires "middle skill" workers, with education beyond high school. Middle skills credentials include certificates, associate's degrees, journey cards, and industry recognized credentials, yet are short of a four-year degree. Some national research puts the percentage of required "middle skill" workers as high as 50 percent for a vibrant economy. One thing remains clear: the "middle 40" of 40/40/20 is the heart and soul of Oregon's economy and community colleges are the primary carriers of that "middle 40." As such, community colleges are committed to improving student persistence and completion, helping the state move toward the 40/40/20 vision by 2025.

To accomplish this, the department works within two separate and connected universes: education and workforce development. These two universes have great synergy and are leveraged for maximum impact even though the funding streams (general, federal, and other funding) are at times mutually exclusive. Our strategic actions are aligned with the agency mission – to increase skill and knowledge for all Oregonians – and informed by the governor-appointed boards that we serve: the Oregon Education Investment Board, the Higher Education Coordinating Commission, the State Board of Education, and the Oregon Workforce Investment Board. The intersecting strategies of these coordinating/governing boards are expressed in the state's overarching goals of economic vitality through increased education attainment.

Every education sector – universities, community colleges, student financial aid systems, PreK-12, and teacher licensing – and every participating state and local workforce program and provider plays a critical role in achieving our collective success. A very high percent of workers needed in 2025 are in the workforce today and will be working still in 2025, which illustrates that the 40/40/20 goal cannot be reached through the education pipeline alone. Incumbent worker training, adult literacy programs and other kinds of lifelong learning are necessary to meet our common goal. CCWD has an essential role in accomplishing 'the middle 40%' goal and does so through an array of programs and partnership collaborations across education and workforce systems.

Oregon's workforce system serves Oregon workers via helping people update their workplace skills, launching them toward higher wages, and referring them to jobs or educational career paths based on new technologies or innovations. By bringing private industry together into a partnership with public providers, state agencies and educational institutions, Oregon offers a diverse array of workforce services throughout the state. This statewide network of public and private partners and services is collectively referred to as WorkSource Oregon. Customers can access services at WorkSource Oregon Centers, community college campuses, via the Internet, and at many other locations.

The agency's Dislocated Worker Unit is the state's clearinghouse for Worker Adjustment Retraining Notification (WARN) information, and works closely with local program providers to deliver services to workers affected by layoffs and closures. Staff can also provide helpful next-step information for both employers and workers, and this site offers links to other agencies and programs that may be of assistance.

CCWD Mission Statement

The mission of the Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians. CCWD is guided by, and committed to, four agency goals and two primary focus areas. Our work is accomplished through a comprehensive network of education and workforce partners.

Agency Goals

- Oregonians have strong literacy skills
- Oregon's workforce is well-educated and has access to a wide variety of training programs.
- Oregonians have access to excellent, affordable community colleges.
- CCWD delivers high quality customer service.

Intent of the Goals

- Provide leadership in shaping the education programs and workforce services that benefit individuals, businesses and communities in Oregon.
- Ensure a continuum of comprehensive learning opportunities that enable youth and adults to effectively contribute to our global society.
- Broaden sustainable public access to skills, knowledge and career opportunities.
- Foster innovation in instruction, service delivery and information collection and dissemination.
- Meet public stewardship and accountability expectations to federal, state, and local partners.

Our Primary Focus

Education and training for middle skills jobs and credentials, including certificates, associate's degrees, apprenticeship, journey cards, and industry recognized credentials. As primary carriers of the "middle 40", CCWD is focused on improving student persistence and completion to help the state move toward the 40/40/20 vision by 2025.

Key Partnerships

Education partners include the Oregon Education Investment Board, the Higher Education Coordinating Commission, the State Board of Education, the Department of Education, PK-12 schools, community colleges and local college boards, the State Board of Higher Education and the universities.



Workforce partners include the Oregon Employment Department, WorkSource Oregon, state and Local Workforce Investment Boards, labor unions, apprenticeship programs, Oregon Business Development, industry associations/groups, and employers.

Agency Alignment and Responsibility

The agency has a unique role in bridging youth and adult transitions from education, training, and unemployment into the work place. We are responsible for implementing policies and strategies consistent with the Governor's education and workforce priorities and the goals of the State, key partners, and the Commissioner of CCWD to ensure that:

- Oregon has a diverse and dynamic economy that provides jobs and prosperity for all Oregonians. (Economy and Jobs Policy Vision, 10 Year Plan for Oregon Project)
- Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship, (Education Policy Vision, 10 Year Plan for Oregon Project)

The department's primary responsibilities are to fund and oversee Oregon's 17 community colleges, 18 adult education/literacy programs (including GED), seven Local Workforce Investment Areas, and 36 county-based programs and other partners. Initiatives require alignment of education, workforce, and economic development into a collaborative approach for local implementation.

Governance

CCWD is governed by and/or provides staff resources to the Boards that oversee much of Oregon's education and workforce policy work, the State Board of

Education and the Oregon Workforce Investment Board, as well as, Oregon Education Investment Board and the Higher Education Coordinating Commission. The Oregon State Board of Education (SBE), members appointed by the Governor, works to ensure that Oregon public school students have equal access to high quality educational services that prepare students for their next steps following high school graduation. The SBE sets educational policies and standards for Oregon's 198 school districts, 17 community college districts, and 20 Education Service Districts. The Commissioner is appointed by and is responsible to the SBE.

The Oregon Workforce Investment Board (OWIB), also appointed by the Governor, provides policy advice on workforce matters. The OWIB membership includes leaders from private sector businesses and labor, local governments, and state agencies. The majority of the 25 Board members represent the private sector. The OWIB is the business voice defining a demand-driven statewide public workforce system.

What We Do

CCWD administers a broad array of programs and funds to increase the number of career-ready Oregonians with credentials, certificates, and degrees in occupations that are in local demand. In addition to the administration of programs and funding, the Department is working to integrate information from education and workforce partners to provide research, data, and evaluation for training, employment, and workforce development activities. Examples of these programs and funding sources are:



- Adult Basic Skills (Workforce Investment Act Title II, Adult Education and Family Literacy Act)
- Career Pathways
- Career and Technical Education (CTE) Certified Work Ready Communities (CWRC)
- Community College Support Fund (CCSF)
- General Education Development (GED) Testing
- Oregon Youth Conservation Corps (OYCC)
- Post-Secondary (Carl D. Perkins Vocational and Technical Education Act)
- The National Career Readiness Certificate (NCRC)



- WorkSource Oregon One-Stop Centers' Programs and Services (Workforce Investment Act Title IB, Statewide and Local Workforce Investment Systems: Adult, Youth and Dislocated Worker)

Agency Values

CCWD supports its partnerships with workforce, education and businesses using these values:

- Collaboration:*** Work together to resolve issues to meet state and local needs.
- Access:*** Assure that every Oregonian has access to training, education and learning opportunities.
- Respect:*** Value and seek all perspectives.
- Responsiveness:*** Respond in a timely manner to all partners' needs.
- Effectiveness:*** Develop, allocate and leverage resources and measure outcomes for effective service delivery.
- Support:*** Support local service delivery that contributes to statewide expectations and outcomes.

B. Name of Agency Commissioner/Administrator

Commissioner Camille Preus
255 Capitol Street NE
Public Service Building
Salem, OR 97310
503-947-2433

C. Name of Governor's Policy Advisor for CCWD

Agnes Balassa, Education & Workforce Policy Advisor
503-986-6530, agnes.balassa@state.or.us

D. CCWD’s Affirmative Action Representatives

Kyleen Stone, Operations Director
503-947-2436, kyleen.j.stone@state.or.us

Todd Nell, Program Analyst
503-947-2406, todd.nell@state.or.us

E. CCWD’s Diversity and Inclusion Officer

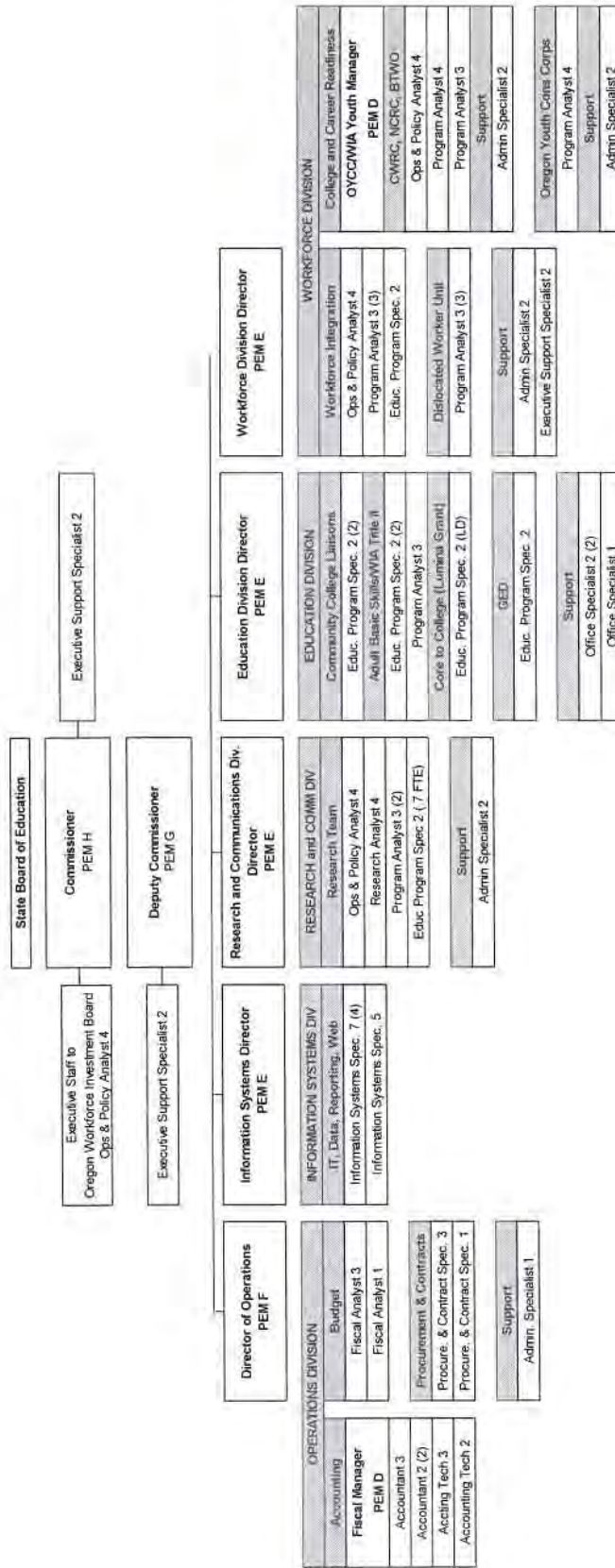
Kyleen Stone, Operations Director
503-947-2436, kyleen.j.stone@state.or.us



Please Note: We do not have dedicated FTE that have “diversity”, “inclusion”, “access”, or “equity” in their working title.

F. Organization Chart

Department of Community Colleges and Workforce Development
 2013-15 Governor's Balanced Budget
 59 Positions (58.7 FTE)



II. Affirmative Action Plan

A. CCWD - Agency Affirmative Action Policy

1. "The Oregon Department of Community Colleges and Workforce Development (CCWD) is committed to establishing and maintaining a diverse workforce, reflective of the diverse population within the State of Oregon. CCWD is committed to an affirmative action program that provides equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, national origin, marital status, age and disability.
2. It is also the policy of CCWD to provide an environment for each applicant and employee free from sexual harassment, as well as harassment and intimidation on account of an individual's race, color, religion, gender, sexual orientation, national origin, age, and disability.
3. CCWD's commitment toward affirmative action and diversity in the workplace is realized through a variety of programs and measures.
 - CCWD is an equal-opportunity employer that is committed to a proactive role in the recruitment and selection process. CCWD will use diverse recruitment strategies to identify and attract candidates, and establish interview panels that represent protected-class groups whenever possible.
 - CCWD is committed to providing broad and culturally enriched training, career growth and developmental opportunities to all employees on an equal basis, enabling them to further advance and promote their knowledge, skills, abilities and their value of diversity.

CCWD will not tolerate discrimination or harassment on the basis of age, color, marital status, mental or physical disability, national origin, race, religion, sex, sexual orientation, or any reason prohibited by state or federal statute. Nor shall CCWD do business with any vendor/provider for the State of Oregon who discriminates or harasses in the above-described manner.

All staff of CCWD shall adhere to the Affirmative Action Policy and Plan. Supervisory and management staff, in particular, shall assure that the intent and the stated requirements are implemented in all employee relationships and personnel practices. In addition, it is the duty of every employee of CCWD to create a job environment atmosphere that is conducive to non-discrimination policies and free of any form of discrimination and harassment. The application of this policy is the individual responsibility of all supervisory staff and each shall be evaluated on his/her performance in achieving this affirmative action policy as well as in other job performance criteria.

The Affirmative Action Plan is posted on the CCWD website, included in the New Employee Handbook and available upon request through the front desk receptionist. The Affirmative Action Policy Statement is posted on the bulletin board where all other required posters are located. Failure to meet our Affirmative Action standards will be subject to disciplinary actions.

All employees shall be advised of the procedure for lodging a discrimination/harassment complaint and all employees with concerns of any kind related to affirmative action shall be encouraged to bring them to the attention of the Operations Director or the DAS Human Services Representative for CCWD.

It is further the policy of CCWD to establish and maintain this program of affirmative action to provide for a method of eliminating any effects of past or present discrimination, intended or unintended, which may be indicated by analysis of present employment patterns, practices or policies.

This revision of the CCWD Affirmative Action Plan becomes effective July 1, 2013 and shall be evaluated annually or as needed when statewide changes occur. The CCWD Affirmative Action Representatives are Kyleen Stone at 503-947-2436 and Todd Nell at (503) 947-2406.



Camille Preus, Commissioner



Affirmative Action Policy Statement for Individuals with Disabilities

CCWD will not discriminate, nor tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant for employment is qualified.

CCWD agrees to use affirmative action to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disabilities in all human resources selection and decision practices, such as: advertising, benefits, compensation, discipline (including probation, suspension, and/or termination for cause or layoff), employee facilities, performance evaluation, recruitment, social/recreational programs, and training. CCWD will also continue to administer these practices without regard to race, color, religion, gender, sexual orientation, national origin, age or disability.

Additionally, all applicants and employees of CCWD are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under this policy.

Affirmative Action Policy for Members Uniform Services (ORS 659A.082)

CCWD will not discriminate or tolerate discrimination, against any employee because they are a member of, apply to be a member of, performs, has performed, applies to perform or has an obligation to perform service in a uniformed service.

Harassment Policy and Complaint Procedure

In addition to the DAS State policy titled Discrimination and Harassment Free Workplace, CCWD also maintains a policy titled *Harassment-Free/Violence-Free Workplace*, Policy Number 586-007.

This policy states that CCWD will provide a work environment free from unlawful discrimination on the basis of race, color, religion, sex, marital status, national origin, disability, age, or any other factor employers are prohibited by law from considering when making employment decisions. This policy applies to all matters relating to hiring, firing, transfer, promotion, benefits, compensation, and other terms and conditions of employment.



It is also the policy of CCWD that all employees, customers, clients, contractors and visitors to the work site enjoy a positive, respectful and productive work environment, free from behavior, actions or language that constitute workplace harassment. Harassment is prohibited, whether between managers and subordinates; or between employees and clients, contractors, the public, or co-workers.

Grievance/Complaint Procedure

For workplace harassment: Any employee who is subject to or is aware of workplace harassment should report that information immediately to agency management. The report may be made orally or in writing to the employee's immediate supervisor or to a higher management staff member if the employee prefers. In the alternative, the report may be given to an assistant commissioner. (Note: Incidents involving violence, threats of violence or other matters deemed substantial by a supervisor shall be reported immediately to an assistant commissioner.) Employees may report to any of the persons listed above and need not observe any particular chain of command. If the complainant desires, an investigation shall be conducted according to the investigation portion of this policy. If an investigation is not requested, the supervisor and employee shall document the incident.

Discrimination Complaints Procedure

Any employee who believes that employment-related discrimination was directed toward him/her by a member or representative of agency management may file a complaint with an assistant commissioner. Please submit complaints in writing except for reasons of disability. The complaint should be filed with the agency within 30 calendar days of the alleged act.

Complaints shall include the name of the complainant, the name of the person(s) alleged to have engaged in the prohibited conduct, a specific and detailed description of the conduct that the employee believes is discriminatory, and a description of the relief requested. An investigation shall be conducted according to the investigation section of this policy.

ADA and Reasonable Accommodation in Employment and Workplace

In addition to the DAS State policy titled ADA and Reasonable Accommodation in Employment, CCWD also maintains a policy titled *Reasonable Accommodations for People with Disabilities*, Policy Number 586-016.

This policy states that CCWD will reasonably accommodate qualified individuals with disabilities. In accordance with the Americans with Disabilities Act, accommodations will be provided to qualified individuals with disabilities when such accommodations are directly related to performing the essential functions of a job, competing for a job, or to enjoy equal benefits and privileges of employment. This policy applies to all applicants, employees, and employees seeking promotional opportunities.



Reasonable Accommodation

A reasonable accommodation is a modification or adjustment to a job, an employment practice, or the work environment that makes it possible for a qualified individual with a disability to enjoy an equal employment opportunity.

Examples of accommodations may include acquiring or modifying equipment or devices; modifying training materials; making facilities readily accessible; modifying work schedules; and reassignment to a vacant position.

Reasonable accommodation applies to three aspects of employment

1. To assure equal opportunity in the employment process;
2. To enable a qualified individual with a disability to perform the essential functions of a job; and
3. To enable an employee with a disability to enjoy equal benefits and privileges of employment.

B. Agency Diversity and Inclusion Statement

CCWD is committed to establishing, monitoring, and maintaining a work environment where all employees are valued, treated fairly, and given opportunities to develop and grow to their full potential. Every employee plays a part in our diverse workforce and inclusive work environment by being respectful and supportive, and by acting with integrity to one another. Each person's skills, talents, knowledge, experiences, and personalities broaden the range of perspectives in and approaches to conducting the work we do at CCWD.

CCWD can best promote excellence by recruiting, retaining, and accommodating a diverse group of staff in an environment of respect that is supportive of their workplace success. This climate of diversity, inclusion and excellence is critical to successfully attaining our mission of contributing leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.



C. Training, Education and Developmental Plan (TEDP)

At CCWD, State Policy 50.045.01, *Employee Development and Implementation of Oregon Benchmarks for Workforce Development*, and CCWD Policy Number: 586-021, *Training*, are both used to promote employee career growth.

CCWD actively works to provide promotional opportunities that either use existing skills in a different setting or support employees in the acquisition of new skills, be it both formal classroom training, job rotations, various work projects or

experiences, and educational or continuing education opportunities. All employees have formal performance evaluations on a yearly basis.

1. Employees

- Affirmative Action Plan including the agency’s AA Statement is posted on the agency website’s home page.
- All staff have access to training opportunities per the agency *Training Policy 586-021*.
- CCWD New Employee Orientation is provided within the first month of employment to new employees as well as assignment of staff to guide them through their first days of employment at the agency and to answer any questions. A copy of the AA Plan is included in the new employee handbook.
- There is an annual presentation and review of Affirmative Action Plan at one of the six annual All-Staff meetings per year. All employees are required to attend the All-Staff meetings and notes of the meeting are posted on the agency’s shared drive for access by all employees.
- CCWD staff present diverse warm up exercises at All-Staff meetings scheduled every two months.
- An abbreviated version of the AA Plan is posted on the employee bulletin board.



2. Volunteers – There are no current volunteers

3. Contractors/Vendors – CCWD does not provide diversity training to vendors currently. CCWD vendors are notified of CCWD’s EEO policy via our federally mandated electronic EEO clause included in our RFP’s and contracts.

4. Trainings - Cultural diversity and preventative trainings:

The Operations Director attends meetings and other trainings pertaining to human resource and diversity. These biennial seminars, trainings and events include:

- Oregon State Personnel Management Association Homepage (OSPMA) meetings/trainings
- Diversity and Inclusion Workgroup
- Weekly debriefs at weekly Management Team Meetings

Oregon’s 17 Community Colleges, 18 Adult basic Skills Programs and seven Local Workforce Partners receive training per college and board policy. EEO trainings are offered and provided by Oregon’s Equal Opportunity Officer from Oregon Employment Department, one of CCWD’s workforce partners.

5. Succession Planning – currently there is no formal succession plan. However, this is an area that CCWD’s Management Team will be focusing on in the coming biennium as a large percentage of the existing management team will be eligible for retirement within the next several years.

D. Programs

1. Internships – While CCWD does not have a formal internship program, we do hire interns when both work and physical space is available. Recently, we had one intern working with the National Career Readiness Certificate team, one high school student worker in the GED team and one Master’s program intern working with the Oregon Youth Conservation Corps. In the past, we have utilized The Performance Intern Program through Portland State University and local high schools to recruit interns. In the future, we hope to utilize other internship programs such as Intern Oregon, sponsored by DAS and various summer internships programs with local high schools. All interns are encouraged to apply for any job openings they may be qualified for as vacancies occur.

2. Community Outreach Program –The agency does not have a formal community outreach program but the agency encourages and supports community involvement. Some of these activities have been:

- Participating in local high school interview and career days
- Teaching and guest speaking at community colleges, universities, and K-12 in classes at Corban University
- Middle school Classroom presentation on natural resource environmental science careers
- Veterans Day presentation to Lincoln City middle school students
- Presentations to Tribal Councils
- Government to Government participation

The department participates in the regularly scheduled Government to Government education cluster meetings and activities. This includes quarterly meetings for the cluster, as well as special informational and educational activities related to postsecondary education and workforce development. The department provides information to the cluster regarding legislative issues, program elements, and pertinent information regarding community college and workforce system activities. The department also received input from the education cluster for college and career readiness activities and career and technical education program development, as well as participated in strategic plan activities and guidance for identifying American Indian/Alaskan Native students in student information systems.



3. Diversity Awareness Program: Although the agency does not have a formal program, specific on-going activities are a regular part of operations at CCWD. The CCWD Affirmative Action Representative electronically sends out Affirmative Action

announcements on events, trainings and proclamations received from the Governor's Affirmative Action Office and encourage staff participation in various events. Diversity quizzes obtained from monthly Governor's AA Office Workshops have often been used at the bi-monthly, All-Staff meetings as a short training exercise. CCWD job announcements will be sent to the Governor's Affirmative Action Office for additional posting and dissemination.

CCWD also participates in the Art-on-Loan Program operated through the Oregon Youth Authority and maintains an informal bulletin board for postings of proclamations, cultural events and other activities. There are currently no self-evaluations in use for staff although if requested, some would be provided, as would adoptions of policies or practices to accommodate diverse needs of agency staff.

CCWD has incorporated a Diversity section into the curriculum it developed in partnership with the Oregon Employment Department for the statewide Career Development Facilitator (CDF) training for workforce professionals in the state workforce system. The learning of objectives of this curriculum includes the following areas of interest:

- Diversity and its developing role in the US workforce.
- New attitudes toward and approaches to managing diversity in the workplace.
- Groups that make up the diverse, American workforce
- Acknowledgement and expression of attitudes toward different populations
- Organizational and individual barriers that may affect career planning and success for individuals from diverse backgrounds
- Demonstration of CDF skills and attitudes needed to assist diverse groups with career development
- Laws that relate to diverse populations

E. Update: Executive Order 08-18

1. Cultural Competency Assessment and Implementation Services

CCWD is committed to the goals of enriching the diversity of the agency and increasing the level of cultural competency, both internally and throughout our customer and partner base. We have not completed the Cultural Competency Assessment at this time due to budget and staff constraints but this is something we may consider in the future.

2. Statewide Exit Interview Survey

CCWD encourages all employees to complete this DAS web-based, exit-interview tool prior to their transfer or departure:

<http://www.surveymonkey.com/s.asp?u=206582533018>

Participation is optional and all responses are anonymous and cannot be traced back to an individual. The CCWD Management Team, including the Commissioner, will review and discuss any results of exit-interview feedback on a quarterly basis. To date, we have not received any feedback from exit interviews from previous staff.

3. Performance Evaluation of all Management Personnel

Manager’s performance is evaluated yearly to assess how well they foster a diverse workforce. Evaluation criteria include:

- Education of the agency workforce on diversity issues (i.e. training and communication).
- Recruitment and selection efforts (recommendations for advertising or marketing open recruitments).
- Retention (what the manager does to identify and ensure employees are provided with appropriate tools for success).

The CCWD Commissioner is evaluated on a yearly basis by the Oregon State Board of Education. This process also includes the above evaluation criteria.

F. Status of Contracts to Minority Businesses (ORS 659A.015)

CCWD provides notice to certified firms for all competitive solicitations through the Oregon Procurement Information Network (ORPIN). Contractors and Vendors are notified of CCWD’s EEO policy via our electronic EEO clause. Below is the list of Women and Minority Owned Businesses that CCWD contracted with during the 2011-2013 biennium including the name of the contract.

Brenda Brecke	NCRC Infrastructure Analysis
MJB Management, LLC	Healthcare Ed Program
Mark Neeley	Auditor Services
DevMecca.com, LLC	Computer Program Development Services
Justin Dillingham	EMT Program Accreditation Reviews
Lynne Hellstern	OPABS Editing & Formatting
Kennedy Consulting LLC	Phase 2 OWIB Strategic Plan Document
Shannon Wilson	Adult Credentialing
Key Links, Inc.	NAM Certification
Nan Poppe	Accelerating Opportunity
Jodi Tanner Tell	Integrated Workforce Plan
Jodi Tanner Tell	Grant Writer for DOL WIF SGA
Kira Higgs Consulting	Adult Credentialing Roll-out
Colleen Chrisinger	WIF SGA Application Evaluation Plan Components
Shannon McFarland	Integrated Leadership Alliance Facilitation
Kira Higgs Consulting	CTE Summer Conference Facilitation
Peg Caliendo	ABE to Credentials Certificate Data Report

III. Roles for Implementation of Affirmative Action Plan

A. Responsibilities and Accountabilities

1. Commissioner and Deputy Commissioner

- Direct and supervise all activities of the Department of Community Colleges and Workforce Development.
- The commissioner reports to the State Board of Education annually and biennially to the Legislative Ways and Means Committee, on the progress and outcomes of the Department's Affirmative Action Plan.
- The Deputy Commissioner directs agency affirmative action functions, ensuring that the agency plan, targets and goals are followed, implemented, and achieved.
- The Deputy Commissioner conducts all final interviews to ensure there is no intended or unintended bias.

2. Managers and Supervisors

- Foster and promote the importance of a diverse workforce free of discrimination and harassment to staff.
- Ensure subordinates receive an orientation on the agency's affirmative action goals and responsibilities and understand their own responsibilities for helping promote diversity and a harassment free work environment.
- Work with CCWD Operations Director, following agency and State of Oregon procedures and rules in filling of employment vacancies.
- Managers are evaluated yearly to assess how well they foster a diverse workforce. Evaluation criteria include:
 - Education of the agency workforce on diversity issues (i.e. training and communication).
 - Recruitment and selection efforts (recommendations for advertising or marketing open recruitments).
 - Retention (what the manager does to identify and ensure employees are provided appropriate tools for success).

3. Affirmative Action Representative (Operations Director)

- Reports directly to both the CCWD Commissioner and Deputy Commissioner.
- This position shares the responsibility of educating outreach, development of hiring criteria, encouraging diversity through human resource activities including recruitment, interviewing, hiring and retention processes.
- This position ensures employees receive and engage in a thorough orientation to CCWD and to state government; this includes review of AA and EEO policy with employees during New Employee Orientation.
- Responsible for scheduling of EEO/AA and ADA trainings for All Staff meetings, report CCWD EEO complaints log and reporting progress or areas needing improvement to management team members.
- Promotes and oversees effective retention practices using the Affirmative Action Plan.

- Investigates and addresses complaints.
- Performs ongoing evaluation of plan and recommends changes to Management Team.
- Evaluated on a yearly basis to assess how well they foster a diverse workforce. Evaluation criteria include:
 - Education of the agency workforce on diversity issues (i.e. training and communication).
 - Recruitment and selection efforts (recommendations for advertising or marketing open recruitments).
 - Retention (what the Affirmative Action Representative does to identify and ensure employees are provided appropriate tools for success).

IV. July 1, 2010 – June 30, 2012

A. Accomplishments

1. **Staff Professional Development Opportunities** - Over the last biennium, from a total of 58 agency employees, app have been promoted up to higher classifications and an approximately twenty employees have taken advantage of agency support for continuing education. Samples of these agency-supported trainings are:

- Marylhurst Servant Leadership Conference
- Becoming an Effective Leader
- Career Development Facilitator
- Advanced Excel
- Intermediate and Advanced Word
- Share Point
- Information Security and Confidentiality
- Datamart, Brio, and Hyperion
- E-Recruiting
- Bachelor of Arts
- MBA
- State Procurement, Contracting, and Department of Justice
- Negotiation Techniques and Strategies
- Executive, Management, and Staff Accounting
- Maintaining a Harassment Free and Professional Workplace



2. **Recruitment:** CCWD has expanded its “diversity network” of contacts and relationships with individuals, organizations and commissions dedicated to the advancement of diverse and minority populations; maintaining direct and regular interaction with these individuals and groups (i.e. OSPMA, AA Workgroup, Statewide Operations Director meetings). Results of this expanded network include:

- Increasing numbers of diverse applicants and candidates for temporary and/or limited-duration positions.