

# KEY PATHWAYS AND TRANSITION POINTS TO POSTSECONDARY AND THE WORKFORCE



PRESENTED TO:

JOINT COMMITTEE ON WAYS AND MEANS, SUBCOMMITTEE  
ON EDUCATION




Day 6

BEN CANNON, Executive Director, HECC; BOB BREW, Executive Director, OSAC;  
SALAM NOOR, Director of Academic Planning and Policy, HECC; ; JIM MIDDLETON,  
Interim Commissioner, CCWD; KRISSA CALDWELL, Deputy Commissioner, CCWD;  
WHITNEY GRUBBS, Director of State & Regional Alignment, Governor's Office



# INTRODUCTION: KEY PATHWAYS AND TRANSITION POINTS

3



**Pre-college outreach:** help students and families plan for and achieve postsecondary success (Oregon ASPIRE, FAFSA Plus+, as well as campus-based outreach programs).

**Accelerated Learning:** college credits while in high school boost preparedness, and help students save on college costs.

**Academic Transitions:** community college to university transitions, articulation and transfer, and HECC-led academic initiatives to promote successful pathways.

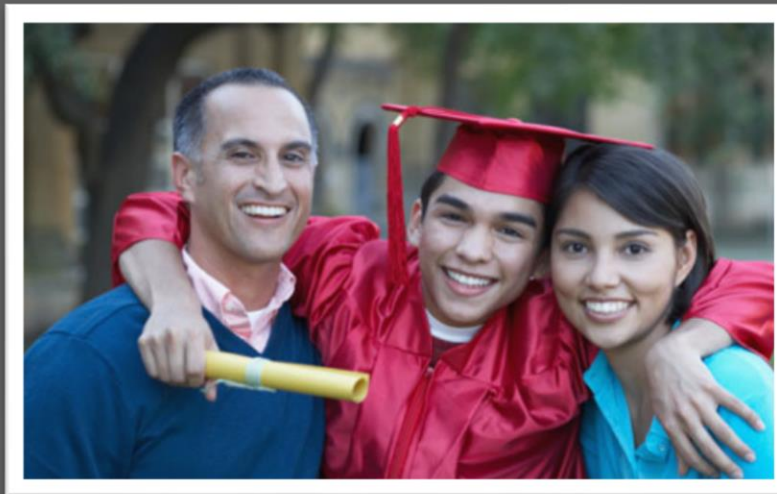
**Career and postsecondary training programs** to build successful futures, such as Adult Basic Skills, GED programs, and Career and Technical Education.

# Precollege Transitions and Outreach



## *PREPARING AND PLANNING FOR POSTSECONDARY SUCCESS*

BEN CANNON, Executive Director, HECC  
BOB BREW, Executive Director, OSAC



# OREGON ASPIRE REQUEST

POP 211, 212

5

Activity (Office)	Budget Items	2013-15 LAB	2015-17 GRB
ASPIRE (OSAC)	ASPIRE base funding POP 211: ASPIRE support funds POP 212: ASPIRE expansion	\$1.6M GF, \$0.19M OF -- -- Total: \$1.8M	\$1.8M GF, \$0.19M OF + \$0.02M FF + \$0.64M FF Total: \$2.65M

LAB=Legislatively Adopted Budget, GRB=Governor's Recommended Budget, GF=General Funds, OF=Other Funds, FF=Federal Funds



# OREGON ASPIRE

6

## *Access to Student assistance Programs In Reach of Everyone*

- Provides one-on-one and group mentoring by volunteers to extend and enhance the reach of guidance counselors.
- Welcomes ALL students and offers ALL postsecondary educational options.
- Services available statewide at sites serving college, high school and middle school students.



For a list of participating sites:  
[www.OregonStudentAid.gov](http://www.OregonStudentAid.gov)

# OREGON ASPIRE 2013-14 AND 2014-15 RESULTS

7

Served 145 sites at middle schools, high schools, community-based organizations, and community colleges.

Trained 1,559 adult volunteers who mentored 9,393 students.

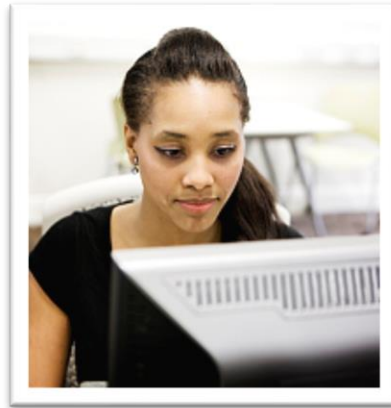


# FOUR ASPIRE PROGRAMS

8



**ASPIRE:**  
**High School**  
1:1 mentoring  
to high school  
students



**eASPIRE**  
**Online**  
mentoring to  
high school  
students



**ASPIRE:**  
**Middle School**  
Group  
mentoring to  
middle school  
students



**ASPIRE:**  
**Community  
College**  
Mentoring to  
college students



# OUTREACH - COLLEGE GOAL OREGON

9

Help students and parents search and apply for financial aid

- Get financial aid information
- Learn how to search for scholarships
- Learn about the OSAC Scholarship Application
- Get help completing the FAFSA

Free statewide events held throughout Oregon in January

- 26 sites throughout Oregon hosted 29 events

# OUTREACH: FAFSA PLUS+

10

OSAC conducts data-matches with participating high schools, colleges, tribes, and other eligible groups and provides information about which students have submitted their FAFSAs for processing.

- Pilot in spring 2014 with 4 high schools
- Initial data for 2015:
  - 50 schools have signed agreements
  - 37 schools have uploaded records for matching
  - 3,717 FAFSAs submitted to-date (1/1/15 to 2/14/15)

# CAMPUS-BASED PROGRAMS AND COLLABORATIONS

11

Across public universities and community colleges, pre-college programs serve thousands of students each year, with campus visits, bridge programs, introduction to careers, camps, scholarships, and more. **A few of many examples:**

Community college program examples:

AVID Postsecondary, numerous CCs  
Upward Bound, numerous campuses  
Talent Search, numerous campuses  
College Assistance Migrant Program (CAMP), Chemeketa CC, OSU  
Future Connect , MHCC, PCC  
Oregon Leadership Institute, MHCC  
CTEC Youth Services, Clackamas CC  
Rites of Passage Summer Academies, LCC  
College 101, SWOCC  
Hermanas Conference, PCC

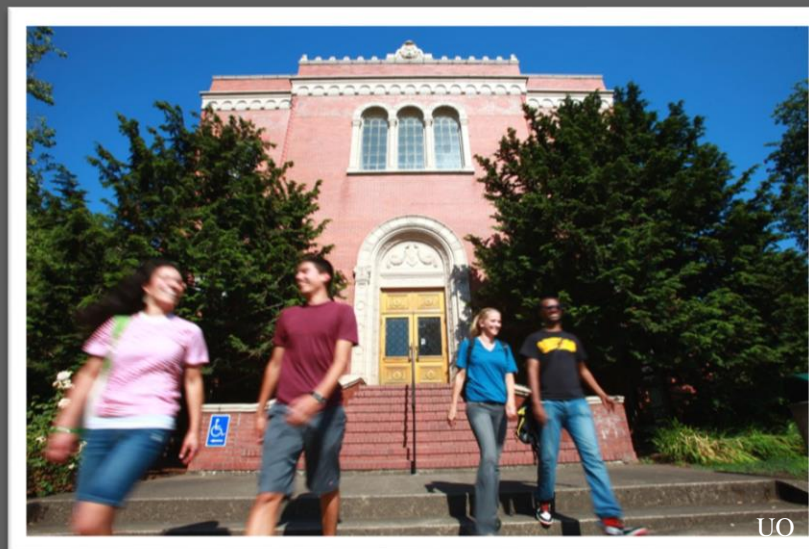
University and statewide program examples:

Project Lead the Way, STEM Hub, OIT  
SMILE, OSU  
Migrant Student Leadership Program, OSU  
MESA, PSU  
Eastern Promise, EOU  
Oregon GEAR UP, OSU/statewide  
Youth Programs, SOU  
Making College Happen, WOU  
Summer Academy to Inspire Learning, UO  
Oregon ASPIRE, OSAC/statewide

# Accelerated Learning and Academic Transitions

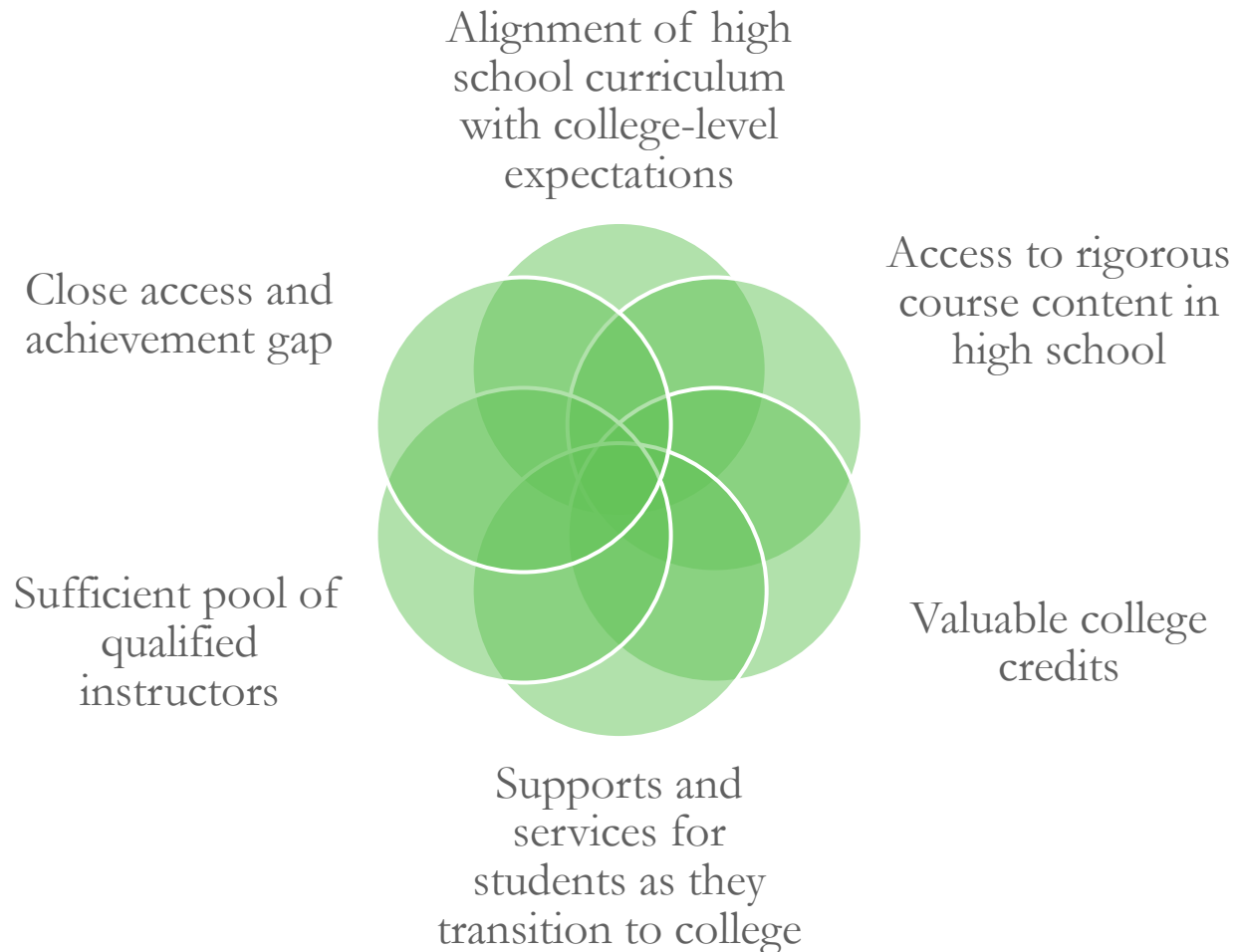
SALAM NOOR, Director of Academic Planning and Policy, HECC;

JIM MIDDLETON, Interim Commissioner, CCWD



# ACCELERATED LEARNING INITIATIVES: IMPACT TOWARDS 40-40-20 GOAL

13



# ACCELERATED LEARNING AND COLLEGE AND CAREER READINESS

14

High school students who earn 6-7 college credits (i.e., 2 courses) are significantly more likely to attain a degree than those who didn't earn credits.

Oregon students who participate in Dual Credit programs have higher college participation rates, higher retention rates, higher GPAs, and earn more college credits.

Students in dual enrollment programs shift their conceptions of the role of college and develop a greater awareness of the requirements of college and skills conducive to college success.

# OREGON STUDENT PARTICIPATION IN DUAL CREDIT

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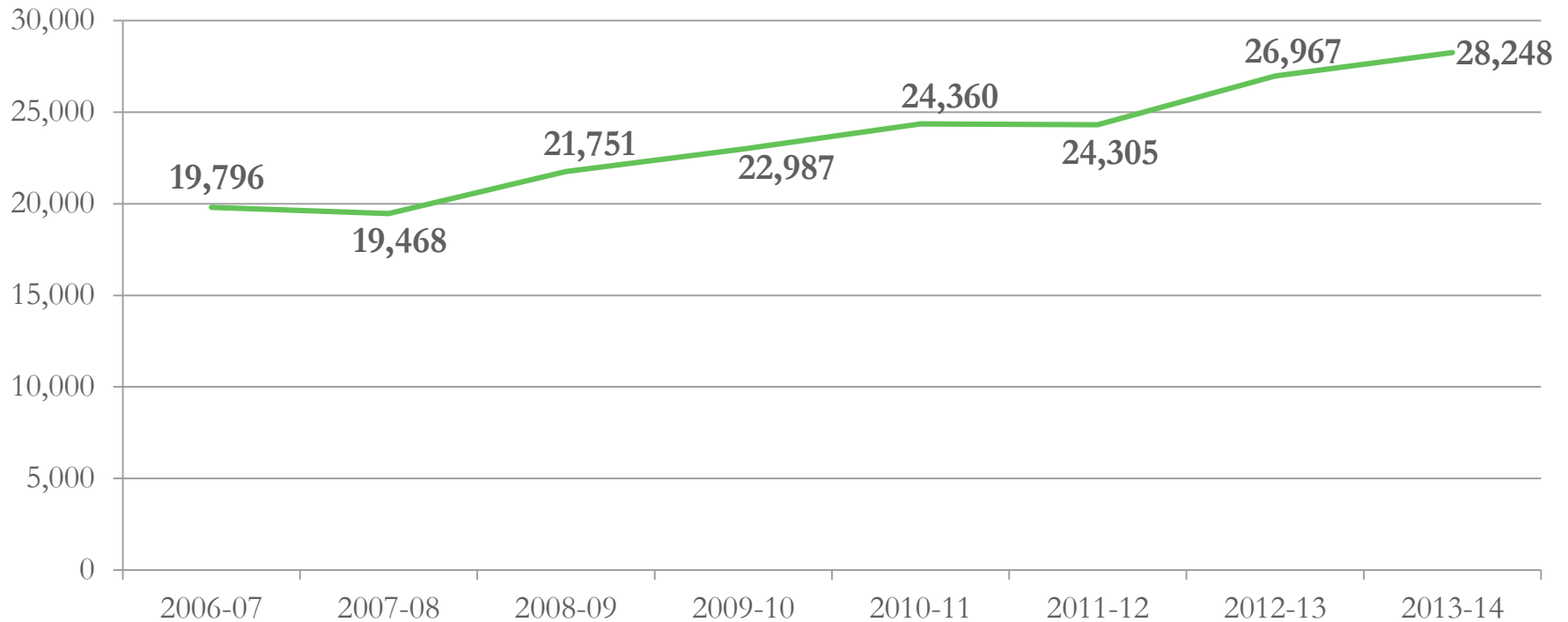
Dual credit awarded by Oregon public universities and community colleges in 2011-12 (*Includes Academic Transfer, Career and Technical Education, and other Dual Credit*):

- Total Students: 27,346
- Total Credits: 220,198
- Average credits by student: 8.1
- Average Grade: 3.45

Source: Oregon University System Institutional Research

# DUAL CREDIT HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGE DUAL CREDIT PROGRAMS

## Dual Credit High School Students by Academic Year



**Definition:** Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by the an Oregon Community College.

**Source:** Data for Analysis (D4A) as of 2/11/15





# ACADEMIC TRANSITIONS: ARTICULATION AND TRANSFER

17

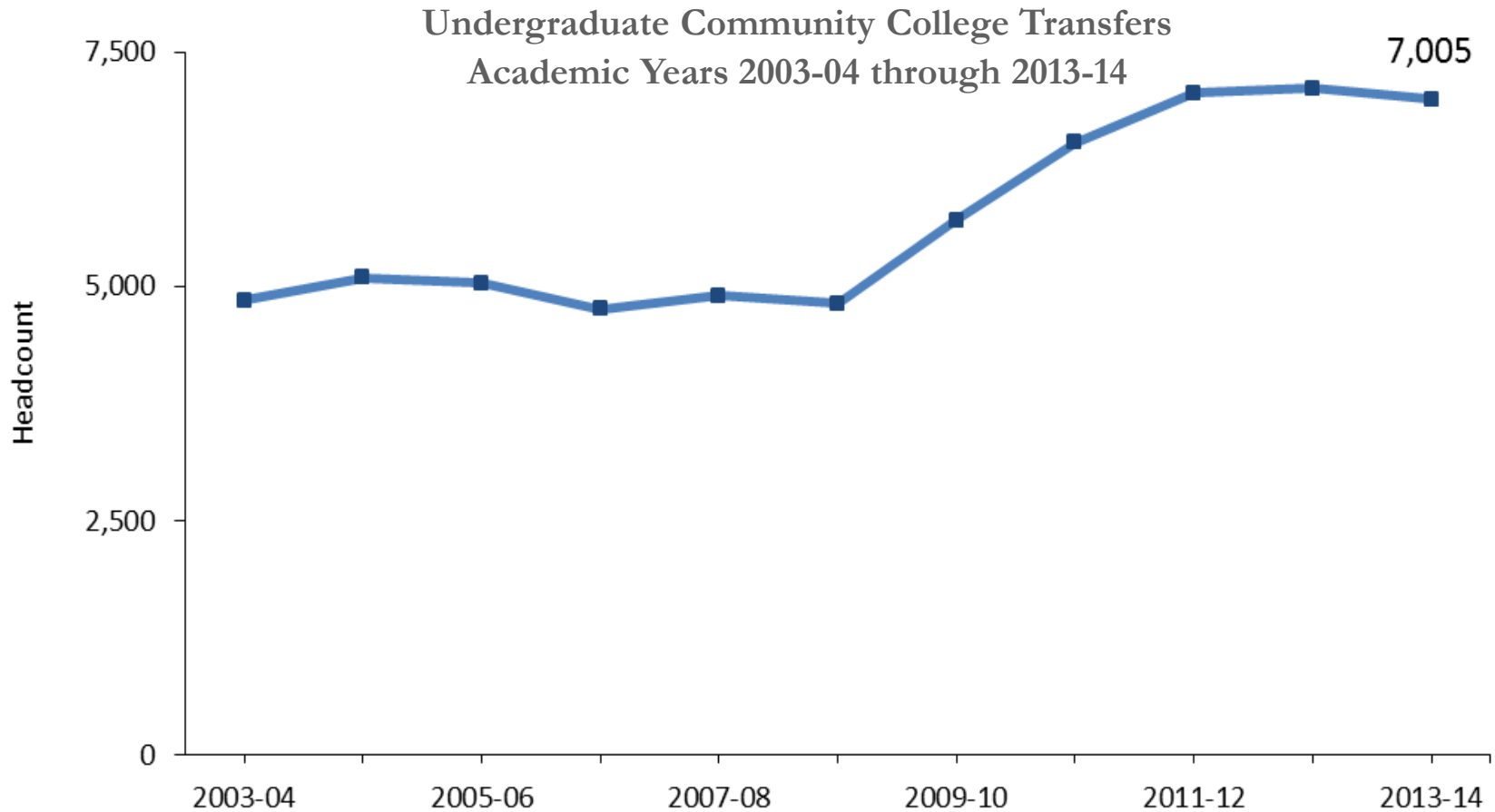
The Joint Boards Articulation Commission now reports to the HECC, continues to develop strategies for seamless articulation and pathways.

Oregon's 2- and 4-year institutions have numerous articulation agreements and partnerships.

## RESOURCES FOR STUDENTS INCLUDE:

- **CAMPUS ARTICULATION AGREEMENTS, DEGREE PARTNERSHIP PROGRAMS**
- **OREGON TRANSFER MODULE:** an approved 1-year subset of general education courses that is transferable between and among 2-year and 4-year colleges and universities
- **ASSOCIATE OF SCIENCE/OREGON TRANSFER DEGREE**
  - AA/OT- Business
  - *new!* AAOT/Computer Science

# CC-UNIVERSITY TRANSFER STUDENTS



Source: Oregon University System, Institutional Research

# TRANSFER PATHWAYS SERVE THOUSANDS

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Among 20,439 newly admitted undergraduates at Oregon's public institutions in 2013-14, 57% were first-time freshmen, and 43% were transfer students (*from community colleges and other institutions*).

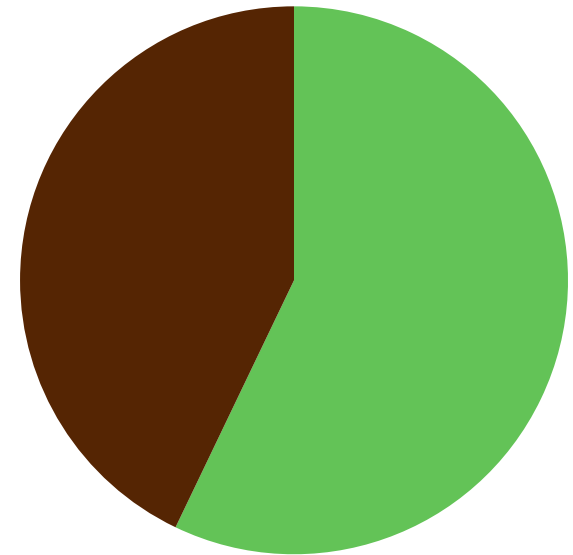
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Of approximately 4,000 students earning an AAOT in 2012-13, 47% (1,880) attended a four-year public postsecondary institution in Oregon in the following academic year (2013-14).

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Average number of credits students have when they transfer from a community college to a state institution of higher education: 94.4.

Newly admitted undergraduates at Oregon public universities, 2013-14



■ Freshmen ■ Transfer

# TRANSFER STUDENTS AWARDS 2011-12

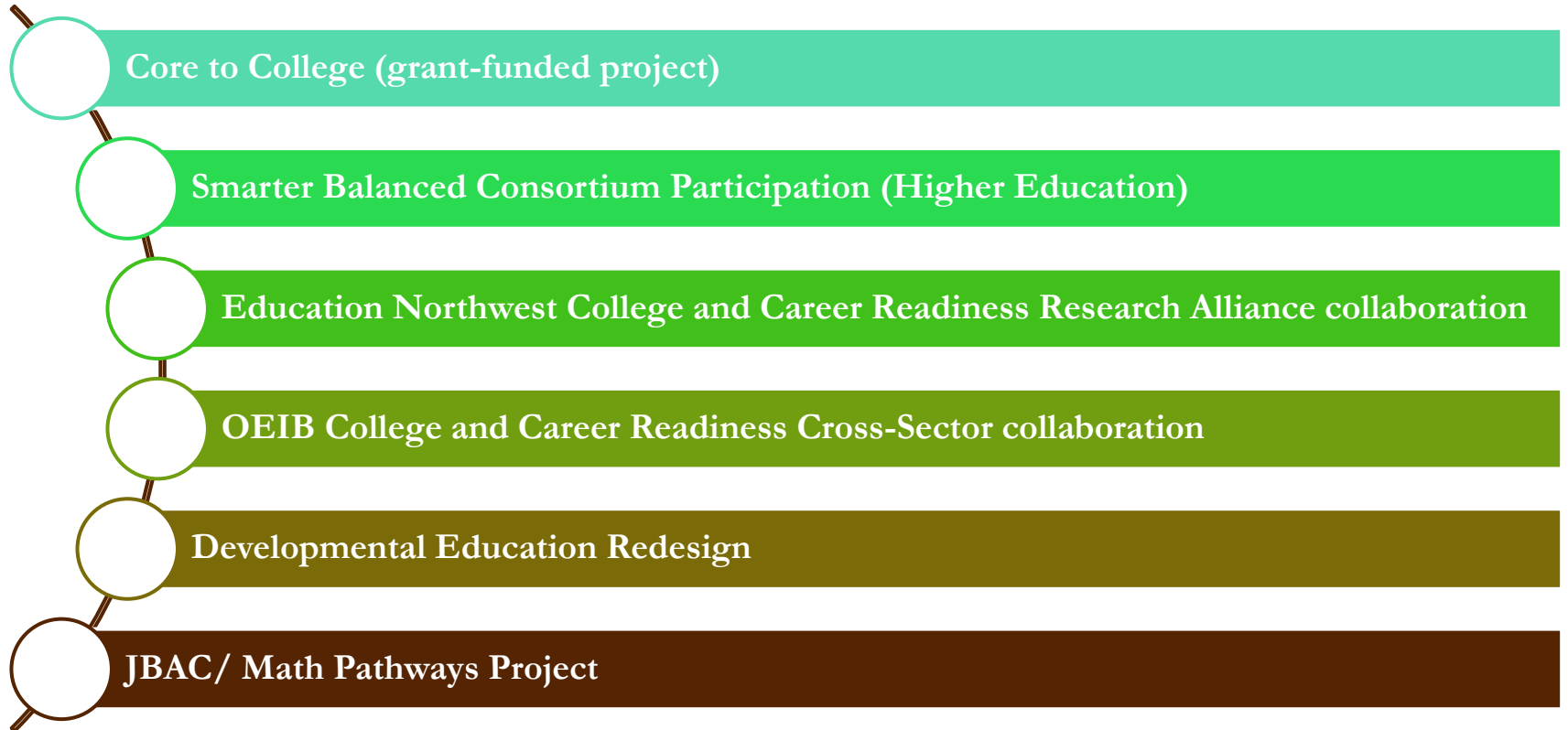
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Award	Students
Block Transfer Degrees	2,052
<i>AAOT (Associate of Arts/Oregon Transfer)</i>	1,542
<i>ASOTB (Associate of Science/Oregon Transfer in Business)</i>	474
<i>OTM (Oregon Transfer Module)</i>	36
Other Associate Degrees	760
Other Formal Awards, certificates	45

Source: Oregon University System Office of Institutional Research from OUS and CCWD data.

# HECC-LED INITIATIVES: ACADEMIC TRANSITIONS

21



# RESULTS FOR OREGON STUDENTS: PROPOSED KEY PERFORMANCE MEASURES, PATHWAYS

22

## Measure

Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date

Amount of postsecondary credit per graduate awarded to K-12 students

Percentage enrolled in a developmental education math or writing course below the 100 level who successfully complete the course

Percentage of students who successfully complete college-level math or writing course within 24 months of enrolling in math or writing developmental education course compared to number of students enrolled in developmental education generally

# Workforce and Postsecondary Preparation

JIM MIDDLETON, Interim Commissioner, CCWD  
KRISSA CALDWELL, Deputy Commissioner, CCWD



# ADULT BASIC SKILLS (ABS) SUPPORTS THE 40-40-20-GOAL

24

Adult Basic Skills (ABS) supports the secondary completion agenda through GED attainment and reading, writing, math, and English as a Second Language curriculum designed to move students from ABS to credit postsecondary education.



# MOVING STUDENTS FROM BASIC SKILLS DEVELOPMENT TO CREDIT POSTSECONDARY EDUCATION AND THE WORKFORCE

25

GED

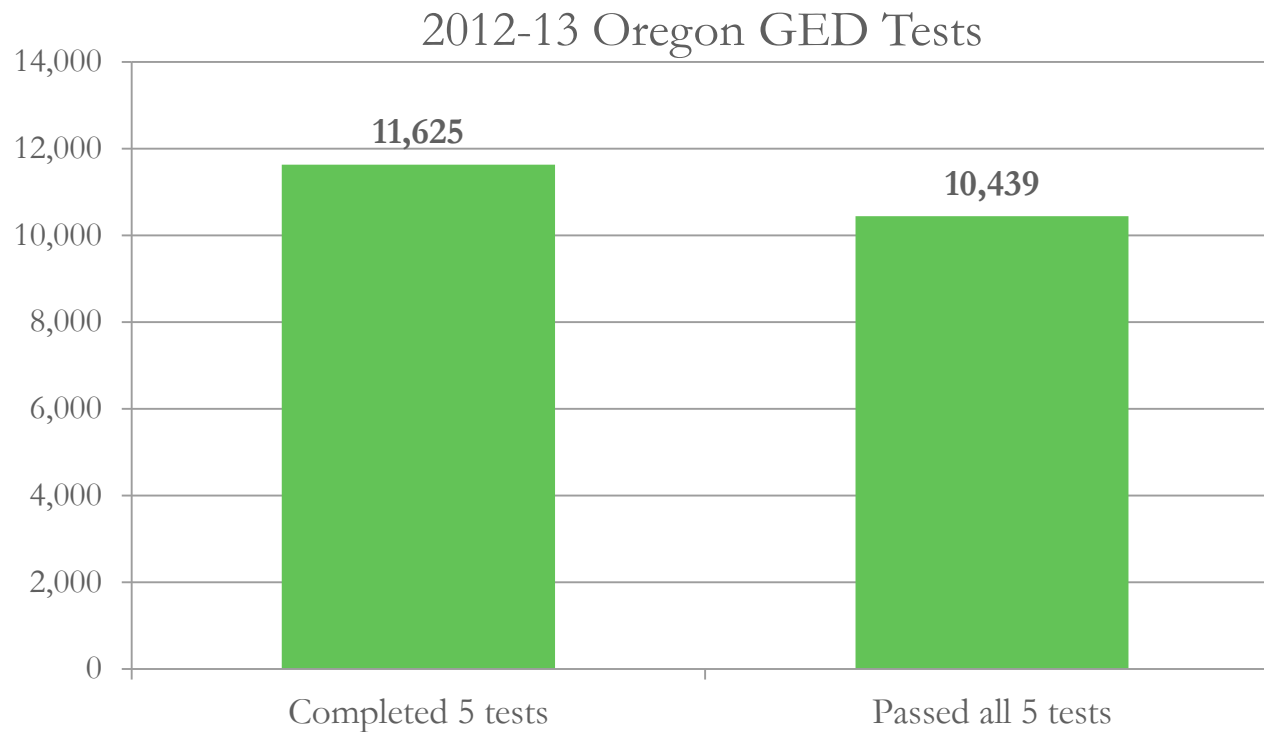
Adult Basic Skills Learning Standards

Oregon Pathways for Adult Basic Skills (OPABS)

# GED TEST PASSERS: MOTIVATED, AND READY TO PROVE IT

26

Passing tests in five subject areas certifies that test takers have American high school-level academic skills.



Source: CCWD GED data archive Completed tests, tested date between 7/1/2012 and 6/30/2013

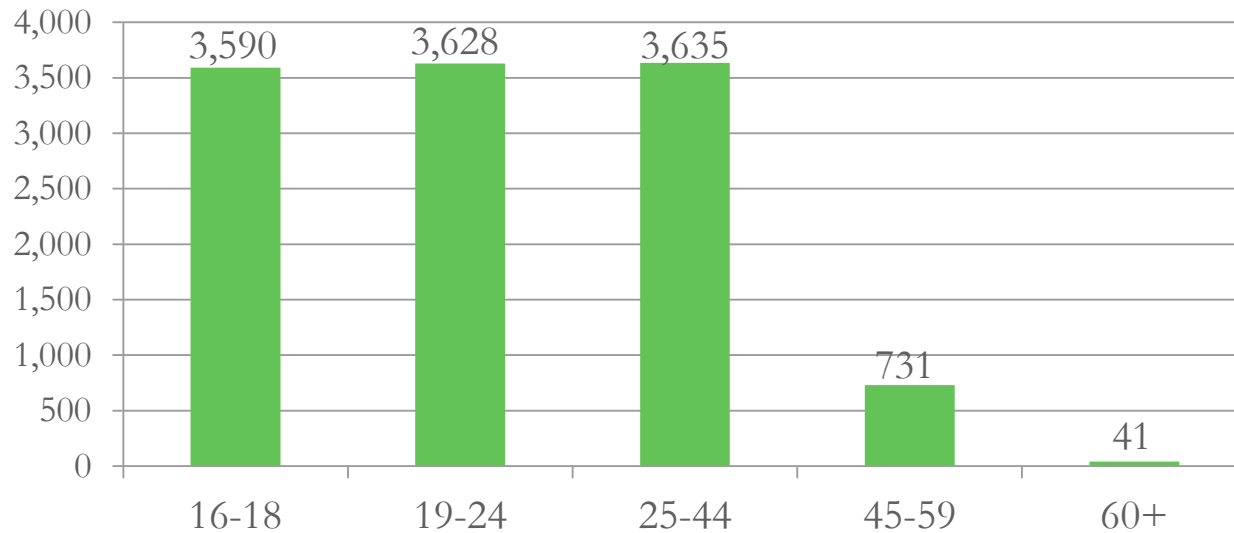
# GENERAL EDUCATIONAL DEVELOPMENT (GED)

27

A total of 11,625 students took GED tests in 2012-13

- 42 percent were unemployed
- Another 32 percent were not in the labor force
- 58 percent of students were male

### GED Participants 2012-13 by Age



James: Veteran, Father,  
GED Completer,  
Nursing Student

# OREGON ADULT BASIC SKILLS LEARNING STANDARDS

28

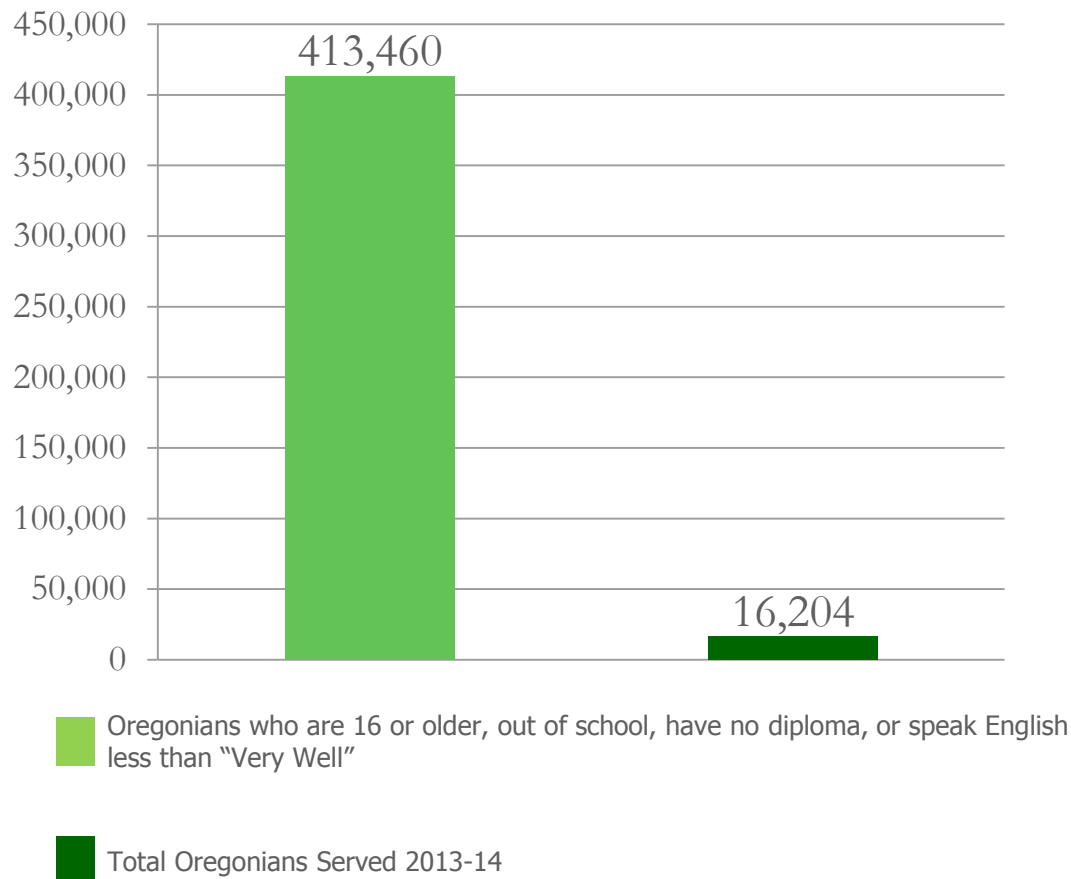
Standards are aligned with the national College and Career Ready Standards. Alignment helps ensure that ABS students successfully transition from ABS work to credit postsecondary programs of study and to jobs

# ADULT BASIC SKILLS EDUCATION

**Goal** – Increase the number of literate adult Oregonians

**Target population** – Adults with less than high school diploma or equivalent, or speak English less than “Very Well”: 413,460

**Services** – Each year Adult Basic Skills Programs help nearly 16,000 Oregonians develop the foundational skills they need to earn GEDs and transition to postsecondary education.



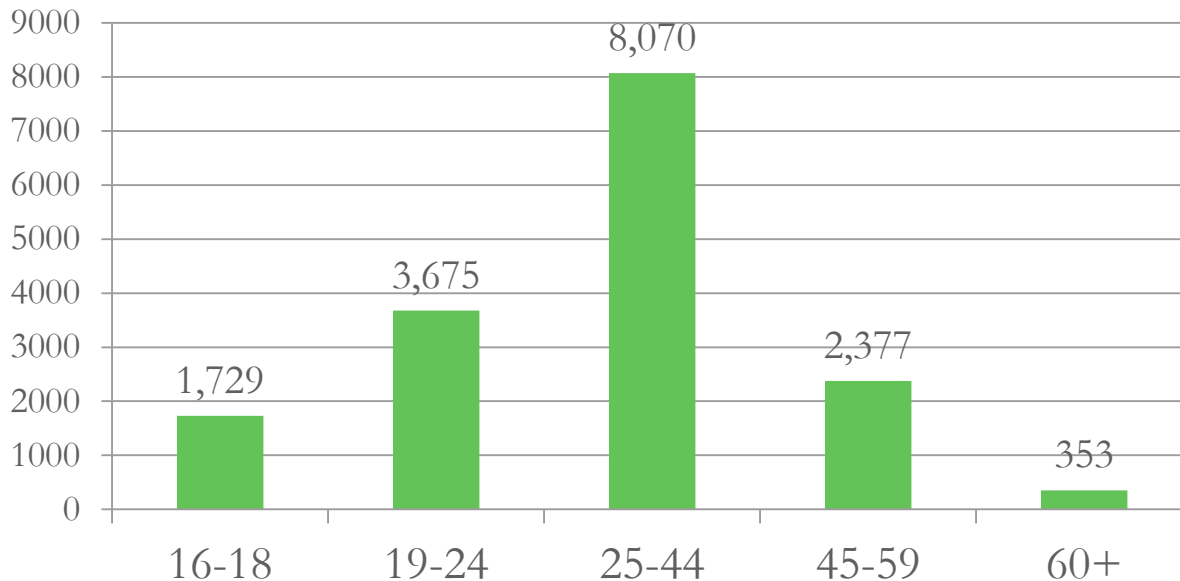
# ADULT BASIC SKILLS EDUCATION

30

16,204 students participated in Adult Basic Education in 2013-14

- 43 percent were unemployed
- An additional 29 percent were not in the labor force
- 53 percent were male

2013-14 Adult Basic Skills Students by Age



Source: Oregon Title II data

# OREGON PATHWAYS FOR ADULT BASIC SKILLS (OPABS)

31

Courses build a pipeline of prepared Adult Basic Skills (ABS) learners to enter postsecondary education, training programs, and jobs in high-demand career areas.

# OREGON PATHWAYS FOR ADULT BASIC SKILLS (OPABS)

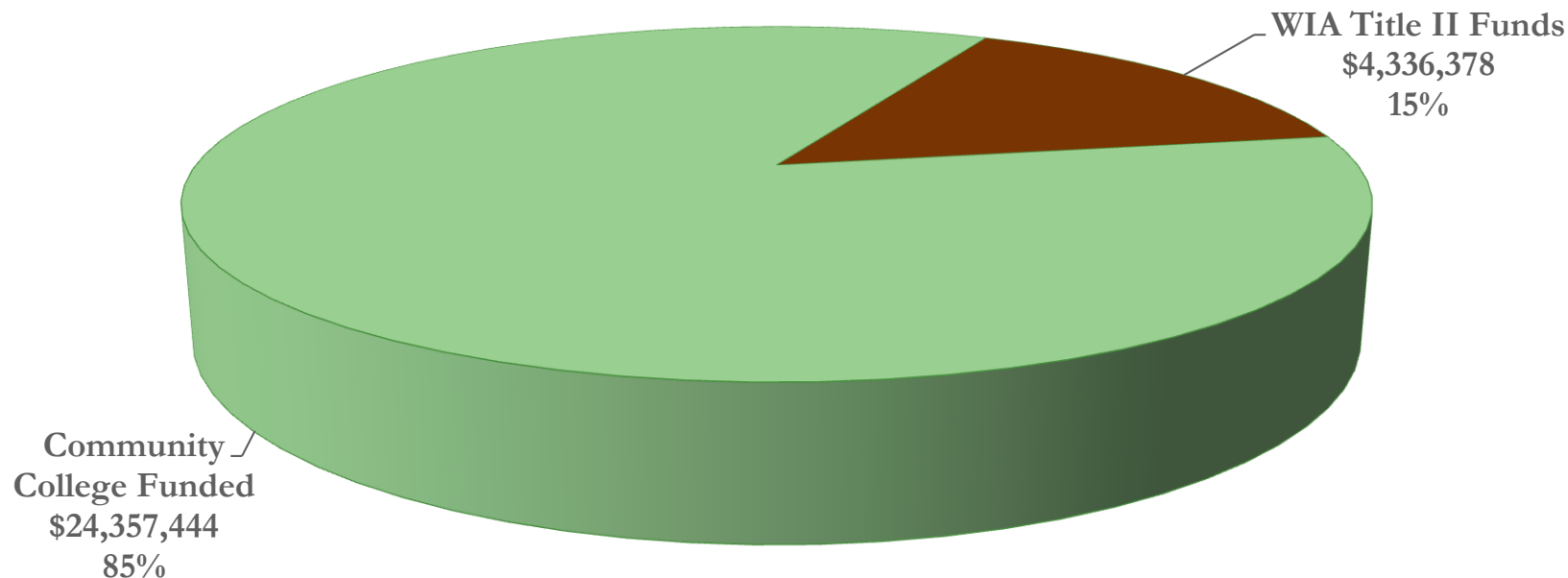
32

OPABS courses in reading, writing, and math are designed to bridge over developmental education and directly connect with Career Pathways Certificate/Degree programs and courses of study, and to develop formal connections with the One-Stop Centers to facilitate ABS learners' transition to further education and employment.



# ADULT BASIC SKILLS PROGRAM FUNDING

## Community College Funded/WIA Title II Funded Budgets 2014-15



# CAREER PATHWAYS

34

A series of connected education programs and student supports enabling individuals to get the training they need to secure a job or advance in a demand industry or occupation.

## Goals

Increase the number of Oregonians with certificates, credentials and degrees in demand occupations.

To ease student transitions from high school to community college and from pre-college to credit postsecondary.

*“My life has been irrevocably changed for the better. It’s like the opposite of stepping off a cliff. I have been abruptly propelled skyward.”* -Alan, student at PCC upon completing career pathway training

# WHAT IS CAREER AND TECHNICAL EDUCATION (CTE)?

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Career & Technical Education (CTE): Educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

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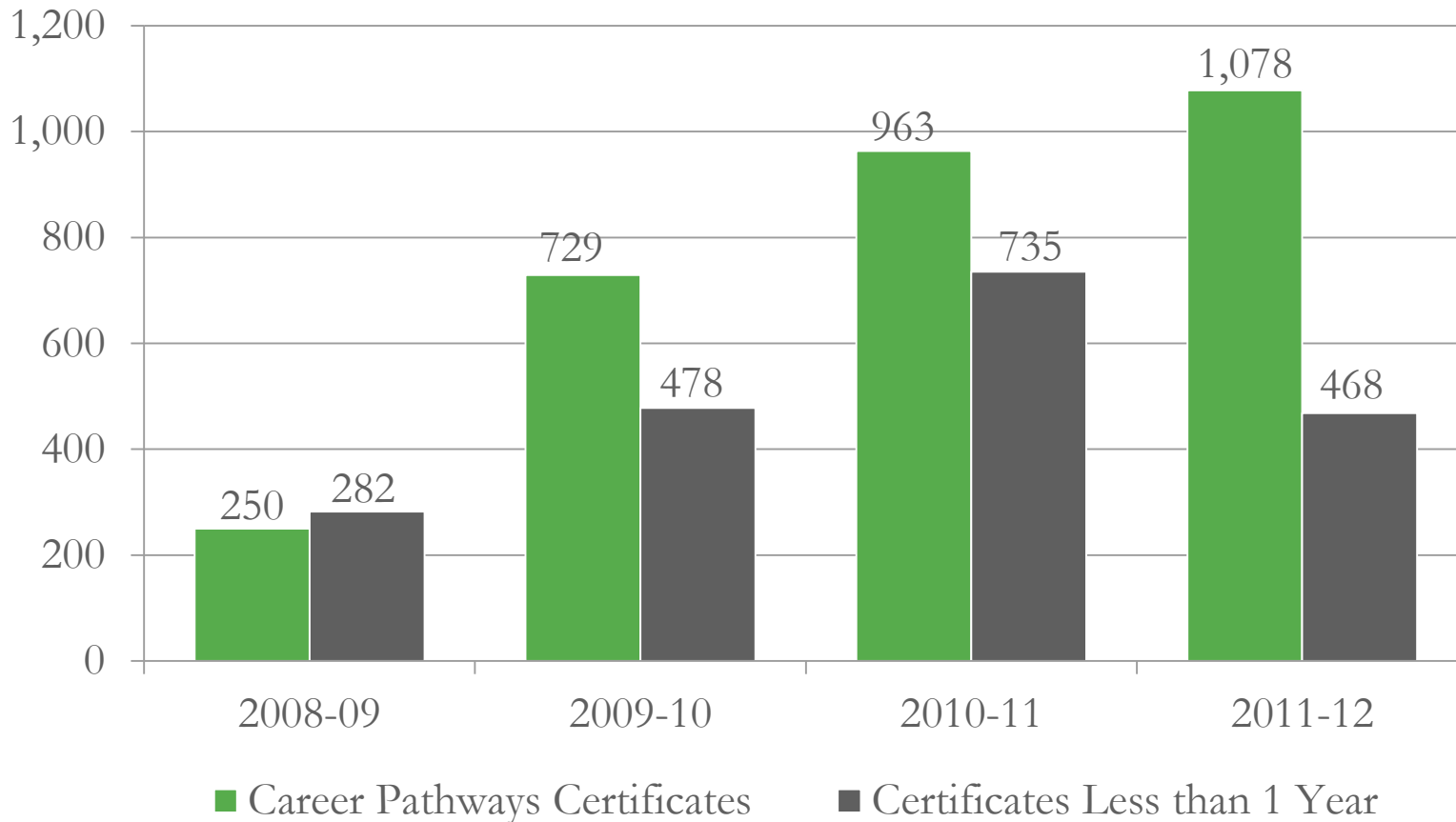
CTE programs offer academic and career-oriented courses to gain work experience, job shadowing, on-the-job training, and industry certification opportunities.

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Cutting edge, rigorous and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.

# CAREER PATHWAY CERTIFICATES AWARDED STATEWIDE

36



Source: Oregon Community College Program Submission System

# FACTS ABOUT CAREER AND TECHNICAL EDUCATION

37

Encompasses 94 percent of high school students and 12 million postsecondary students (high school data = 2009 / postsecondary data = 2007-2008)

Includes high schools, career centers, community and technical colleges, four-year universities and more

Educates students for a range of career options through 16 Career Clusters® and 79+ pathways

Integrates with academics in a rigorous and relevant curriculum

Features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees

Fulfills employer needs in high-skill, high-wage, high-demand areas

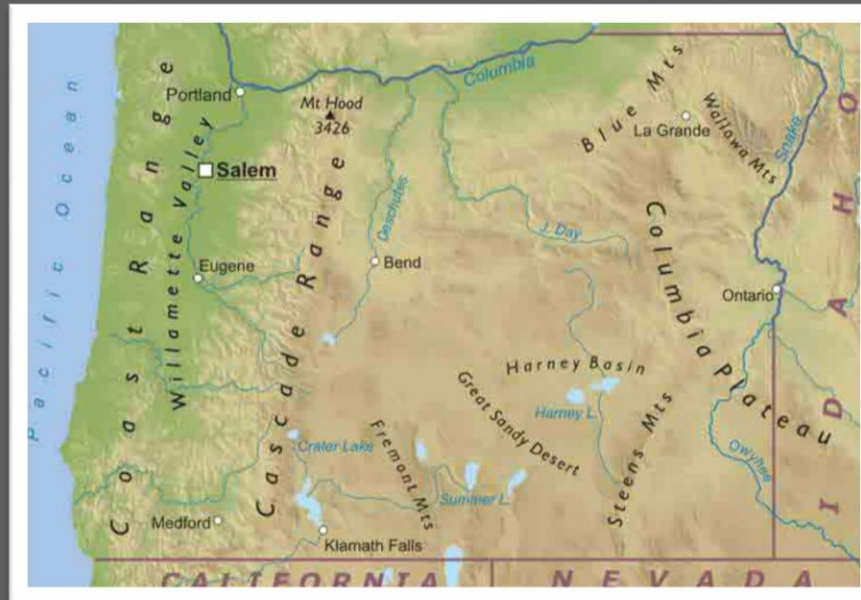
Prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills

Source: Association for Career and Technical Education (ACTE)



# The Community Agenda

WHITNEY GRUBBS, Director of State & Regional Alignment, Governor's Office



# COMMUNITY LEVERAGE FUND AND INNOVATION CENTER FUNDING REQUEST

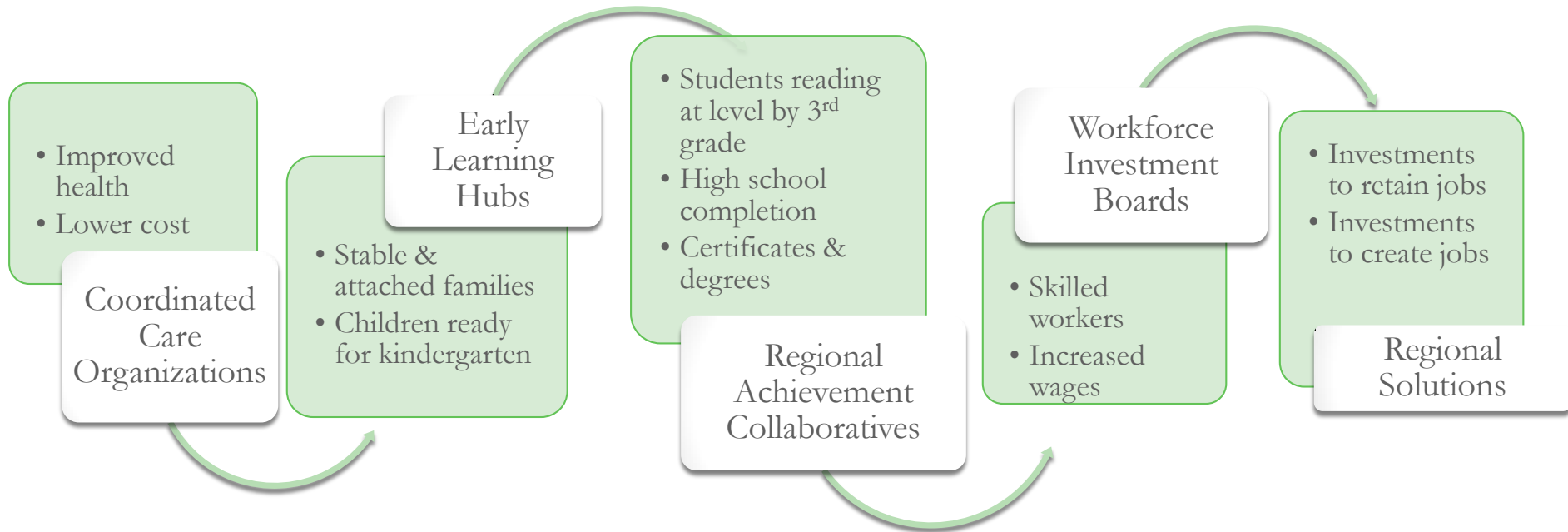
Activity (Office)	Budget Items	2013-15 LAB	2015-17 GRB
Community Innovation	POP 152: Community Leverage Fund POP 151: Center for Community Innovation	-- -- --	-- + \$25.0M GF + \$1.6M GF Total: \$26.6M

LAB=Legislatively Adopted Budget, GRB=Governor’s Recommended Budget, GF=General Funds, OF=Other Funds, FF=Federal Funds



# THE COMMUNITY AGENDA

40



Achieving our ambitious 40/40/20 goal will require collaboration and connections between education, health, early childhood, workforce training and economic development.



# CENTER FOR COMMUNITY INNOVATION

## POP 151

41

- A small unit in HECC (5 FTE) that will:
  - connect philanthropic, private and other state investments to local priorities
  - work to remove barriers at the state level and support the success of these critical systems
  - serve as the technical assistance, dissemination and resource center
  - administer the Community Leverage Fund
- Modeled after the OHA's Transformation Center, which is proving to be a major factor in the early success of the CCOs, to support the RACs, early learning hubs, local workforce boards and other community-based efforts across the state.

# COMMUNITY LEVERAGE FUND POP 152

42

\$25 million fund to:

- Support on-the-ground projects that address multiple outcomes
- Provide regions with capacity to work collaboratively across sectors to support children and families living in poverty, communities of color, and rural Oregon
- Leverage public, private, civic and local investment

How it would work:

- Each of the state's 11 economic development regions would receive a planning grant of \$50,000 to create an investment strategy.
- The investment strategy would identify needs, leverage opportunities and actionable opportunities that meet the Community Leverage Fund criteria.
- Once approved, the region would be eligible for \$2 million to invest in collaborative capacity and projects as outlined in the region's strategy.