

CASE YEAR TWO 1ST QUARTER REPORT OCTOBER 1-DECEMBER 30TH 2012

College: Tillamook Bay Community College

CASE Grant Lead: Name and tel# Lori Gates, Chief Academic Officer 503-842-8222 ext: 1030 Amy AldayMurray

PROJECT GOAL: The CASE Consortium will address three TAACCCT priorities, which include:

1. Accelerate progress for low-skilled and other workers.
2. Improve retention and achievement rate to reduce time to completion.
3. Build programs that meet industry needs including career pathways.

New Career Pathway Certificates & roadmaps: Agriculture and Natural Resources

Enhanced Career Pathway Certificates: NONE

VESL Career Pathway Certificate (new or enhanced): NONE

Industry-Recognized Credential: NONE

Deliverables (new curriculum, etc.): Program in Agricultural and Natural Resources

Tillamook Bay Performance Measures	Completions	ABS	Entered Employment	Employment Retention	Credits Earned	<1 year certificate	>1 year certificate	Degree
Participants = 85	72	0	39	31	1955	59	9	4
Year 1 Goal	4		0	0	119	4	1	0
Actual Anticipated								
Year 2 Goal	47		11	9	1267	39	6	3
Actual Anticipated								
Year 3 Goal	21		27	22	569	17	2	1
Actual Anticipated								

Instructions: Please fill out all of the yellow highlighted boxes/fields. Please don't leave any of the yellow fields blank, if a yellow field doesn't apply to you, put N/A. If the box references an activity you haven't started yet, or it has changed, please explain in that box. If there is a value in the field that is incorrect, please change it. Add additional boxes as necessary to tell us about your work! If any questions arise, don't hesitate to contact Heather.

Please put participant Totals here for the current reporting period only (you are reporting them below, but please aggregate-this makes it a lot easier for us-Thank you!!)		
Number of New <u>Individual Participants</u> : 17	Number of Credits Attained By Individual Participants: 272	Number of Credentials attained by Individual Participants: ↓
Number of IPs who are TAA eligible: 4 Number of IPs who are ABS students: 7 Most are taking a combination of college level and ABE depending on the subject.	Number of IPs who are veterans: 2 active	< one year: More than one year: IR < one year: IR MTOY: AAS: GED: 1
Number of <u>New Cohorts</u> : Number of Participants in <u>Those Cohorts</u> : NA	Number of Credits Attained By Participants in <u>Cohorts</u> : NA	Number of Credentials attained by Participants in <u>cohorts</u> : ↓
Number of Cohort Ps who are TAA eligible: NA Number of Cohort Ps who are ABS students: NA	Number of Cohort Ps who are veterans: NA	< one year: More than one year: IR < one year: IR MTOY: AAS: NA
Aggregate number of All new participants this Quarter: 17	Number of Credits Attained By all Participants this quarter: 272	Number of Credentials attained by all Participants this quarter: ↓
Aggregate all participants who are TAA eligible: 4 Aggregate all participants who are ABS students: 7: Most are taking a combination of college level and ABE depending on the subject	Aggregate all participants who are veterans/eligible spouse: 2	< one year: More than one year: IR < one year: IR MTOY: AAS: 1 GED
Number of Participants Overall who Obtained Employment this Quarter: 1	Number of Participants Overall who Retained Employment this Quarter: 1	
Total # of Participants Enrolled (duration of grant): 31 enrolled in i-trac	Total number of Credits attained (duration of grant): 272	Total number of Credentials attained (life of grant): < one year: More than one year:

56 total served with enrollment not yet complete		IR < one year: AAS: 1 GED	IR MTOY:
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Participant Activity Year Y2/Q1

October 1st-December 3^{1st} 2012

Number of new Individual Participants Enrolled in CASE (outside of cohorts) →	17	Credits Obtained by all individual CASE participants this quarter (If this data is possible) →	268	Total Number of participants Career Coaches have worked with this quarter →	35 participants (many had more than one appointment)	Number of Participants Enrolled in Career Pathway Certificates →	6	Number of Participants involved in CPL →	NA
Successes or Pitfalls with Individual Participants:	<p>100% of students who started in Fall 2012 have been retained to Winter term 2013. Some participants, including those with barriers, ended the term with high GPA's</p> <p>It is evident through discussion with participants that they are connected, are taking ownership of their plans, and seem happy with what they're doing.</p> <p>Appointments were missed and phone/email messages relating to missed appointments are sometimes not returned.</p>			Qualitative Data about Career Coaching: →	<p>It is great to see participants who now have goals move forward with their course work.</p> <p>The career coaching model has been successful from the coach's point of view. It appears that there is likely a connection to retention based on</p>	Qualitative Data about Career Pathways Certificates: →	<p>More students have an understanding of career pathways certificates and their role in long range career planning and shorter term employment opportunities.</p> <p>I now do</p>	Qualitative Data about Credit For Prior Learning: →	NA

			results from Fall 2012 to Winter 2013. Self-confidence is becoming more evident in participants.		classroom visitations with TBCC's Career Pathways Specialist.		
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Cohort Activity Year Y2/Q1 <i>October 1st-December 3^{1st} 2012</i>									
#1 Program of Study: →	N/A No CASE funded Qualifying Cohorts	Start Date: NA		End Date: NA	Number of Participants Enrolled (this number will stay fixed from the start date of Cohort): ↓	Number of Participants Retained in Program at End of Reporting Period ↓	Self-Assessment (On-Track, Behind Schedule, Ahead of Schedule) ↓	Progress of Cohort (eg: completed 1 class of 3 etc.) ↓	Qualitative Data (Successes and Pitfalls) ↓
Credit Hours: (Identify if VESL, New, or Enhanced Pathway → NA	NA	Credential Type: (<1 year, > 1 year, industry, degree) →	NA	NA	NA	NA	NA	NA

Progress By Strategy Year 2 /Quarter 1 October 1-December 31st 2012

Career Pathways development implementation & training			Career Coaches (including outreach activities/TAA)			Credit For Prior Learning		
Activity ↓	Progress ↓	Self-Assessment (On-Track, Behind Schedule, Ahead of Schedule) and numbers if you have them: ↓	Activity ↓	Progress ↓	Self-Assessment (On-Track, Behind Schedule, Ahead of Schedule) and numbers if you have them: ↓	Activity ↓	Progress ↓	Self-Assessment (On-Track, Behind Schedule, Ahead of Schedule) and numbers if you have them: ↓
Quarterly meeting with Agriculture and Natural Resource consortium	<p>The quarterly meeting was held and included v-tel participation with OSU.</p> <p>Areas discussed were program articulation opportunities in different Ag/NR focused areas including forestry and food science, and integration with Perkins funding and K-12.</p>	The project is on track. The consortium is entering the creating and testing phase to begin in Y2Q2 and Q3,	Monitor 85 students	I have been in contact with 56 participants throughout the duration of the grant.	<p>TBCC is pretty much on track and stands a good chance of meeting the goal of 85 participants.</p> <p>There are individuals who are participating and are not fully registered in i-Trac, which is a point of focus Y2 Q 1 and 2. Some catch-up is needed here.</p>	NA	NA	NA

<p>Quarterly meeting with Industrial Maintenance Consortium.</p>	<p>Quarterly meeting was held in October. The instructor is working on a video to share to raise awareness of the program and students are preparing the documentary. Metrics were reviewed and an industrial math course will be added to the program.</p> <p>The career coach will contact local employers for internships, job shadows, and informational interviews to establish a bank of work place learning experiences for IMT students.</p>	<p>The program is on track.</p>	<p>Continued classroom visitations to share CASE services with the Career Pathways Specialist.</p>	<p>This will continue to occur each term.</p> <p>Presentation will be altered to take the form of a reminder and distribution of business cards as many individuals have heard the presentation. One possibility may be to ask students to come and share their individual career coaching experiences.</p>	<p>On Track</p>			
<p>Quarterly meeting with</p>	<p>Not held</p>	<p>This is an area where TBCC is a bit behind and needs to</p>	<p>Prepared survey for</p>	<p>Survey reviewed and agreed upon</p>	<p>On track</p>			

Business Consortium.		be addressed.	Industrial Main Tech student around student satisfaction with course and program satisfaction and employment information.	by consortium. Will be administered in Winter 2013: Y2Q2. Plan to follow up with individuals, as appropriate, who did not complete the certificate or AAS in Industrial Maintenance.				
Quarterly meeting with Health and Safety Consortium.	Not held	This is an area where TBCC is a bit behind and needs to be addressed.	Received contact info for potential TA eligible individuals to increase the number of TA eligible CASE participants.	Phone/email contact is planned for Y2Q2.	On track.			
Ag and Natural Resources curriculum development.	Joint quarterly meeting held. See above. Currently approaching the development and testing phase. It is anticipated that the curriculum development will begin in	On track. The consortium is completing its research and decision-making phase for focus of the curriculum to include OSU and k-12 partners.	Plan employer event for all instructional departments with career pathways certificates and communicate the purpose of	Planning phase will occur in Y2Q2	On track			

	Spring 2013.		opportunities made possible through career pathways. (Goal 2 in Career Pathways grant)					
Meet with HR employer representatives to examine hiring practices and barriers to entry level employment.	This work will begin in Y2.	On track.						
Planning virtual career center	Meeting in Y2Q2	Meeting is scheduled.						

Other Measures Year 2/Quarter 1				
Reporting Quarter	Technical Assistance- Significant Issues or Problems	Actions taken or plans for addressing issues	Questions submitted to DOL (directly or through Launch team)	Assistance Needed from DOL or Others

	Encountered This Quarter (If nothing to report, state here) ↓	↓	↓	↓
Y1 Q3 (April 1-June 30 th 2012)	Not much response from TA and VA mailings	<ol style="list-style-type: none"> 1. Ask Worksource if calls can be made to TAs and/or post card "reminder" mailing 2. Classroom presentations in fall term 3. Participate in new student orientation 4. Discuss possibility of VA event with Tillamook County rep...open house 5. Set up table in main hall during registration and first week of term inviting students to enroll in CASE or receive career counseling as non-CASE participant 6. Discuss using social media with administration; review other FaceBook sites for colleges. 	<p>NA</p> <p>NA</p>	Ideas for best practice for following up would be helpful.
Y1 Q3 (April 1-June 30 th 2012)	Clients come in, register and don't follow up	<ol style="list-style-type: none"> 1. Make phone calls to all individuals who have were no shows or didn't follow up 2. Make appointments over phone 3. Schedule appointment for follow-up session before individuals leave a session; 4. Email or call day prior to appointment 	NA	Recruiting strategies
Y1 Q4 (July 1-September 30 th 2012)		<p>The above were implemented and the following will continue for Y2Q 1:</p> <ul style="list-style-type: none"> • Fall classroom presentations underway 	NA	Continued ideas for recruiting and retention.

		<ul style="list-style-type: none"> • Participation in student orientations for Winter term • Coordinating with WorkSource to contact TAs • VA open house may be in form of reverse job fair in 2013. • Table sign up during first week of Winter term • Discussing use of social media in conjunction with virtual career center 		
Y1 Q4 (July 1-September 30 th 2012)	Still concerned with client follow-up and sometimes showing up.	<ul style="list-style-type: none"> • Making phone calls to participants. • Scheduling future appointments before participant leaves appointment has proved helpful • Blend online appointments with virtual career center(2013-14) 		
Y2 Q1 (October 1 st -December 31 st 2012)	All of the above are areas continue to be an area of focus in all quarters of the grant.	<ul style="list-style-type: none"> • Now have phone numbers/emails for potential TA eligible individuals. Direct phone contact to be made in Y2Q2. • Continuing to visit classes • Attended orientation • Follow up prior to scheduled appointments to avoid no-shows • Posters up around campus regarding career coaching services • Plan to suggest to clients that they can refer individuals 		Approaching conversations with difficult clients who have a preconceived idea that the coach should be doing the work for them, i.e., making phone calls, writing proposals, or have expectations that the coach should go beyond the work day to help them, etc.

		they know to sign up in Y2Q2 if they know someone in need of career development.		
Reporting Quarter	Promising Approaches/Innovative Processes Discovered/Utilized This Quarter ↓	Lessons Learned/Application of Lessons Learned ↓	Success Stories (Broad or on Individual Level) ↓	Further Comments on Best Practices, Promising New Strategies and Success Stories ↓
Y1 Q3 (April 1-June 30 th 2012)	Engaging employers in curriculum/program planning.	Employers are willing to share their expertise and feel valued by the college. Career coach learned about culture and economic development in the region, both historic and looking toward future. This will assist the coach in engaging the community in a meaningful way.	Employers and community members have offered their help directly to support building a new program in Agriculture and Natural Resources.	Coach has identified another institution using best practice and promising strategies which has been on a path of success for several years. Coach will be exploring the model regarding transportability of some of the program components to Tillamook Bay Community College.
Y1 Q3 (April 1-June 30 th 2012)	Working with individuals and giving teaching them how to use tools regarding career development.	This is empowering to individuals as they become more engaged in planning their future and take ownership of their learning.	One individual had no idea he might still be eligible for TA benefits. He is ready to enroll for fall, has set his goal to keep his grades up, and set up a "ride along" OJT for the duration of his course of study.	
Y1 Q4 (July 1-September 30 th 2012)	Building connections with faculty and other staff in student services and advising results in support for career coaching, and sometimes referral of individuals to the coach.	It is important not to overwhelm individuals when they come in to access services. Sometimes it is assumed that they know more about the college, its processes and its programs than they actually do. It is important to check for understanding and tell them that they need to alert the coach if the information is more than they want to deal with in one sitting.	Career coaching has an impact on helping individuals determine their career choice or at least narrow down to one or two so that students can research their options effectively.	
Y1 Q4 (July 1-September 30 th 2012)	TBCC started a planning phase for a virtual career center. The committee includes: CASE Career Coach, Career Pathways Specialist, WorkSource, and the TBCC advisor.	Strategy of engaging others in planning has been successful in helping us work together as a team.	One WorkSource partner has experience building web pages and is taking the lead in organizing content.	The committee is looking at other college career sites to look at content and formats.

Y2 Q1 (October 1 st -December 31 st 2012)	The student body president, who is also a client, wants to work with me on starting student “brown bag” type meetings during which discussions about various topics related to college, individual concerns and experiences take place. The plan will include career development.	The suggestion is indicative of empowerment of the student and an understanding of the potential impact of peer group activities on participants.	The fact that this student is moving forward with the peer group idea based on his involvement in the career coaching process is a success story. He plans to invite me in to serve as a resource to answer questions and brainstorm with the group.	Coach has found that expressing congratulations or giving props to participants who have succeeded in a class activity, assignments, or in putting in extra effort has a positive effect. This appears to be true for building self-confidence, and outlook when individual efforts and achievements are acknowledged even in an informal way.
Reporting Quarter	Has there been any curriculum development in this quarter using CASE dollars? (Y/N) ↓	Please describe the curriculum being developed: ↓	Any products (other than curriculum) developed this quarter? (Y/N) Remember to add the required statement to the product. →	Have these products been put in the CC BY repository on BaseCamp? Y/N/Plans for doing so ↓
Y1 Q3 (April 1-June 30 th 2012)	NO: initial stages/decision-making/models only	New program in Agriculture and Natural Resources are under discussion with employers; currently R & D	N/A	N/A
Y1 Q4 (July 1-September 30 th 2012)	In process: narrowing down field of study	Next meeting for Agriculture and Natural Resources with employers is scheduled for November	N/A	N/A
Y2 Q1 (October 1 st -December 31 st 2012))	In process: narrowing down program focus.	V-tel conference with OSU has brought the college closer to narrowing down the specific program area to maximize student time at TBCC possibly preparing them for/taking courses with OSU, i.e., share the program in some way.	Refining spreadsheet for data collection to make more user friendly. There were products developed by the career pathways specialist which can also be used for CASE.	No. I will request those from the career pathways specialist with a caveat that they were developed for that grant.

Reporting Quarter	<p>for Leveraged Funds/ Resources: Tell us about Leveraged Funds/ Resources acquired/utilized this quarter. (DOL expects colleges to leverage the knowledge and resources of organizations, public and private, that have the expertise and experience to develop, support, expand and sustain funded CASE strategies. Colleges are asked to report leveraged resources as part of the quarterly narrative, briefly identifying the sources and activities. It is not necessary or required to track leveraged dollars.) Examples: Lane’s student competition to create a log for CASE, a school offers to have a staff person offer expertise to the CASE project, but not funding them with CASE dollars: ↓</p>	<p>How many CASE participants completed and achieved one level of certification (at least Bronze) on the NCRC? 3: (estimate as WorkSource system is down)</p>	<p>Please describe any staffing changes ↓</p>
<p>Y1 Q3 (April 1-June 30th 2012)</p>	<ol style="list-style-type: none"> 1. TBCC IT staff: Order and set up laptop with TBCC network, establish Jenzabar account for coach 2. Worksource staff: Input into TBCC’s career development plan, referring clients, explaining worksource procedures and services, providing support services including NCRC, Trade Act 3. Faculty: Giving time for CASE classroom presentations 4. Local Employers: Participants in program development for Agriculture and Natural Resources program; sending ideas and information over email, giving time to interview with career coach regarding program development, labor market, skill sets, etc. 5. Coordinator of Institutional Research 	<p>NA</p>	<p>Support from Career Pathways Specialist, academic advisor, and financial aid officer.</p>

	<p>prepared Tillamook County demographic information for CASE Career Development Plan for TBCC</p> <ol style="list-style-type: none"> 5. Office Specialist for third party billing helped with information to connect coach with current TA and VA students 6. President Emeritus: Use of personal office for client interviews and meetings 7. OSU Extended Campus staff: input into program models for Agriculture and Natural Resources during R&D phase; assisted with presentation to Ag/NR consortium at May meeting 8. Student services staff available to assist with Jenzabar use for student and class data 9. Office specialist support with setting up meetings, RSVPs and getting refreshments 		
<p>Y1 Q4 (July 1-September 30th 2012)</p>	<ol style="list-style-type: none"> 1. Worksource staff: Providing support services including NCRC, Trade Act; actively participating in development of virtual career center 2. Increased faculty involvement including referrals to the career coach 3. Office area has been re-configured for Career Coach and Career Pathways Specialist so that both staff members have shared work space and two conference rooms available to work with individual participants. 4. Academic advisor is providing input and 	<p>NA</p>	<p>Addition of Career Pathways Specialist.</p>

	support for virtual career center.		
Y1 Q4 (July 1-September 30th 2012)	Employer activities resuming in Fall term 2012.	NA	
Y2 Q1 (October 1st-December 31st 2012)	<ol style="list-style-type: none"> 1. Support from IT staff to assist with brochures. This was initially done for career pathways, however, the materials are now being shared. 2. Career Pathways Specialist: Works in tandem with Career Coach to visit classrooms, share ideas, combine resources, and to provide support for each other's work with students. 3. Noted increase in faculty interest and involvement. 4. Continued articulation of efforts with student services. Referrals from student services have increased. 5. Continued communication with OED and TAAACT staff. 6. Continued work with IR to obtain relevant data for the grant. 7. Input from TBCC's Regional Coordinator for Career Technical Education regarding use of Perkins funds for the Ag/Natural Res program under development. 	NA	NA

Tillamook Bay Community College Employer Engagement Quarterly Report

Employer Engagement Numbers for Y2Q1 only:		
Number of new employers that were approached/educated about CASE: None to my knowledge	Number of participants who were engaged in employer-based learning: 4	Number of Participants who were hired directly from their employer-based learning: 0-still in program of study
Number of new employers who agreed to be involved with CASE at your institution: None to my knowledge	2	Number of direct hires by employer partners: 1

Please respond to the following questions:

1-Have you had contact in this quarter with employer in your region who signed the CASE Employer Commitment letters? (y/n). If yes, please list employer and describe contact.

Ed Wortman, Chief of Police, Rockaway Beach: Spoke to his students and sat in on class

2-Have you had Employer Advisory Committee or consultation meetings to develop certificate program with employers this quarter? (y/n) If yes, please list employers, date, and certificate program.

Yes. November 13th. This was for discussion about curriculum. Troy Downing, OSU Extension Office; Carol Leuthold, Owner Leuthold Dairy Farm; Emily Fife, US Department of Agriculture; Max Sherman, Agriculture faculty at Tillamook HS; Claudia Wren, Tillamook Estuaries Partnership; John Casteel, Oregon Dept of Fish and Wildlife; Paul Carlson, Business owner and Nestucca Valley Community Alliance; OUS team: Paul Doescher, Stella Coakley, Dan Smith, Brett Jeter; TBCC team: Connie Green, Lori Gates, and Tami Shild, representing k-12 and Perkins

3-Did any new employers become involved this quarter? If yes, please list name of new employers.

No

4- Were any work-based learning experiences for students provided by employers this quarter? (y/n). If yes, please describe in detail in the appropriate activity below under "Progress this quarter".

Yes. Two participants are participating "ride-alongs" with the Rockaway Police Department. This will count toward their experience requirement.

5-Were there any direct hired of participant completers by employer partners during the quarter? (y/n). If yes, please describe.

No

6-Please share success stories from this quarter with employer engagement:

Employers are very interested in building a bank of work-based learning opportunities for students. Work and employer contact for this purpose started.

7- Please share challenges/lessons learned this quarter with employer engagement:

Some employers are challenged at this time to provide work-based learning experiences, particularly job shadows for a few reasons including: economic issues impacting the amount of time employees can actually devote to working with student without impacting deadlines and production requirements; safety in some manufacturing and technical environments; one company is in the midst of organizational change; reduction in force; reduction in funding for learning related replacements which impacts the number of individuals that they can take on.

8-Please share your questions about employer engagement and requests for training/technical assistance: None at this time

Instructions for completing the next section of the Employer Engagement Quarterly Report:

EMPLOYERS. Please include specific progress toward outcomes this quarter each of the employers involved. Please provide specific names of employers participating in each strategy/activity below. Provide detailed description about employer communication and participation. Employer names will not be included in DOL report; the college's quarterly report serves as documentation for employer-related outcomes.

The following were and continue to be involved in the **Agricultural/Natural Resources consortium** have and continued to participate in program development: Many have also contributed individually through phone conversations, emails, and interviews/information exchanges.

- Mark Wurstenburg – Tillamook County Creamery Association
- Karl Zweifel – Farm Bureau
- Steve Small – Bureau of Land Management
- Jim Quiring – Tillamook Forest Center
- Chris Friend – Tillamook Forest Center
- Dan Goody – Oregon Department of Forestry
- Rick Klumph – Oregon Department of Fish and Wildlife

- Britt Madison – Stimson Lumber
- Jon Wehage – Stimson Lumber
- York Johnson – Department of Environmental Quality
- Emily Fife – US Department of Agriculture
- Denise Lofman – Tillamook Bay Watershed Council
- Lisa Phipps – Tillamook Estuaries Partnership
- Claudine Rehn – Tillamook Estuaries Partnership
- Carol Leuthold – Leuthold Dairy Farm
- Rick Kneeland – Bureau of Land Management
- David McCall – Solid Waste Program Manager, Tillamook County

Education partners:

- Clair Thomas – Tillamook Natural Resources Program
- Beth Gienger – Neah-kah-nie HS Marine Science Curriculum
- Ron Smith – Nestucca HS Ag
- Troy Downing – OSU Extension Service
- Paul Doescher – OSU Forest Ecosystems & Society Dept
- Jim Reeb – North Coast Forestry Program/OSU Extension
- Phillip Russell – Tillamook HS Ag Department
- Bruce Rhodes – Tillamook HS Grant Writer
- Heidi Buckmaster – Neah-kah-nie High School Principal

Citizens: with Agriculture and Natural Resources background

- Craig Anderson – Community Member
- Sam Martin – Community Member
- Paul Carlson – Nestucca Valley Community Alliance

Industrial Maintenance Consortium includes:

- Stimson Lumber- Tammi Wheeler, Chris Stirk
- Hampton Lumber- Mark Elston, Mark Farrier
- TCCA (Tillamook Creamery)-Peter Vultaggio, Dave Damiano, Jack Mulder
- Northwest Hardwoods – Roby Lane

WORK-BASED LEARNING EXPERIENCES. For this grant a range of work-based learning opportunities---from less intensive to more intensive experiences---are provided by employers for CASE participants. Work-based opportunities for this grant include: cooperative work experience, internships, industry tours, mentorships, job shadows, or employer class presentations (listed here from most intensive to least intensive). Employers involved for the duration of Year 1 include TCCA (Tillamook Creamery representing various occupations), Fred Meyer, Tillamook Chamber, OSU, Tillamook Lumber, The Dalles Dam, Biglow Wind Farm, MTC works, Micron Technologies.

Y2Q1: Employers involved for Y2Q1: S. Fork Prison Camp, Tillamook Chamber & SBDC, Tillamook County DA Office, BATF, Oregon Youth Authority, Oregon Department of Human Services, Tillamook Dispatch, Tillamook Emergency Management, Dr. Malsbury, dentist; Tillamook Family Counseling

REPORTING OUTCOME NUMBERS. Students may participate in more than one work-based learning experience. Employers may be involved in more than one work-based learning opportunities or other activity. Given this, numbers reported each quarter may be duplicated counts. (i.e. 3 employers involved in provided internships, 10 students participated in internship; 5 employers offered industry tours; 28 students participated in industry tours.). Please report progress on all strategies/activities in plan. If no work complete on an activity or strategy this quarter, please indicate "no activity this quarter." None

For Year 1: Presentations: 127 students; Tours: 37

For Year 1: Employers: 9 Presentations and 3 Tours

For Y2Q1: Employer Presentations: 11; 134 students for presentations; and 1 Tour with 9 students; Total of 10 employers involved

GOAL: Increase employer engagement for CASE participants through:

- increasing work-based opportunities for students such as internships, cooperative work experience, and industry tours;
- increasing opportunities to leverage Career Pathway grant and local workforce partner employer engagement activities;
- increasing employer hiring of students completing certificates and degrees
- increasing employer and industry/business association awareness about and involvement in Career Pathways;
- leveraging relationships with employers on Employer Advisory Committees and other programs collegewide, WorkSource partners employer connections, and employer engagement strategy funded through Career Pathway grant 2011-2013.

Strategy #1 Engage local industry and business partners in implementing the CASE project

Activities	Timeline	Staff Assigned	Deliverables	Outcome	Progress accomplished this quarter
<p>Identify and convene local business and industry partners in Industrial Maintenance Technology, Business Administration, Health and Safety, and Agriculture and Natural Resources.</p> <p>Increase the number of job shadows, industry tours, and internship opportunities in the above mentioned areas.</p>	<p>Ongoing; minimum once per quarter for each consortium.</p> <p>Ongoing and through the duration of the grant.</p>	<p>Connie Green, Lori Gates, Amy Alday-Murray</p> <p>Connie Green, Lori Gates, Amy Alday-Murray</p>	<p>Establish consortia for (1) Business Administration, (2) Health and Safety, and (3) Agriculture and Natural Resources based on the Industrial Maintenance Technology model.</p> <p>Employers in consortia will include those who signed the CASE Employer Commitment Letter and others.</p> <p>Generate list of participant opportunities and outreach strategies for each employer available to individuals prior to and during their course of study.</p>	<p>Signed agreements for (1) Business Administration, (2) Health and Safety, and (3) Agriculture and Natural Resources.</p> <p>Implement outreach strategies and match up individuals with employer opportunities including job shadows or internships (minimum three per year per area) and industry tours (minimum two per term per area). This will involve at least 9 employers and 190 students per year in the three existing program areas (Business, Industrial Technology, and Health/Safety).</p> <p>Employers who signed on to the CASE grant include: 1)</p>	<p>None during summer term/ More is coming in Y2Q1.</p> <p>Y2Q1: The types of experiences included a tour of a state prison facility for CJA students and 10 classroom presentations.</p> <p>Y2 Q1:Industrial Maintenance and Agriculture/Natural Resources. Business and Health and Safety to be addressed in Year 2.</p> <p>None this quarter. Please see above response for Year 1 total.</p> <p>List of opportunities will be generated during</p>

<p>Host an employer event for all instructional departments with career pathways certificates and communicate the purpose of opportunities made possible through career pathways. (addresses Goal 2 in CP grant)</p>	<p>May 2012</p>	<p>Connie Green, Lori Gates, Amy Alday-Murray, faculty</p>	<p>Increased level of community understanding regarding the role of career pathways in education and employment.</p>	<p>Mark Elston, Plant Manager, Hampton Affiliates/Tillamook Lumber. Mr. Elston is a founding and financial partner in the Industrial Maintenance Technology Consortium; 2) Edward Wortman,, Chief of Police, representing the City of Rockaway Beach Police Department. Chief Wortman serves on the Criminal Justice advisory committee and will be an anchor member of the Health and Safety Consortium.</p> <p>Increase the number of enrollees in career pathways for the areas of (1) Industrial Maintenance Technology, (2) Health and Safety, and (3) Business Administration by at least 3 per area.</p>	<p>Y2Q1.</p> <p>Y2Q1: The Career Coach is in the process of interviewing individual employers to develop a bank of opportunities.</p> <p>Career pathways concept has been shared in consortia meetings, with individual employers, and students.</p> <p>Y2Q1: Employer event will be addressed in Year 2 in coordination with the career pathways specialist.</p>
<p>Strategy #2 Develop comprehensive program including pathways in Agriculture/ Natural Resources</p>					
<p>Activities</p>	<p>Timeline</p>	<p>Staff Assigned</p>	<p>Deliverables</p>	<p>Outcome</p>	<p>Progress accomplished this quarter</p>

<p>Identify employer needs for occupational cluster based on employer projections, labor market data, and credentials necessary to enhance employability.</p>	<p>January 2012-September 2014</p>	<p>Lori Gates, Amy Alday-Murray.</p>	<p>Identify specific occupations within cluster needing structured credentials and focused training.</p> <p>State approved comprehensive degree, certificate, and pathways program in the area of Agricultural and Natural Resources.</p>	<p>Workgroup meetings of key stakeholders and partners (education, agencies, major employers, organizations/non-profits, agriculture, et al.) in county.</p> <p>Program approval by the State of Oregon, to potentially include an AAS, certificate(s), and/or career pathway certificate(s).</p>	<p>More to come in Y2Q4. This project spans the time frame of the grant. Anticipated that program focus will be identified more specifically in Y2Q1. Consortia meetings are still being held on a quarterly basis.</p> <p>Y2Q1: Virtual meeting with OSU to narrow down specific areas for curriculum development that will ...looking at joint model with OSU.</p>
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Strategy #3 Identify barriers to entry level employment for low-skilled workers.

Activities	Timeline	Staff Assigned	Deliverables	Outcome	Strategy 3 will be addressed in Year 2. Planned for Q2 and 3
<p>Work with human resources personnel to identify barriers to entry level employment for low-skilled workers through review of hiring practices and job descriptions.</p>	<p>September 2012</p>	<p>Lori Gates, Amy Alday-Murray</p>	<p>Identify hiring and educational support strategies aimed at increasing employment opportunities for low-skilled workers.</p>	<p>Development and publication of coordinated plan with employers, TBCC, OED, and the local WIB for services.</p>	