

ECOS Board Meeting
October 23, 2003
Center for Advanced Learning – 8:15 to 10:30 - Room 112
(Optional Tour of CAL following Meeting)

Meeting notes:

Participants: Gwen Nothwang, Fred Rau, Anne Peterson, Mike Peterson, Debbie Foote, Patti Swanson, Linnea Cordray, Sheri Luru, Malcolm Boswell, Joan Pasco

Old Business:

Minutes were approved as emailed

Resource sharing process – Joan reminded partners to complete the resource-sharing matrix so that she and Charlotte can design this tool for posting on the web page.

Discussion: Patti reported on the County School Aged Policy Framework RFP process: The county is seeking contractors to provide school-based and school-linked services in 6 geographic districts. East County has region 5 and 6. Current contractors for these services are FamilyWorks and Eastwind Center with sub-contracts to Human Solutions for energy and anti-poverty services. The process will be very competitive; funds were re-allocated from the family services centers to support six countywide contractors. These contractors will provide technical assistance to specific populations (African American, Hispanic and Asian) as well as drug and alcohol, gender specific services and services to sexual minority youth. This will structurally change the way services are provided. There are still many unknowns about how implementation will occur. Concerns include how persons with no connection to schools will be served; services to the schools that have not been chosen as SUN schools (only 46 out of 152 schools will have school based services); how disruption to schools can be minimized with a mid-year (January) implementation strategy; who and how services to youth 12-17 will be provided – (there are no resources for teens in this budget – other than teen health clinics); safety issues for schools if the public is using their buildings and services are being provided on school premises. The contracts will be for 4.5 years. 12 contracts will be awarded: One in each of the 6 regions; and 6 additional countywide providers. There is no strategy as to how these 6 will be able to integrate services within the regional service centers and schools throughout the entire county.

Action: Implications for disruption of services – how can ECOS help? Is there a way our partners can provide support or a safety net as this transition occurs?

New Business:

Board Meeting dates: Joan will poll the board about meeting day preferences and will send out a notice for the next meeting dates and locations. Recommendation: due to the holiday months, skip the November board meeting and hold a meeting in mid-December. The Finance and Management team will meet as scheduled on November 20th.

Discussion: Annual meeting in January – new co-chair is needed (public sector person)

Action: Maren, Gwen and Joan will meet and come back to the board with ideas and suggestions about how to structure our annual meeting and recommendations for a new co-chair person.

Monthly reports:

Financial report – approved as presented: The following invoices were approved: Joan Pasco – project management for the International Marketplace - \$1837.50, \$135 – TAC for Mike Peterson to attend a grant writing conference, \$70 – color my web – web site services, Joan Pasco – Project Management: Dubois training - \$562.50

WIA - State and regional reports – discussion on State Workforce Training funds and how these will impact current services to clients. It appears that the majority of these funds will now be directed to incumbent worker training and awarded directly to employers for on-the-job training. Malcolm Boswell described the process of selecting and organizing Workforce Regional Response Teams. They should all be in place by January and will guide the process for disbursement of funds at the local level. Priority will be given to employer and current worker needs. There were many questions about the implication of this strategy on delivery of services to the unemployed and emerging workforce.

(note: Joan will try to get a person from the Governor's Office to attend our December board meeting to discuss his workforce strategy with the ECOS board)

Workforce Connections - East County Designated One Stop Resource Center: Gwen Nothwang reported that DWP funds are stretched very thin, performance requirements have been increased, staffing levels are uncertain, Gwen has retired and we do not know who they will be sending to the ECOS board meetings in the future.

Employment Department – Linnea Cordray: Claims are leveling off – mainly because peoples benefits have expired, not because people are moving into employment. Viking Industries will be laying off 168 persons and a local mining company is laying off 28. Maureen Dooney has been selected to manage the metro area UI Hub and will be leaving the Gresham office, The I-Match data project is being piloted. Partners will have limited access to system data – if they are co-located in an employment office.

Project Reports – Current – Joan Pasco, lead project manager:

Rockwood International Marketplace: New funds (\$50,000) have been awarded from OECCDD – a funding matrix was handed out that explains how project activities are divided between funding sources. \$12,000 of this grant will be used to contract for vendor recruitment, Joan developed and handed out a RFP for this contractor. Summer schedule – There will be five weekend markets in 2004 – the third weekend of each month. The marketplace planning team meets the first Wednesday of each month at 3 PM – Springwater Trail Room at Gresham City Hall.

DuBois Spa and Salon training – project is on track. The second series of trainings begins on November 4th. There will be a total of 4 six-week training sessions conducted. ECOS provides evaluation and fiscal management for this project. The grant was awarded to DuBois Spa and Salon and is an incumbent worker-training project funded by OCCWD.

Bi-lingual Job Coach Institute: All instructors from 2003 will return; dates will be the same as last year – Menucha retreat in Mid-March, classes each Wednesday and Saturday in April and May. Marketing and planning strategies are underway.

Re-entry Planning Team – Joan will be attending the final meeting of the National Re-entry Council is November 17-18 in DC; the team continues to support CCC employment strategies; this will be a good project fit for the next round of RIB funding

Project Reports – Pending – areas of exploration

Technology Enhanced Experiential Learning – joint project with CAL - see attached overview

Mike Peterson – lead project manager

Fred Rau, Bill Lesh and Karylenn Echols – project team

Meeting regularly – submitting request for funding in November

Youth, Family, Crime Prevention, Weed and Seed, Etc. Seeking new sources of grant funding for these areas

Patti Swanson – lead project manager

Health Care – Home care focus - seeking funds to continue the East County Health Care Forum – career clusters, training, insurance industry approach – long term health care insurance for home based services, capacity issues for increasing emergency room services due to loss of/lack of health insurance

Marian George – lead project manager

Home Based Business strategies

Ruthanne Cox Carothers – lead project manager

Jesse Kappel – project team

Employer Outreach Strategy – TANF and others needing on-site applied learning Grants and funding opportunities to serve the disabled populations

Jesse Kappel – Lead project manager

Grants and funding opportunities to expand ESL training – other cultural areas

Gwen Nothwang – Lead project manager

Next meeting: Wednesday, December 17, 2003 – Center for Advanced Learning

East County One Stop Career System, in partnership with the Center For Advanced Learning - Technology-Enhanced Experiential Learning (TEEL)

As markets specialize and businesses become more competitive, employers increasingly seek a more competent and well-educated workforce. The ideal worker has an adequate base of knowledge and preferably some real-time experience in a chosen field of work.

At the same time, access to higher education opportunities in the state of Oregon are becoming limited, and high schools face tough challenges in providing the capacity to serve tens of thousands of students statewide each year who would benefit from direct experience in site-based career learning programs. The logistics of time, transportation, and expenses make meaningful participation at a remote industry location nearly impossible during the typical school day.

It is clear that new approaches are needed to provide high level training opportunities at the high school level that are efficient, safe, and effective.

Educators, economic development policymakers, and representatives of local businesses have come together in East Multnomah County to develop a system of real worksite experiences for high school students. The Technology-Enhanced Experiential Learning (TEEL) pilot project will use information technology to provide students with real-life learning, without most of the associated issues of travel time, workplace safety, etc. As part of the TEEL program, students will 'telecommute' via an online system linked to a vast array of large and small employers regardless of proximity to the high school. Students will gain meaningful context for learning so that they understand why they are learning, how that learning is applied, and have the opportunity to meet people working in the field of study.

The east Multnomah County region (82nd Street to Bonneville) is home to approximately 220,000 people (*2000 Census*) served by seven school districts. Educators estimate that approximately 2,000 students in this area will need worksite experiences each year to make their education relevant to the needs of the business community. Approximately 350 area businesses have been identified that are willing and able to provide on-site learning, a capacity estimated to serve only 900 area students. TEEL will meet the challenge of serving the additional 1,100 students, and be expanded and replicated to meet the needs of high schools and adult vocational training programs throughout Oregon.

Operating Premise:

The TEEL program will enable local businesses to partner with educational institutions using information technology to maximize the effectiveness of existing resources. A multi-disciplinary team of business, education, and community leaders will craft an implementation strategy to combine individual and classroom learning in an online environment.

The TEEL curriculum's career-related learning standards have been reviewed by over 350 business and industry representatives from multiple sectors, as well as Oregon State Departments of Employment, Economic Development, and Education.

Using two key strategies, TEEL will demonstrate how these curriculum standards can be met with limited resources. The first strategy is to maximize learning time by significantly reducing travel to offsite locations, thereby greatly increasing the number of hours students spend in the learning environment, and increasing the numbers of students who can be served by connection with any single worksite.

The second key strategy will demonstrate how worksite learning time can be used most effectively by combining with other learning strategies, such as teacher-led classroom learning and self-directed online learning.

All processes and outcomes will be documented and evaluated as an integral part of managing the project, and specific goals and objectives will be stated so that clear guidelines will emerge for other schools and institutions wanting to replicate the model.

The project will advance in two distinct phases.

Phase I: Development will concentrate on the development of project specific information technology, tailoring of appropriate curricula, and honing partnerships with identified business partners. Design teams will oversee this work and will be comprised of multiple project stakeholders working under the guidance of the Project Director. High school students from the Center for Advanced Learning will be involved as appropriate, including as producers of video vignettes to provide other students with introductory information about the participating businesses.

Phase II: Implementation will involve high school students in learning activities using a combination of three formats: classroom learning led by teachers serving on the project design teams, self directed learning via the project's website and related industry links, and very focused worksite learning opportunities to spend supervised time at the participating business setting, as a way to meet the people and gain understanding of how subjects learned are applied in the workplace.

A formative evaluation process will be integral to Phase II. All aspects of implementation will be closely monitored, including the information technology infrastructure, curriculum objectives, and the structure and nature of partner collaboration. Ongoing and frequent communication about issues and successes will include students, staff, and design team members.

A summative project evaluation will assess outcomes on stated objectives, and a web-based design and implementation guide will be created to use as a tool for disseminating results of the experience. These results will be made available to other professionals who may desire to replicate the program in other high school and adult learning venues.