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AGENDA COVER MEMORANDUM

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AGENDA DATE: June 8, 2005

TO: LANE COUNTY BOARD OF COMMISSIONERS

FROM: Economic Development Standing Committee

PRESENTED BY: Peter Thurston, Community and Economic Development Coordinator

AGENDA ITEM: DISCUSSION/IN THE MATTER OF THE STATUS OF LANE BUSINESS EDUCATION COMPACT SERVICES TO LANE COUNTY YOUTH

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I. MOTION -- This is a discussion item.

II. ISSUE OR PROBLEM

Has the Lane Business Education Compact completed its obligations to Lane County, as described in contract economic development contracts? Is there any action Lane County needs to take in this matter? What is the relationship between the Compact Economic Development funding in 2002 and 2003 and the Transient Room Tax application for Florence area youth tourism projects?

III. DISCUSSION

- A. Background. In 2002 Lane County initiated an economic development grant program and issued a request for proposals. Lane Business Education Compact responded to the RFP and ranked sixth out of ten funded projects, and received a grant award of \$119,875. Attachment A is a list of all Lane County grant awards for economic development projects over the past three fiscal years. Attachment B is the project summary for the project awarded in 2002 to the Compact. Attachment C are the outputs proposed in the 2002 application. Attachment D is the final report submitted by the Compact at the end of their one-year contract and Attachment E is a staff summary of these results.

Recent accounts of the Lane Business Education Compact, referred to herein as the Compact, point to difficult decisions to lay off staff and end most, if not all Compact services, over the past few months, due to lack of funding. Attempts to contact the Compact at listed numbers have not resulted in a response. The Compact still has an operating and updated web site. The Compact applied in the recent RFP for Lane County Transient Room Tax Special Projects funding to continue projects in the Florence area. This funding was to be part of funding to continue Compact youth programs. The Special Projects application was not recommended for funding.

In 2003 the Compact applied again for funding from the economic development strategic fund, this time to undertake the Students At Work (SAW) project. The application was for \$131,627. The Economic Development Standing Committee rated and ranked the 2003 projects as shown on Attachment F. The Compact application ranked fourth out of ten proposals and it received

82.5 points out of 120 total points available. Eighty-four (84) points is listed in the RFP as the minimum required to receive funding consideration. At the Board of Commissioners meeting where awards were considered, Commissioner Lininger presented the case that this was a needed project for youth in rural communities. There was considerable input and support from community members at the meeting. The Board of Commissioners discussed the pros and cons and voted to award the Compact project at \$120,143, the amount remaining in the projects line item. The following attachments show: G – Project Summary from the original application, H – The outputs and outcomes listed in the application, I – The final Compact report for this second grant, and J – a staff summary of the results.

When the Compact submitted its final invoice with this report in August 2004, it did not bill for the full amount payable under the contract. The balance in the contract is \$1,643. This remains the contract balance.

- B. Analysis. The Lane Business Education Compact is a non-profit organization serving youth in rural communities across the county. The Compact enjoyed a broad base of community support when it was initiated. Supporting organizations include school districts, Lane Education Service District, Peace Health, CVALCO, and local businesses. In 2002 and 2003 Lane County funded economic development grants to the Compact for the business development activities linking students to local businesses, providing training and improved opportunities for youth employment. The Compact did not apply for economic development funding from Lane County in 2004. Other applications were apparently made in 2004 to continue programs, however they were not funded, as was the case with the tourism-related transient room tax special project proposal.

One project that is a spin off of the Compact program was funded in the 2004-05 economic development funding cycle. The Eagles Pride project presented by the McKenzie River Chamber of Commerce was funded to continue the concepts of youth working with sponsoring local businesses and the local school district to create job opportunities and provide hands on experience. This project appears to be a success by focusing its business/education facilitation on a specific area of work – growing of plants and landscaping. This is consistent with the Compact model, and it seems to have worked in the McKenzie Eagles project. Another Compact program that was conducted in the Cottage Grove area provided culinary work experience. This culinrty program was transferred to the Lane Education Service District.

The Compact projects in both years had a great deal of support in the communities. They accomplished more in some areas and less in other parts of their work plan. Over all , the program appears to have met its intent to provide innovative ways for education and business to work together in rural areas of the county and provide real job experience and employment for high school age youth.

The contract with Lane Business Education Compact provides for recovery of financial assistance paid to the contractor under a variety of circumstances of fraud, lack of funding and misrepresentations that do not apply in this case. There also is provision to recover financial assistance paid that “does not result in the delivery of a service in accordance with the terms and conditions” of the agreement.

The Economic Development Standing Committee (EDSC) considered this draft memorandum and discussed the facts that are known about the current status of the Compact. It appears that the Compact board of directors is taking steps to pay the Compact debts and either restructure

the organization or allow it to end in good order. The EDSC took an action after the discussion of the Compact's proposals, awards, and results and recommended that option number 1, below, is the direction that would be most beneficial to Lane County regarding this matter.

C. Alternatives/Options. This is an information item for Board discussion.

The Board may:

- 1) Determine to let the Compact board of directors follow their obligations as a non-profit board, and take no further action, or
- 2) Request more information from the Compact board of directors regarding specific issues in delivery of services, or
- 3) Give direction to staff to gather information to recover certain grant funds that may not have been appropriately utilized in accordance with the grant contract(s).

D. Recommendations.

Number 1 or 2 is recommended. Legal counsel's advice will be needed if option 3 is the board's direction.

E. Timing.

IV. **IMPLEMENTATION/FOLLOW-UP** Upon direction of the board, steps will be taken to follow up in this matter.

#### ATTACHMENTS

- A – List of economic development awards
- B – 2002 Compact project summary, from application
- C – 2002 Compact Outputs, from application
- D – Final reporting form for results, September 2003
- E – Staff summary of results of 2002 project
- F – Request for Proposals rating and ranking for 2003 project proposals
- G – 2003 Compact project summary, from application
- H – 2003 Compact outputs and outcomes, from original proposal
- I – Final Compact report on 2003 grant, August 2004
- J - Staff summary of results of 2003 project

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**Economic Development Awards in 2002, 2003, and 2004**

Total Awarded: \$1,759,698

<b>Contractor/Project Title</b>	<b>Award</b>	<b>Description of Goal</b>
Cascade Foothills Library	\$40,000	Workforce Dev/Library Expansion
Eugene Area Chamber of Commerce - CONTACT	\$20,000	Business Retention/Expansion
Fiber South Consortium	\$135,000	Construct broadband connection – Eugene to Oakridge
Lane Business Education Compact	\$119,875	Rural work-based student business/learning experience
Lane Council of Governments	\$168,106	Increase industrial site locations
Lane Metro Partnership	\$170,000	Promote business location/expansion
Lane Workforce Partnership	\$127,824	Family wage jobs in health care
OUR CU – Lane MicroBusiness	\$70,388	Tech assist for small business develop
OUR CU – LifeLine Program	\$50,000	Financial services for low income residents
Springfield Renaissance Community Theater renovation	\$25,360	Performing arts center community development project
University of OR business incubator	\$60,000	Support local entrepreneurship and job creation
Lane Business Education Compact	120,143	Student-based business development with schools/ business support
Eugene Area Chamber of Commerce CONTACT	\$39,000	Support business retention, expansion, growth
Lane Council of Governments – Building Job Readiness	\$91,297	Support targeted business growth and creation of family-wage jobs
Lane Workforce Partnership – Health Career pathways	\$86,605	Job creation/retention in the health care industry
Eugene Area Chamber of Commerce – CONTACT	\$30,600	Assist creation and retention of family wage jobs by existing businesses
McKenzie River Chamber of Commerce – Eagles Pride	\$15,500	Jobs skills and business experience for youth in nursery/landscape business
Lane MicroBusiness – Entrepreneurial Training	\$60,000	Assist entrepreneurial small business start ups and business development
Molecular Probes	\$150,000	Employment expansion and training
BRING Recycling	\$100,000	Job creation and recycling business dev.
Lane County Electronic Permits	\$80,000	Purchase equipment to expedite permits

## SECTION 2—PROJECT SUMMARY

The Lane Business Education Compact's **Rural Partnership Program** will forge partnerships between businesses and schools to provide work-based learning experiences to rural students. These partnerships will become an infrastructure for long-term growth and sustainability of the program that will strengthen the capacity of the Compact to provide students with work-based learning that prepares them to be effective employees.

**Lane County Strategic Plan Goals.** The project will have the long-term outcome of increasing family wage employment in rural areas by providing students with skills that will ensure their future success in family wage jobs. It will contribute to appropriate community development by building the skills of the local workforce.

**Nature of the business/industry:** Businesses with the highest growth potential in rural Lane County, including hospitality, tourism, high technology, retail, health care, manufacturing and social services (Region 5 and Oregon Occupational Projections for 2010).

**Geographic Area:** Rural Lane County: (1) Florence (including Mapleton and Triangle Lake), (2) Cottage Grove- Creswell), (3) Mackenzie-Marcola, (4) Junction City (including Crow and Fern Ridge), and (5) Oakridge (including Lowell and Pleasant Hill).

**Target Population:** Business people and high school students in rural Lane County.

**Category of Economic Development:** Organizational Capacity Development.

### Brief Timeline and Specific Activities:

By 9/30/02	Hire all staff
By 11/15/02	Develop contracts and incentive wage agreements.
By 11/30/02	Identify chief mentor as contact person in each business.
By 12/30/02	Train business mentors.
By 12/30/02	Re-design the Compact's Work Readiness Curriculum.
By 1/15/03	Provide first work-based learning to students through the new partnerships.
By 2/1/03	Build fully functional Website, database and Web-based training program.
By 4/1/03	Place participating students in cooperating businesses.

**High Level Outcomes:** 1) Improved employment dispersion—more Oregonians employed in rural areas; 2) Higher per capita income and higher payroll; 3) Higher average annual wage in Lane County; 4) Reduced dropout rates; 5) Reduced welfare roles in rural areas

**Project Partners:** Lane Business Education Compact, Rural Chambers of Commerce, Lane County Human Resources Management Association, the Eugene/Springfield Metropolitan Partnership, and the Lane Education Service District

**Project Need and Performance Targets:** The project will fill the need for an infrastructure that will build ongoing school-business partnerships in rural areas. It addresses problems of high unemployment, high dropout rates, low wage jobs, and low income in rural areas. The performance targets (see Section 5) are reasonable given that currently the partnerships in the rural communities are relatively undeveloped; more than 50% of Lane County employers are dissatisfied with the skills of current job applicants (Source: Oregon Employment Department 2002 Regional Economic Profile for Region 5); and the Oregon Department of Education has mandated student achievement of career related learning standards. The number of business contacts is based on an average of 20 businesses in a community the size of Oakridge. Accomplishment of the performance targets will give the communities an advantage in business recruitment and improve rural economic well-being by creating a local workforce that is ready to embark on the path to a family wage job.

**Lane County Economic Development Standing Committee  
Project Performance Measures and Targets**

**Section 5**

What are your proposed outputs and outcomes that will be used to measure success in meeting or exceeding the goal to create or retain jobs? Please see Attachment B for description of sample outputs and outcomes, and Attachment C for suggestions on creating performance measures for your proposed program. Which Oregon Benchmark (Attachment C) does the output or outcome related to? What is the project target for each output or outcome and when will results be reported?

Outputs (amount or frequency of project activity)	Oregon Benchmark	Project Targets	Reporting Timeframe
Develop school-business partnerships with businesses with high-growth potential in rural communities	#1, #11, #15, #22	25 per staff person = 125	November 2002
Incentive wage increase agreements for successful completion of standards	#1, #11, #15, #22	45	November 2002
Identify businesses for tracking performance of employees with standards training	#1, #11, #15, #22	45	November 2002
Convene industry focus groups to discuss and establish work experience opportunities	#1, #11, #15, #22	15	February 2003
Partner business mentor training	#1, #11, #15, #22	1 per business partner = 125	December 2002
Develop workplace skills training manual	#1, #11, #15, #22	4 per business partner + 1 per school = 513	January 2003
Develop web database and training program	#1, #11, #15, #22	100 hits per month	February 2003

Whenever possible list outcomes that will result from the project, even if these outcomes are measured after the proposed project contract term. The logic model in Attachment C further explains how to describe outputs and outcomes.

EVALUATION FORM

Recipient: LANE BUSINESS EDUCATION COMPACT  
 Reporting Period: Final Report Sept 2003

Major Work Item / Budget Items	Outputs to be Measured (OP-Output)	How Measured	Due Date	Planned Results	Actual Results
1. 2.5 FTE Rural Partnership Developers & benefits (\$78,125)	OP 21.1 - Develop school business partnerships with businesses with high-growth potential in rural communities	25 per staff person = 125	November 2002	125 Partnership Contacts	250 Partnership Contacts
	OP 21.2 - Incentive wage increase agreements for successful completion of standards	45	November 2002	45 agreements	0 agreements
	OP 21.3 - Identify businesses for tracking performance of employees with standard training	45	November 2002	45 businesses identified	50 businesses identified through partnerships
					<p>+125 This particular component of the grant was very easily accomplished. With the placement of individual staff in our rural county clusters, the response to what our organization is trying to accomplish as well as the need school districts and students have was enormous. Employers are seeking trained employees and catching them early with skill development and internship opportunities hits a nerve with Lane County businesses. The support has been tremendous and we look forward to forging many more partnerships.</p> <p>(45) The process of establishing wage-incentive agreements is difficult and long. This piece will take a couple more years as employers grapple with how to evaluate performance based on career-related learning. HR Directors recommended that the LBEC begin with a survey, which is in process.</p> <p>+5 While businesses agreed to participate in the program and begin tracking information, the objective of getting all employers to participate has not been met. The "how" and "what" is still being fleshed out. Student interns are evaluated, but tracking graduating students and new hires is more difficult. We will continue to track this data and report to the County.</p>

Attachment D

<p>OP 21.4 - Convene industry focus groups to discuss and establish work experience opportunities</p>	<p>15</p>	<p>February 2003</p>	<p>15 industry focus groups</p>	<p>5 industries (15 businesses)</p>	<p>-10 It is difficult to bring together business at several meetings given schedules and frankly, the state of the economy right now. We found that producing an online Forum, referred to as C.O.P.S.S. This forum is extremely successful in the McKenzie Valley and has been rolled-out to all of Lane County through our website. Marketing of the Forum will be accomplished through several media to encourage business participation. YOUTH will also have access to a Forum to discuss issues with businesses in relation to work-based learning experiences. We will still strive to conduct in-person focus groups this next year.</p>	
<p>OP 21.5 - Partner business mentor training</p>	<p>1 per business partner = 125</p>	<p>December 2002</p>	<p>125 Trainings</p>	<p>150 Trainings</p>	<p>+25 Through the partnership developers, an informal one-on-one training has been conducted with each individual business. <del>Formal training has not been accomplished due to scheduling conflicts and time restrictions for business, especially small businesses.</del> To alleviate this, the LBEC has designed and written a Business Mentor Survival Guide that will be mass-distributed as well as available on the website. It is a short handbook with valuable information and resources. A Mentor Workshop will be available for those who have the time and would like to sign up.</p>	
<p>OP 21.6 - Develop workplace skills training manual</p>	<p>1 per business partner + 1 per school = 513</p>	<p>January 2003</p>	<p>513 manuals</p>	<p>Unlimited copies through website access and PDF printable format.</p>	<p>With additional help from the Lane Education Service District, we were able to reconfigure the Workplace skills curriculum into a manual form for Teachers, Business and Students. Access for the Teachers and Students is available on the website as well as in hard copy through a printable PDF and Word document. The Business manual will also be available on the website after further research is complete on form and design to best fit business needs.</p>	



<p>OC 21.1 - Partnerships created between local business, schools, and the Compact</p>	<p>60/first year</p>	<p>June 2003</p>	<p>60 first year</p>	<p>150 first year</p>	<p>+90 The response to the program we were establishing in the rural communities was huge from the local businesses. We discovered a real desire to work with you in our communities...at the very least a willingness to discuss options with our organization. The placement of the rural partners was key to the success and the school districts are looking to us to provide needed services as their budgets are severely cut. The rural partner developers will be contracting with schools to provide work-based learning opportunities for WIA youth. The base that was established will help to place more students more quickly.</p>	<p>3 new jobs created</p>
<p>OC 21.2 - Signed incentive wage agreements</p>	<p>50/3 years</p>	<p>June 2003, June 2004, June 2005</p>	<p>50/3 years</p>	<p>0 first year</p>	<p>We fully expect to have signed incentive-wage agreements at the end of three years. The process has begun with a survey to HR executives in the area to determine what skills the youth must possess in order to have an increase in wage upon completion of their diploma. At the very least, we will have good data to share with education on what kinds of attributes garner a higher wage for entry level positions</p>	
<p>OC 21.3 - Job performance tracked for participants hired in local businesses</p>	<p>75/3 years</p>	<p>June 2003, June 2004, June 2005</p>	<p>75/3 years</p>	<p>0 complete/50 agreements</p>	<p>While we have not completed any performance tracking for new student hires, we do have 50 businesses that have agreed to participate in the preparation of a survey and forms for tracking purposes. Being on the LCHRA Board will help in establishing benchmarks and guidelines for the tracking. The bigger issue is tracking youth when they leave school. For those students who were placed in internships this past year, we do have tracking and evaluations on their performance. With the student-based business project, we will have at minimum 25 performance trackings each year. We will continue to report on this piece of the grant.</p>	

<p>OC 21.4 - Business representatives trained and acting as student mentors and/or employee trainers</p>	<p>60/first year</p>	<p>February 2003</p>	<p>60 first year</p>	<p>75 first year</p>	<p>+15 Through the partnerships developed we have businesses acting as student mentors and employee trainers for those newly hired youth. The mentorships range from full internships to job shadows to mock interviews. In addition, 5 businesses representing about 10 people will act as mentors in the establishment of student-based businesses in four of our rural areas.</p>
<p>OC 21.5 - Workplace training manual for new hire orientation process</p>	<p>500/3 years</p>	<p>May 2003</p>	<p>500 printed manuals</p>	<p>Unlimited copies through website access and PDF printable format.</p>	<p>The reconfiguring of the workplace readiness curriculum allowed us to design a manual for new hire orientation. Through additional research done this summer on skill building curriculum and programs, we are redesigning the manual to better fit the business needs in our community. This will be available on the website in printable format for businesses to access. This will allow for statewide distribution.</p>
<p>OC 21.6 - Recurring schedule of specific learning opportunities established</p>	<p>100/first year</p>	<p>June 2003</p>	<p>100 first year</p>	<p>3 specific recurring/ 50 placements guaranteed</p>	<p>(47) This was a very lofty goal and as we discovered difficult to meet. PeaceHealth agreed to 3 recurring nursing rotations for Cottage Grove/Creswell. Other businesses had positive experiences and would welcome students for internships this next year. We discovered that individual student needs really drive what kind of placement is done and in each case requires specific objectives. We learned that it is more important to spend time developing an individual plan with both the student and business than to spend time developing cookie-cutter opportunities that may not fit needs. Through the presentations made to local Chambers, Rotaries and other leadership groups, business owners have expressed a sincere interest in participating in any way they can. so this number will continue to grow.</p>

10 new jobs created - students on internships hired for permanent positions.

	OC 21.7 - Students complete CRLS certification	500/3 years	June 2003, June 2004, June 2005	500/3 years	55 first year	CRLS Certification is accomplished through work experiences and career related learning activities. With the development of our online CRLS curriculum, more students will be able to complete their certification more quickly. We will continue to report on this particular component.
2. Web Development, Phone Charges, Business Meetings (\$20,500)	OP 21.7 - Develop web database and training program	100 hits per month	February 2003	100 hits per month	275 unique hits per month	+175 The website training program includes the CRLS curriculum, business mentor guide and other workplace skill development information. The database is in demo format currently. School information will be uploaded this fall after confidentiality agreements and other security issues are resolved. We are seeking additional funding from a technology foundation for full completion of the database.
3. Travel, Equipment, Supplies (\$15,000)						
4. Administration (\$6,250)						

**LANE BUSINESS EDUCATION COMPACT**

Sept 1, 2002 to August 31, 2003

**Summary of Proposed Outcomes:**

Build school-business partnerships to establish work-based learning experiences  
 To meet Oregon's Career Based Learning Standards (CRLS)  
 Incentive wage agreements - CRLS completion hired at increased rate of pay  
 Develop a Web site with active databases and on-line training

**Reporting Period 10/1/02 to Dec 31/02**

<u>Timeline</u>	<u>Proposed Outcomes</u>	<u>Progress</u>
09/30/2002	Hire Staff	2.5 FTE
11/15/2002	Develop contracts	In progress
	Develop incentive wage agreements	More info needed/in progress
11/30/2002	Performance tracking of students	More info needed/in progress
02/28/2003	Establish industry focus groups	In progress
11/30/2002	Identify chief mentor as contact in each business	In progress-timeline Feb
12/30/2002	Train business mentors	In progress -training pkt request
12/30/2002	Develop workplace skills training manual	In progress - due Feb. 15th
06/30/2003	Students complete CRLS certification	Will begin in Jan. 03

**Reporting Period 1/1/03 to 3/31/03**

11/15/2002	Develop contracts	Complete. 150 partnerships est
	Incentive wage agreements	On-going
11/30/2002	Identify chief mentor as contact in each business	In progress.
11/30/2002	Performance tracking of students	On-going
02/28/2003	Establish industry focus groups	On-going. Completion est 8/03
12/30/2002	Train business mentors	In progress.
12/30/2002	Develop workplace skills training manual	Complete.
06/30/2003	Students complete CRLS certification	In progress.
02/01/2003	Website, database and Web-based training program	Complete.

**Reporting Period 4/1/03 to 6/30/03**

11/15/2002	Incentive wage agreements	Survey prepared. In progress.
11/30/2002	Performance tracking of students	On-going
02/28/2003	Establish industry focus groups	On-going
12/30/2002	Train business mentors	Training in Summer.
06/30/2003	Students complete CRLS certification	On-going

**Reporting Period 7/1/03 to 8/31/03**

11/15/2002	Incentive Wage agreements	On-going
11/30/2002	Performance tracking of students	On-going
02/28/2003	Establish industry focus groups	Slow/scheduling conflicts Producing on-line forum.
12/30/2002	Train business mentors	One-on-one training only.
6/03 to 6/05	Students complete CRLS certification	On-going

RFP Score sheet

Attachment F

Rank	Proposal	Amount Requested	Name	Individuals scores	EDSC Total Score	Average
1	Lane Workforce partnership (9)	<del>\$86,605</del> 86,605	Dwyer	100	394	98.5
			Liningier	100		
			Gangle	103		
			Heaton	91		
2	Eugene Area Chamber of Commerce (1)	<del>\$39,000</del> 125,605	Dwyer	95	447	89.4
			Liningier	110		
			Gangle	88		
			Forster	90		
3	Lane Council of Governments (6)	<del>\$91,297</del> 216,902	Dwyer	76	442	88.4
			Liningier	115		
			Gangle	96		
			Forster	84		
4	Lane Business Education Compact (10)	<del>\$131,627</del> 348,529	Dwyer	70	330	82.5
			Liningier	120		
			Gangle	78		
			Heaton	62		
5	McKenzie-Willamette Hospital (7)	<del>\$40,125</del> 388,654	Dwyer	71	307	76.75
			Liningier	51		
			Gangle	94		
			Heaton	91		
6	Lane Community College Foundation (8)	\$39,875	Dwyer	49	256	64
			Liningier	59		
			Gangle	78		
			Heaton	70		
7	Organization for Economic Initiatives, Inc (3)	\$24,115	Dwyer	45	285	57
			Liningier	66		
			Gangle	56		
			Forster	61		
			Heaton	57		
8	Cushman Hole Resort & Marina (4)	\$130,000	Dwyer	35	196	39.2
			Liningier	35		
			Gangle	52		
			Forster	45		
			Heaton	29		
N/R	Springfield Area Chamber of Commerce (2)	\$40,000	EDSC determined that these proposals did not meet the ranking requirements		N/A	
N/R	Oregon Council for Business Education (5)	\$71,617				

**Section 2 – Project Summary**

**The Rural Partnership Development Program – Students-at-Work Project (SAW) is aligned in full support of the Lane County Strategic Plan Workforce Development goals, in creating a “strong regional economy to expand the number of family wage jobs available in Lane County” and promoting “Job Creation and workforce development in private-sector developing industry.” The Students-at-Work Project sets the County up to achieve these, and other, critical organization goals.**

**Nature of the industry/business, geographic area, target population, number of individuals to be served.** The nature of our industry/business is the Student-Based Business Project-**Students-at-Work**. These include, but are not limited to: Adult Care/Adult Health Care (Cottage Grove-Creswell area)-up to 5 students with paid positions caring for senior citizens and other adults with health-care issues; Technology Center (Oakridge-Lowell-Pleasant Hill)-up to 5 students working as paid computer/cell phone repair technicians; Hospitality/Tourism (Florence-Mapleton)-up to 5 students working in visitor information/business referral; Landscape Services (McKenzie)-up to 5 students working in all phases of landscape work from planning to planting to cleaning. These newly created student positions are geared toward transitioning them into above-entry-level wage jobs in the industries.

**Category of economic development:** Workforce Development

**Timelines for implementation and delivery of services, materials, and specific activities.**

- |                     |   |
|---------------------|---|
| 9/01/03 – 9/30/03   | Design and initial implementation of program plans for our <b><u>Students-at-Work Project</u></b>   |
| 10/01/03 – 11/30/03 | Formalize agreements with identified partners.<br>Recruit, interview, and conduct background/reference checks on potential students for the various projects as well as on prospective clients.<br>Hire students.   |
| 12/01/03 – 12/31/03 | Develop/distribute materials advertising our <b><u>Students-at-Work Project</u></b> .<br>Utilize existing workplace readiness curriculum with our students for develop of workplace skills while in a student-based business position.<br>Distribute these materials to the students, and their supervisors/mentors, through a one-day class held in each of our geographic work areas.<br>Hold Injury-Prevention workshops for our student workers, and their supervisors/mentors, if needed.<br>Hire/contract with Supervisors. |
| 1/01/04 – 7/31/04   | <b><u>Students-at-Work Project</u></b> will be put into operation, which will lead to immediate and direct job creation.<br>Periodic review of worker performance and growth.<br>Advertise/market services-for-hire to communities.<br>Transition workers to industry jobs.<br>Ongoing project management.  |

**Project partners** include Labor Education Research Center, University of Oregon; Private Adult Care Specialist; Creative Composites (Oakridge); PeaceHealth (Cottage Grove); CVALCO (Florence); McKenzie Watershed Council, Robert Whipple Landscaping, Larry Wilcox Construction (McKenzie); Lane Education Service District.

**Performance targets:** The performance targets (see Section 5) are reasonable given that the Project has identified high demand needs in each community and the industries have difficulty finding qualified applicants. The Project will address these needs by opening student-based businesses to meet demand while training and certifying workers to meet industry hiring needs. Accomplishment of the performance targets will improve rural economic well being by creating a local workforce that is ready to transition into a family wage job.

**Lane County Economic Development Standing Committee  
Project Performance Measures and Targets**

**Project Title:** Rural Partner Development Program – Students-at-Work

**Section 5**

What are your proposed outputs and outcomes that will be used to measure success in meeting or exceeding the goal to create or retain jobs? Please see Attachment B for description of sample outputs and outcomes, and Attachment C for suggestions on creating performance measures for your proposed program. Which Oregon Benchmark (Attachment C) does the output or outcome related to? What is the project target for each output or outcome and when will results be reported?

Outputs (amount or frequency of project activities)	Oregon Benchmark	Project Targets	Reporting Timeframe
Develop student-based businesses in rural Lane County that meet community needs with industry business partners.	#4, #5	7	Dec. 2003
Establish paid positions within each business for high school juniors and seniors and community college students.	#11, #12	20	Jan. 2004
Develop marketing materials to advertise business and services for hire.	#5	500 brochures per business = 3,500	Jan. 2004
Develop workplace readiness "toolkit" for employer/employee mentor relationship for long-term job retention.	#5	1 per employee + supervisor = 25	Feb. 2004
Transition workers to permanent above entry-level jobs within industry.	#4, #11, #12	20	Sept. 2004
Establish links to each business on website with downloadable forms and email for request for services.	#5	100 hits per month	Jan. 2004
Develop injury prevention training for health care workers with LERC.	#5	20 people trained	Feb. 2004
Develop training program for industry-specific certifications, degrees and credentials.	#5, #18	25 certifications	April 2004
Develop additional business/education partnerships for future enterprise and job opportunities.	#4, #5	50	June 2004

Whenever possible list outcomes that will result from the project, even if these outcomes are measured after the proposed project contract term. The logic model in Attachment C further explains how to describe outputs and outcomes.

Outcomes (impacts and long-term results from the project)	Oregon Benchmark	Project Targets	Reporting Date
Number of new businesses established to meet rural community needs.	#4, #5, #11, #12	4	Feb.. 2004
Number of workers trained for high demand industry jobs.	#5, #18	20	July 2004
Number of certifications, credentials and degrees completed.	#5, #18	15	July 2004
Number of industry jobs created.	#4, #5, #11, #12	15	Sept. 2004
Number of responses to marketing for services.	#5	50 new clients per year	Feb. 2004 Ongoing
Number of jobs retained and profitable business enterprises.	#4, #5, #11, #12	20 jobs/4 businesses	Aug. 2004 Ongoing
Partnerships established between business, education and government	#5	600/3 years	Aug. 2006



EVALUATION FORM

Recipient: **LANE BUSINESS EDUCATION COMPACT**  
 Reporting Period: **Sept. 1, 2003 - August 31, 2004**

Attachment I

Major Workplan Budget Items	Outputs & Outcomes (OP=output, OC=outcome)	How Measured	Due Date	Planned Results	Status/Progress Update
1. 2.0 FTE Rural Partnership Developers, .25 Project Director & benefits (\$82,968.50)	OP 21.1 - Develop student-based businesses in rural Lane County that meet community needs with industry business partners	7 new student-based businesses	March 2004	7 new student-based businesses	-8 Student Based Businesses Identified and Developed. Ongoing start-up work and summer plans for full-scale opening in the Fall. Please see attached information for updated information on each business. --2 New businesses identified in Mapleton with start-up activities already occurring with students and business partner.
	OP 21.2 - Establish paid positions within each business for high school juniors and seniors and community college students	20 position descriptions	March 2004	20 position descriptions	-20 Position Descriptions Complete. Some positions will be duplicated for each business, while others are specific in the scope. Positions will be filled with students. Business supervisor positions will be contract-based with local business people. Please see attached information for detailed position descriptions.
	OP 21.3 - Develop marketing materials to advertise business and services for hire	500 brochures per business	March 2004	3500 brochures	--1780 flyers mailed on July 7th for McKenzie Plant Sale. One-piece brochure being developed for all student based businesses and students for hire in general - "10 Reasons to Hire a Young Worker".

<p>OP 21.4 - Develop workplace readiness "toolkit" for employer/employee mentor relationship for long-term job retention</p>	<p>1 per employee + supervisor = 25</p>	<p>February 2004</p>	<p>25 toolkits</p>	<p>--Toolkit complete. Each RPD will distribute an initial 10 toolkits (total 40) by July 31st. Other references also available - copy already submitted.</p>
<p>OP 21.5 - Develop injury prevention training for health care workers with LERC</p>	<p>20 people enrolled in training</p>	<p>April 2004</p>	<p>20 enrolled</p>	<p>--77 students enrolled in injury prevention training at Thurston HS and Willamette HS. Based on curriculum planning, training will be completed in Sept. and Oct. to meet student needs. In addition, training will be revised to include all student-based businesses and their employees. Class list and training information already submitted.</p>
<p>OP 21.6 - Develop training program for industry-specific certifications, degrees and credentials</p>	<p>25 students enrolled in certification training (specifically MOA/CNA)</p>	<p>April 2004</p>	<p>25 enrolled</p>	<p>Developed partnership with Metropolitan Affordable Housing to enroll students in CNA/MOA certification training at their training centers. They have submitted a proposal for funds from the Governor's workforce pool of funds for this project.</p>

	OP 21.6A - Complete training of youth	10 students finish training	Sept. 2004	10 students with certification	
	OP 21.7 - Develop additional business/education partnerships for future enterprise and job opportunities	50/first year	June 2004	50 first year	-- 68 new partnerships included in attached reports.
	OP 21.8 - Transition workers to permanent above entry-level jobs in the partner business, other businesses or to the next level of education for career path	20 students transitioned to positions or enrolled in education/training courses	Sept. 2004	20	--7 students enrolled in a business development training class in Oakridge. -2 students completed work and training for Watershed conversation and plant species. --6 students enrolled in new Natural Resources CAM at McKenzie High School. Will achieve Certificate of Advanced Mastery through program and nursery/greenhouse business.

	4 student-based businesses	Sept. 2006	4 student-based businesses	
	20	Sept. 2005	20	
	10 students per year enrolling in certification training	July 2005, July 2006	10 students per year	
OC 21.1 - New businesses established to meet rural community needs	OC 21.2 - Workers trained for high growth/high demand jobs	OC 21.3 - Certifications, credentials and degrees in process (enrollment in courses)		

	10 new jobs over 2 year period	Sept. 2006	10 new jobs over 2 year period	OC 21.4 - Creation of new jobs in high growth, high demand industries
	20 jobs/4 businesses	Aug. 2005 and ongoing	20 jobs/4 businesses	OC 21.5 - Ongoing and sustainable student-based businesses
	600/3 years	Aug. 2007	600/3 years	OC 21.6 - New partnerships ongoing and sustained between business, education and government
2. Contractual services, Transportation Insurance, Business licenses and student pay (\$19,565)	100 hits per month	Sept. 2004	100 hits per month	OP 21.9 - Establish links to each business on website with downloadable forms and email request for services
	50 new clients per year	Sept. 2005	50 new clients per year	OC 21.7 - Responses to marketing for services
--Webpage Development program complete. Training occurred on June 22. 4 students from the student based businesses attended webpage development meeting at Modulus Group.				
--7 clients established currently. 4 clients for Eagle's Pride Nursery and Landscaping. 2 clients for student deli business. 1 client for temp personnel agency.				



**LANE BUSINESS EDUCATION COMPACT****Title: Rural Partner Development Program - Students-at-Work (S****Sept 1, 2003 to August 31, 2004****Summary of Proposed Outcomes:**

- Develop student-based businesses targeting high demand needs in community
- Establish paid positions within each business
- Develop marketing materials advertising services for hire
- Transition students to permanent above entry-level jobs within industry
- Maintain existing partnerships in rural community

**Reporting Period 9/1/03 to 12/31/03**

<u>Timeline</u>	<u>Proposed Outcomes</u>	<u>Progress</u>
03/31/2004	Develop student-based businesses	In Progress- Target 7
03/31/2004	Establish paid positions for students	5 being developed - Target 20
03/31/2004	Develop marketing materials	In Progress-500 per/business
02/28/2004	Develop workplace "toolkit"	Planning stage
04/30/2004	Develop injury prevention training with LERC	Planning stage
04/30/2004	Develop trng plan for MOA/CAN	Planning stage
09/30/2004	Complete training of youth	Target = 10 w/certification
06/30/2004	Develop add'l partnerships	McKenzie Watershed Coucil-Targ
09/30/2004	Transition to higher wage jobs/education	Planning stage
09/30/2004	Establish links to ea bus/website	Modulus Grp will build home pg

**Reporting Period 1/1/04 to 3/31/04**

<u>Timeline</u>	<u>Proposed Outcomes</u>	<u>Progress</u>
03/31/2004	Develop student-based businesses	In Progress
03/31/2004	Establish paid positions for students	20 position descriptions complete
03/31/2004	Develop marketing materials	In Progress - 1800/complete
02/28/2004	Develop workplace "toolkit"	Toolkit being printed
10/31/2004	Develop injury prevention training with LERC	In Progress - 77 enrolled
04/30/2004	Develop trng plan for MOA/CAN	Develop on-line MOA trng plan
09/30/2004	Complete training of youth	No schedule reported
06/30/2004	Develop add'l partnerships	On going
09/30/2004	Transition to higher wage jobs/education	In progress - 9/trng class
09/30/2004	Establish links to ea bus/website	In Progress- Modulus will train

**Reporting Period 4/1/04 to 6/30/04**

<u>Timeline</u>	<u>Proposed Outcomes</u>	<u>Progress</u>
03/31/2004	Develop student-based businesses	8 Bus Developed-start in Fall
03/31/2004	Develop marketing materials	1780 flyers mailed on 7/7/04
02/28/2004	Develop workplace "toolkit"	Toolkit complete
10/31/2004	Develop injury prevention training with LERC	In Progress - 77 enrolled
04/30/2004	Develop trng plan for MOA/CAN	In Progress

06/30/2004 Develop add'l partnerships  
 09/30/2004 Transition to higher wage jobs/education  
 09/30/2004 Establish links to ea bus/website

7 students established  
 In Progress  
 Complete

**Reporting Period 7/1/04 to 8/31/04/04**

Timeline      Proposed Outcomes

03/31/2004 Develop student-based businesses  
 03/31/2004 Develop marketing materials  
 10/31/2004 Develop injury prevention training with LERC  
 04/30/2004 Develop trng plan for MOA/CAN  
  
 09/30/2004 Complete training of youth  
 06/30/2004 Develop add'l partnerships  
 09/30/2004 Transition to higher wage jobs/education

Progress

8 Bus Developed-start in Fall  
 On-going  
 On-going  
 Partnership w/Metro Affordable  
 Housing to train students  
 No schedule reported  
 7 stud/68 partnerships  
 7/bus. Dev trng class Oakridge  
 2/complete work/trng Watershed  
 6/enroll CAM @Mckenzie HS



**GILSTRAP Zoanne M**

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**From:** THURSTON Peter W  
**Sent:** Tuesday, May 24, 2005 2:31 PM  
**To:** GILSTRAP Zoanne M  
**Subject:** Agenda titles for 6/8

Zoe, please put the following title on consent: ORDER/IN THE MATTER OF APPROVING A THREE-YEAR INTERGOVERNMENTAL AGREEMENT AND CONTRACT FOR SUPPORT OF LANE METRO PARTNERSHIP

Also, the following title is for June 8 consideration by the Board: DISCUSSION/IN THE MATTER OF THE STATUS OF LANE BUSINESS EDUCATION COMPACT SERVICES TO LANE COUNTY YOUTH