



**Chemeketa Community College
Occupational Skills Training/OVRS Partnership**

Site Report

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University of Oregon
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Chemeketa Community College “Systems Change” Site Report

Introduction and Overview

The purpose of this report is to describe and document the impact of the partnership program developed between the community college’s Occupational Skills Training Program (OST) and the Oregon Office of Vocational Rehabilitation Services (OVRs). This partnership was initially developed between Chemeketa Community College and OVRs beginning in 1998 and is currently operating in four community colleges across Oregon. The OST/OVRs partnership is designed to improve employment outcomes for students with disabilities by providing a combination of classroom and community based training experiences.

During the 2004/05 year a team of researchers from the University of Oregon conducted a site visit with key personnel from Chemeketa Community College, the Salem branch of the Office of Vocational Rehabilitation Services, and the Chemeketa OST workgroup. During the visit we were interested in collecting information that would allow us to better understand how this innovative program was developed and integrated into the existing community college and OVRs programs. To this end, we wanted to examine the pattern of services provided through the OST/OVRs partnership and document how the program developed and changed over time. Chemeketa Community College was selected to participate because it was the first community college in the state of Oregon to receive funding from OVRs to pilot this partnership program.

To address the issues of program impact and integration, our team conducted an in-depth study of the OST program and the partnership between OST and OVRs. Research questions were designed to highlight important factors that influence both the program and the partnership. The following questions served as the foundation for our study:

1. What is the pattern of OST/OVRs services provided in the case study sites?
2. How has the OST/OVRs partnership program been developed and implemented in the case study sites?
3. How has the OVRs system changed through the development of this partnership?
4. How has the community college system changed through the development of this partnership?
5. What are the major factors that have influenced the infusion/integration of the OST partnership *within* each individual case study sites?
6. What are the major factors that have influenced the infusion/integration of the OST partnership *across* all of the case study sites?

During the on site visit, we conducted group and individual interviews with many of the key personnel involved in the OST/OVRS partnership in the Chemeketa Community College region. All of the interviews were tape recorded (with informed consent of participants), transcribed, and then analyzed for common themes and key findings. The following interviews were completed for this report:

- Individual interview with the OST program chair
- Two group interviews with the OST core program team
- Individual interview with the Salem OVRS branch manager
- Focus group interview with the OST workgroup which included OST, OVRS, YTP, and other program-relevant personnel

In addition to these interviews, we collected informational and historical documents in order to gather a basic understanding of the program, the program's history, and the partnership with OVRS. Document review and some informal interviewing were performed prior to the group interviews, and helped guide the study. However, it was the accounts that interview participants provided that shaped the writing of this report completely; themes and details regarding the OST program and the OST/OVRS partnership emerged from the transcripts and what interviewed people actually said.

This report contains information on the program, the partnership, and influencing factors associated with program development and integration from the perspectives of OST and OVRS staff as well as other high school and community college staff and the Chemeketa's OST workgroup. The report is divided into three major sections: (1) the development of the OST/OVRS partnership; (2) how and why the partnership changed over time; (3) description of program impact and systems change. By approaching this relationship between OST, OVRS, and other stakeholders from multiple perspectives this process is designed to capture the various and important facets that make this partnership successful.

The systems-change research team from the University Oregon would like to extend a sincere thank you to the participants at Chemeketa Community College, as well as participants from OVRS, and the work group. Karleen Booth and Mark Noah were extremely helpful in scheduling the on site visit and participating in many of the interviews. Their participation and cooperation were essential to the success of this project.

§ 1 – Responding to a Need: Development of the OST/OVRS partnership

The OST/OVRS partnership, which is jointly funded by OVRS and Chemeketa community college, was formed in response to a need for skills training for OVRS clients with a variety of disabilities, such as physical and mobility impairments, learning disabilities, and emotional/psychological disabilities. In order to place this range of people into occupational settings, OVRS and community college personnel had to think creatively about solutions, which motivated changes at both the administrative level, as well as at the program level.

Prior to the partnership (1998), the OST program at Chemeketa CC primarily served injured workers from private rehabilitation agencies. These clients brought to the program with them years of work experience as well as up to twelve or sixteen months of financial assistance through workers compensation that helped support them as they navigated their training: This assistance helped alleviate financial pressures during their unpaid training. In addition, these clients were usually referred from private rehabilitation agencies, so they came to the OST program with a specific plan and training site developed by their private rehabilitation counselor in hand. OST faculty would then work with the client, the plan, and the training site to develop an appropriate curriculum for the student and do performance evaluation up until training was complete.

While the OST mission to provide short-term training options for people of all ages has generally remained the same, the program presently serves students from OVRS and other referral sources who come to the program, often with more complex disability issues, less work experience, and less-developed rehabilitation plans. The program's ability to provide these services is dependent on the tuition dollars the program generates and the match dollars OVRS provides for its referrals:

“I think the match dollars enable us to focus as much as we do on vocational rehab and meeting their needs. We would pretty much have to, I think, reeducate the Vocational Rehab, the public rehab community to be more like a private rehab community. They would have to bring us a case pretty well neatly tied up in a bow, ready for us to do the paperwork and create the accreditation environment instead of us actually being an active partner in trying to find that site and work with the client to determine his or her needs.” (Mark Noah, Employment specialist, Core team 2 interview)

A series of key events facilitated the development of the partnership at Chemeketa, bringing together people from a variety of institutions at workgroup meetings held by the college. Table 1 displays the history of key events from the pre-partnership stage up through the present and should be referred to in order to understand the development of the program and the numerous influences that have influenced the partnership. The partnership got started through a coordinated effort by personnel from Chemeketa CC, the University of Oregon, and OVRS administration at the original workgroup meetings. These meetings were crucial in drafting what the partnership would look like. Chemeketa staff were obviously knowledgeable about the OST program as it existed and ways they felt it could be further developed to support OVRS

consumers. UO staff provided technical assistance and guidance in setting up the partnership. Since OVRS (which had experience partnering with school districts, especially via YTP) was to be the funding agent, OVRS administrative staff were also present at the table and shared important aspects of their vision for the partnership, guiding its formation at inception.

As the partnership developed, people from key agencies continued to collaborate through workgroup meetings and in other ways to ensure that the OST program was meeting the needs of the OVRS clients. The OST program also began to serve students from different referral partners, including working with the Workforce Investment Act program (WIA), as well as from the Eastern Oregon OVRS offices and the 121 program which serves Native American rehabilitation clients.

“I think that we're finding, over all, that the barriers seem to be greater at this point, with many of the students that we're getting in. They're...we seem to find more with stronger disabilities. Sometimes we're finding lots of learning disabilities. And that's why this program is really good, because they can learn in a way that allows them to do that more effectively. There just seems to be a lot of barriers with people. More barriers than we saw in previous years. I'd say the last five years, in particular, have been really strong, that we see a lot more barriers that we have to work around and help people get through.” (Karleen Booth, OST Program chair, OST Program chair interview)

While service is still the main emphasis of the program, the staff have discovered that effective communication and collaboration is crucial to making this type of interagency collaboration feasible:

“Communication is definitely the key regarding to whether you are the supervisor, the Voc. Rehab. person, or even a student.” (Karleen Booth, OST Program chair, Workgroup interview)

“Well, it takes a tribe, I think. Not everyone picks up everything. And the communication piece that's vital in this process, is that as soon as there's a concern or an issue present, that's communicated directly to the Voc. Rehab. counselor, or the agency representative.” (Gerri Connolly, OST Faculty coordinator, Core team 1 interview)

Key Personnel

Due to the changing nature of students the OST program serves, the program staff has changed over the years. Table 2 presents how the OST staff has changed and grown over the years in order to accommodate the increasing number and type of clients served. Before the partnership, the OST program featured both a program chair (Jim Wall), and two faculty coordinators (Karleen Booth and Jane Nichols) who assisted students in program completion. As the partnership began, Jim Wall retired, and Jane Duffy was hired as the new OST program chair. In addition, Mark Noah, the employment specialist, was hired to work as a training site developer and a liason between OVRS and OST. Around this time, three OST staff people (including Sherry Maggarell and Nancy

Howard, and Sarah Willis) left, and in 1999 a new support person (Beth Horsmann) was hired (although Beth left in 2003), and Karleen Booth became OST program chair. In 2000 another support staff person (Jackson Horsfall), as well as another faculty coordinator (Gerri Connolly) and employment specialist (Tom Moore) were all hired to help with the increasing number of students coming to the program, many of whom were injured workers, worker's compensation, and WIA referrals. Presently, Karleen Booth serves as both the program chair and a faculty coordinator, two employment specialists (Mark and Tom), one additional faculty coordinator (Gerri), and two support staff (Jackson and Judy Sawser) work with the OST program.

Pattern of services

While the OST program serves students who have been referred from a variety of agencies, such as WIA and private VR, many OST students are OVRs referrals or even self-referred. For OVRs referred clients, an OVRs counselor and the client will decide if the client would be a good match with what OST offers and if so, the client goes to an OST orientation. Then, the client meets with Mark Noah the Employment Specialist who, utilizing OVRs counselor student reports, labor market surveys, and other evaluations, develops a training site for the student that matches her/his career goal as specified in the OVRs plan. Once a site is ready, Mark and the OVRs counselor finish the details regarding the student's placement. At this point, the Employment Specialist becomes less important in lieu of the faculty coordinator (who, for OVRs referrals may be either Karleen or Gerri) who, in conjunction with the training site supervisor, writes the training curriculum and is in charge of monitoring student progress at a site. The faculty coordinator sees the student through to the end of the training, at which point the student officially completes the OST program. Services and supports such as resume-help and job search assistance continue after program completion, until the student finds steady employment in an identified career field.

“At the completion of the student's training, they don't leave. There's an end of term meeting, you know, and end of plan where their learning objectives are evaluated. And for the ones that aren't hired by their training sites that are going to go on to a job search, they know what their next step is. We don't want them leaving without knowing what to do next.” (Gerri Connolly, OST Faculty coordinator, Core team 1 interview)

While OST training for OVRs clients is site-based and the purpose of the training is to get work experience that will facilitate full-time employment in a student's desired field, there may be related classroom instructional components to training, such as academic (math, English, writing, etc.) or skill-based (keyboarding) classes that students may have to take. However, this arrangement is flexibly and uniquely suited to what each student needs individually as well as industry standards:

“I've had more and more OST that is strictly site-based...and that's fine, as long as they're getting what they need to be effective on the job and as long as we're always communicating about whether we need to add something to enhance it.” (Tamara Manning, OVRs Counselor, Core team 2 interview)

As this quote illustrates, sometimes students need a little extra help of some kind in order to be effective on the job. This help may include support services for the classroom or training site, and OST staff are available and ready to help students access these support services available through the college.

Site curricula are specifically tailored to suit the student's abilities and needs, as well contingent upon what the labor market has to offer. Site accommodations are the responsibility of the college and negotiated by the college's disability coordinator; however, OVRS may assist in accommodating students at their sites particularly once their training is completed and the student begins officially working with the site. The OST faculty coordinator and vocational counselor are in charge of writing the training curriculum with the approval of the training site supervisor and other college faculty, as well as monitoring and evaluating the student's performance. If a "fit" between training site and student doesn't happen immediately, OST staff will often keep trying until they find a site where the student can succeed:

"The OVRS counselor was there this morning and he was very appreciative of all of our work and said, "You know. This is the third try." And this one clicked. She has been supported by coworkers. She likes the job. And she has two applications in and an interview pending. So, um, and it was just a matter... She's, and she seems someone who is battered down and she's just thriving now. And it's just a really, really neat from our perspective to see that transition in someone. And going where I can't do anything to where she knows she's going to get one of these jobs." (Gerri Connolly, OST Faculty coordinator, Core team 1 interview)

There are many campus resources that help students with accessing and completing their OST training programs. All students are encouraged to apply for financial aid. The campus Career Center and career-related programs are helpful for students as they determine more specific occupational areas of interest. GED programs and ESL (language instruction) also help students overcome barriers to successful trainings. If students qualify for "dual enrollment" in both OVRS and another agency, such as WIA, they are encouraged to do this too. Despite all the support options, it is the responsibility of OST staff people to link students with these resources and help make their skills training more successful:

"And then I think the other thing that has been a real key is just the resources that we have available. We all know about financial aid. We all know about how to register. We all know what the campus resources are...lots of different types of resources. You know, we have direct ties to advising and counseling. People have trouble with financial aid, I have a person that I can directly e-mail and know that I'm going to get a response back within 15 minutes, usually." (Karleen Booth, OST Program chair, OST Program chair interview)

§ 2 – How and Why the Program Changed

The OST/OVRS partnership officially started in 1998 when Jane Duffy (the OST program manager at that time) hired Mark Noah, the employment specialist. At this time, while retaining its mission of providing short-term occupational training options, the OST program broadened its client base to include clients with all types of disabilities including learning disabilities, mental illness, ADD, physical and mobility impairments, and mental retardation. This change in client population also meant a change in service delivery and OST staff, particularly Mark (the employment specialist) had to make sure that sufficient supports were in place so that they could indeed serve these different types of clients through both nurturing good connections with training sites and with college-level supports:

“A lot of the success is just because it’s very obvious that he [Mark] cares...and I think that the close relationship that we’ve developed with the sites...that we don’t just send them out and say, ‘See you in a year.’” (Karleen Booth, OST Program chair, OST Program chair interview)

Strong student support is especially important as students with “more complex” disability issues come to the program. Further, on-the-job training tends to be shorter and more strictly site based; this is usually in response to a combination of factors including student needs, OVRS counselor preferences, and performance benchmarks established by OVRS for partnering Oregon community colleges. Through this, OST staff have remained dedicated to making the training effective while serving students efficiently, but also personally:

“The coordinators do the instructional part, the faculty part. But we needed someone up front to go out and get those job sites and work with the students and make sure that they were ready for this kind of a program and do all of the preliminary orientations and making sure students on an individual basis were ready for the program. And so it freed up the coordinator’s time so that they could concentrate on the instructional unit and, um, by adding someone like Mark, and then we added Tom, it made a huge difference in how many students we could serve and the quality of service we gave, all of that. Because it’s just critical to have him do that preliminary work before you get them into the educational program, for both the sites and the students.” (Judy Sawser, OST staff, Core team 1 interview)

These developments regarding services and client base have stimulated some changes in how the program works with the college and other agencies. Open enrollment, rolling deadlines, special grading options and fee waivers all characterize the OST program; however, these particularities have demanded some flexibility on the part of the college’s admissions and financial aid departments. In addition, referrals from WIA and worker’s compensation continue to come in; and OVRS relations continue to get better and better due to successful trainings and job placements:

Mark Noah: "If it [a referral] was a success, you're going to get more; if it didn't work, they're not going to be thinking of you quite as fast. So, it makes it more important for us to kind of market and keep the options out there and provide people reasons to send somebody." (Mark Noah, Employment specialist)

Lauren Lindstrom (UO): "Have you seen any changes in how OVRS works with you from the last four to five years?"

Gerri Connolly: "I think they've definitely become more comfortable...and so, I think it's become much more pronounced in that we have far more students, number one, than we ever had before in OVRS. And I think the counselors really view us more as partners rather than a vendor and have more of a tendency to staff more with us, to ask questions, to ask advice. I think that's really changed for the better over the years along with the numbers." (Gerri Connolly, Faculty coordinator - Core team 1 interview)

Both the Chemeketa region's workgroup and the OST advisory board have been vital to the program since the partnership's beginning. The advisory board was established in 1997, in part due to pressure from Karleen Booth to make the OST program more credible within the community college, as all "educational" programs on campus have an advisory board. The advisory board serves as a place where issues pertaining to the program and the college can be raised and discussed and may include personnel from college administration, different technical fields, and the OST program.

A workgroup was established that addresses issues and concerns that are specific to the OST/OVRS partnership specifically, and brainstorms ways to make the partnership work better. The workgroup includes participants from various stakeholder groups such as OST, OVRS, YTP, UO, and other educational personnel from the Salem-Kaiser school district as well as other outlying school districts. While the workgroup was originally organized more by UO personnel, in particular Roz Slovic, as time went on and the partnership developed the workgroup participants took more responsibility for running the meetings themselves, leading to a more autonomous workgroup that continues to be responsive to the needs of clients and stakeholders who benefit from the OST/OVRS partnership at Chemeketa:

"There was a time when I would put it together, with Karleen and others' help, the agenda, send out the minutes, and do the invitations. But for the past quite a few years now, Chemeketa has been carrying that role." (Roz Slovic, UO faculty, Workgroup interview)

Major influences on program development

As the partnership evolved, the OST staff made changes to the program in response to a number of factors, including community college factors, OVRS influence, changing client (student) populations, and professional development resources.

Community college policies/supports. OST is a unique program in many ways, and peculiarities such as rolling admission dates, specialized curricular development, and flexible grading options have required the program to negotiate with college administration in certain ways. Overall, the college has been generous in working with the program in order to make things work more smoothly; however, this flexibility has been carefully negotiated over the years. Since 1998 when the OST program began serving different types of students, the program has seen a large influx of clients who have different disability and support issues; many of these clients do not have the financial assistance that workers compensation affords, and many struggle with complex disability and maturity issues that are not present with older worker referrals. Karleen and the program staff have worked hard to negotiate with the business office and other college administration branches to establish more flexible grading options and admissions policies; and because of their work, today the program is much more streamlined in how it can serve its clients flexibly, effectively, and efficiently. Karleen's background in college administration was particularly helpful in establishing these more flexible policies because she was familiar with how colleges operate (at the administrative level), how to speak their language, and how to navigate the system successfully in order to secure the policy alterations that the program needed to serve its clients.

While the college is generally supportive policy-wise, the OST program at Chemeketa is almost entirely financially self-supported, meaning they generate nearly all of the revenue needed for the program by taking referrals and making placements. While college-level financial cutbacks in recent years have generally diminished the possibility for extra money, however, the college has provided financial assistance to the program at times when the program's livelihood was seriously threatened:

"Well, I think that the college has been quite supportive of our program, overall. We're a self-support program, except for one position that is general fund, and that's 180 days out of my 230 contract. That's the only one – everything else is self-support. In that regard, we would love to see that we would get more support from general fund... so in that regard they haven't been as supportive. But where they have been supportive is that there have been times when we've not been in the black and they've carried it." (Karleen Booth, OST Program chair, OST Program chair interview)

Connection between OVRS and OST. While the relationship between OVRS and OST is often considered a partnership, it is also fair to characterize it as a vendor relation. OVRS is paying OST to take referrals, develop training sites, make successful placements, and ultimately get students jobs. OVRS is paying for a service, and along with this money, come expectations that take the form of benchmarks, or certain outcomes that must be met on a quarterly basis:

“I think any time you're writing authorizations out for service, you're, it's not only do you feel like you need to have some control over how that money's being spent and what, you know, the product or the service that you're getting for the money being spent, but you're actually responsible to do that and it has to be in your case reporting that that money is wisely spent.” (Ken Weeks, OVRs Branch manager, OVRs Branch manager interview)

While spending the dollar efficiently is important for OST staff, benchmarks don't impel OST staff to make placements they don't feel good about; all referrals must be handled patiently and with integrity to keep the partnership on good terms:

“Because I don't ever want to be in the position of forcing a placement to make a number. You know, if placements aren't going to happen, then they're not going to happen...but I still keep it (the benchmark) out front there as a goal.” (Mark Noah, Employment specialist, Core team 1 interview)

Student barriers. Since 1998, the OST program has reached out to students with a wide range of disabilities and ages. While disability issues seem to be more complex now due to multiple disability issues, drug and chemical problems, and mental health issues, the OST program doesn't turn students away because of disability issues. Further, despite the barriers raised by disabilities, strong work ethic, maturity, realistic expectations, and communication skills all really help students successfully complete their training:

“People who have multiple disability issues can be a barrier... probably the biggest barrier that I find on that is a maturity issue because it's very large. A lot of transitioning youth are just not ready to be able to participate to the extent that OST would require.” (Tamara Manning, OVRs Counselor, Core team 2 interview)

In order to serve the diverse pool of student referrals, OST staff are always careful to help students access supports available at the college and plan curricula that are specifically and appropriately oriented towards a student's abilities and what's realistic in the local labor market:

“And we do customize the curriculum for the student's goals and their previous education and work history and what their specific goals are for themselves...and how does that relate to the job market? Every curriculum will be varied in some way for that particular person.” (Gerri Connolly, OST Faculty coordinator, Core team 1 interview)

Professional development/evaluation. While the OST program staff have had to be sensitive and responsive to these more external factors in their service delivery, they have also had to focus on how the program itself functions. Utilizing a system for data tracking, self-evaluation, conference attendance, and additional training opportunities have all been helpful in the ongoing growth and development of the program. Staff from the University of Oregon have also helped greatly in program development by helping

the OST team improve its program and providing assistance in the development of the database, student tracking, troubleshooting, and coordinating with other agencies:

Lauren Lindstrom (UO): So, I guess I'm just interested in how the university, Brigid, Roz, and others have worked with you over time and how that has helped or not helped your program.

Gerri Connolly: Without them, it probably wouldn't be nearly what it is with OVRs. You know, Roz took the lead in the whole thing at the beginning to start this whole process off, and they're amazing when we need troubleshooting, when we have questions."
(Gerri Connolly, Faculty coordinator, Core team I interview)

§ 3 – Program Impact and “Systems Change”

Both in mission statement and practice, the OST/OVRs partnership at Chemeketa provides quality services for a population that has typically had difficulty in finding and maintaining living wage jobs. From July 2003 to June 2005, 38 students have graduated from the program, 29 of whom were employed in their identified career area (their IPE goal – Individual Plan for Employment), and 27 of whom maintained employment for 90 days or more. Since July 1998, when the OST/OVRs partnership was established, OST has had 141 program completers, with 116 of them being employed after their training. These numbers do little to capture all that the program does though. Even students that don't end up completing the program, or even becoming “keepers” and getting placed at a site still receive valuable attention and help from OST staff. These “value-added” services are available to any student who walks into the OST office, even students who don't have any idea of an initial career goal.

“I really feel like we help them focus on their career goal. Especially younger people that come in and possibly have not had the benefit of working with the OVRs counselor to really learn what labor market research is. Sometimes they're hearing from us for the first time, “Well, it's nice that you have that job title in mind, but does anybody in Salem hire for that position? And if so, you know, what are the qualifications?” Nobody's ever taught them to think in those terms when they look at a job.” (Mark Noah, Employment specialist, Core team I interview)

While the satisfaction and outcomes of the students are paramount, OVRs counselor satisfaction is also crucial in the sustainability of the partnership. Both counselors who refer and the OVRs Branch Manager see the partnership in a favorable light and as a beneficial, sustainable innovation that is deserving of continued match dollars and other resources:

“I think it has proven worth...this is something that could go on for a long, long time and, you know, it's something that needs to be marketed to employers. Which, you know, I think maybe some of the career centers and work force people need to, you know, be more involved in those kinds of options. And counselors need to be reinforced on this as

a choice. New site development has to occur.” (Ken Weeks, OVRs Branch Manager, OVRs Branch manager interview)

Making this partnership successful is not automatic or easy: it requires constant communication, assessment, and collaboration on the part of the central stakeholders, and a commitment to making placements effective and working with all students on an individual basis. OST staff coordination is critical to success, as is Mark’s relationship with the OVRs counselors: he must be flexible and adaptable to each counselor and each student he works with, just as OST faculty coordinators must work with students to develop a curriculum that specifically addresses individual strengths and needs. Further, assessing each situation with integrity and honesty helps promote good relations with both training sites and OVRs counselors so that even when one referral doesn’t work out, future opportunities to coordinate with training sites are not jeopardized. Finally, coordination within the college is also critical to getting students access to the supports and services they need. Thus, a commitment to honesty and communication at every level is critical to the success of the partnership, and this commitment starts at the OST office:

“And I think the best thing with our success is the people in this program...that we all get along. We all, you know, have some different backgrounds, and have something to add to the whole picture to create one big, full team...I feel comfortable with going to anybody else and letting them know my thoughts on something.” (Jackson Horsfall, OST staff, Core team 1 interview)

At times, this level of collaboration isn’t easy, but OST staff continually find it essential to stay in touch with OVRs staff, college personnel, parents, training site supervisors, and even broader community members who may provide leads to developing new sites:

“Like we were saying earlier, you know, you’re at a baseball game, you start talking with somebody and start passing cards back and forth and they end up working with them on a job placement, or whatever.” (Tom Moore, Employment specialist, Core team 1 interview)

The skills of OST staff go beyond curriculum design: they work with students who may have thought that meaningful employment is unattainable because they didn’t “get that degree” or because they’ve been out of the workforce for so long. OST staff are sensitive to this and work at nurturing each student so that she can succeed:

“But, you know, we’re preaching back statistics about the labor market and the duration of jobs and the numbers of jobs and careers that people hold, but also we’re trying to coach, trying to build people back up. I think we do an awful lot of esteem building. We’re trying to build people back up with the notion that, you know, so what if you’re 60?” (Mark Noah, Employment specialist, Core team 1 interview)

And while the partnership affords OVRS a training option for its clients, the value for each student is often immeasurable. As a YTP specialist who works with transitioning teens noted:

“I think one of the things that I appreciate most about the Occupational Skills Training Program is that it affords many students that would not go on to college to have this college experience and for some that means only on the job training, and for others it is a blend with academic classroom support and classes. So, that student feels like, ‘Yes, I’m going on to college.’ And also, it provides students with a time to mature out of high school, into the work force, to learn that job, both professionally and just the maturation that can occur after they are out of the high school setting. So, it is really truly a benefit for the Youth Transition Program that we certainly value greatly.” (Teresa Barber, Salem-Kaiser YTP staff, Workgroup interview)

Table 1: Timeline of Key Events for OST/OVRS Partnership

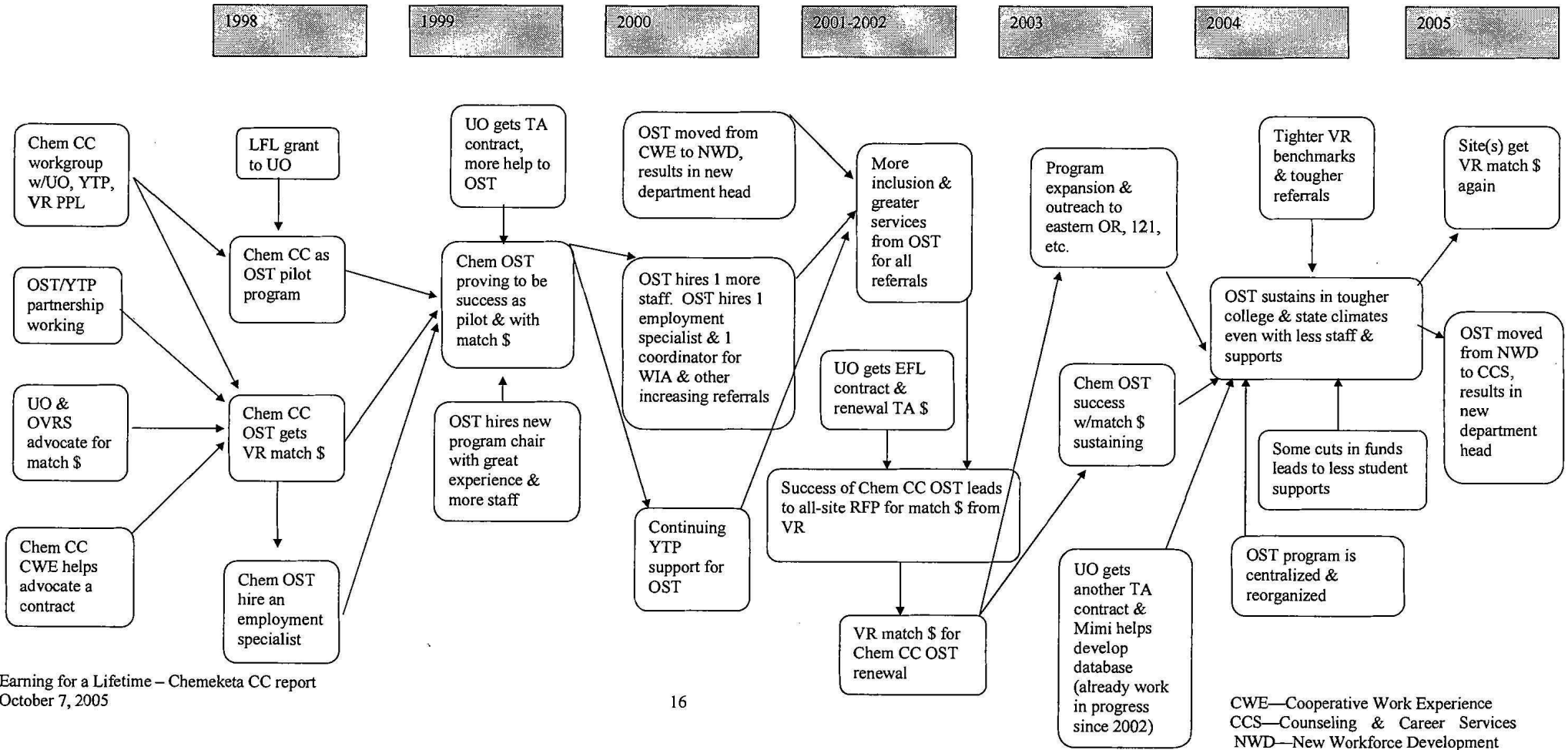


Table 2: Key Personnel Across Phases of Development at Chemeketa CC

	Prior to Partnership	1998	1999	2000	2001	2002	2003	2004	2005	
OST People	Jim Wall, Chair OST; <i>Karleen Booth</i> , OST staff	Jane Duffy replaces Jim Wall as chair; <i>Mark Noah</i> hired; Sarah (staff) leaves; Sherry Maggarell (staff) leaves	<i>Karleen Booth</i> becomes OST program chair; Nancy Howard (OST lead support) leaves; Beth Horsmann hired (faculty)	<i>Jackson H. hired; Tom Moore & Gerri Connolly</i> hired; Fran Page becomes new dept. head	Julie Gehring helps Jackson w/ data entry (full-time)	Judy Sawser hired part-time as faculty coordinator, Beth moves to clerical (staff)	Beth leaves	Julie leaves	Fran Page leaves; Judy re-hired; <i>Jill Ward</i> becomes new dept head. Judy Sawser leaves.	
VR	Cecile Bentley, OVRs admin w/wkgrp suggests VR match \$; Tim Latta VR/YTP coordinator also advises re: match contract		Ken Weeks & Ted Swigart co-VR branch managers; Cecile & Tim leave wkgrp & OVRs	Changes & turn-overs in VR counselor staff	<i>Tamara Manning</i> , VR counselor plays active role	Ken Weeks still branch manager; Becky Green & Sam Osborn as interim branch managers	Becky & Sam leave; <i>Lynda Van Doran</i> hired @ OVRs program tech	<i>Kim Poage</i> , VR counselor plays active role	Ken leaves in summer 2005; <i>Alex Usenko</i> serves as interim manger. <i>Sandy Cooper</i> hired as manager for Santiam/Yamhill OVRs branch.	
YTP	<i>Lucille Allen</i> helped w/OST/YTP & w/OST/wkgrp	Other important YTP people include <i>Teresa Barber, Jodi Hecht</i> , Claudia Acosta, and Angie Wingo					<i>Lucille</i> still helps part-time; other YTP specialists begin referring	Claudia and Angie leave YTP.		
	<i>Peter Fitzgerald</i> helps TA <i>Ellen Levine</i> @ Chemeketa wkgrp	→								
Other-workgroup, etc.	Chem CC wkgrp w/ <i>Roz</i> & OST program chair					→				
		LFL grant to UO- <i>Brigid & Roz</i>	→	EFL grant to UO- <i>Brigid & Roz</i>	→					
		UOTA contract- <i>Brigid & Roz</i>	→	Renewal	→	Renewal	→	Renewal	→	Renewal

***Italicized names refer to OST staff whom presently work for the program in the position listed above, or other people still involved with the partnership.*