



# THE STATE OF POSTSECONDARY EDUCATION AND TRAINING IN OREGON

APRIL 2023



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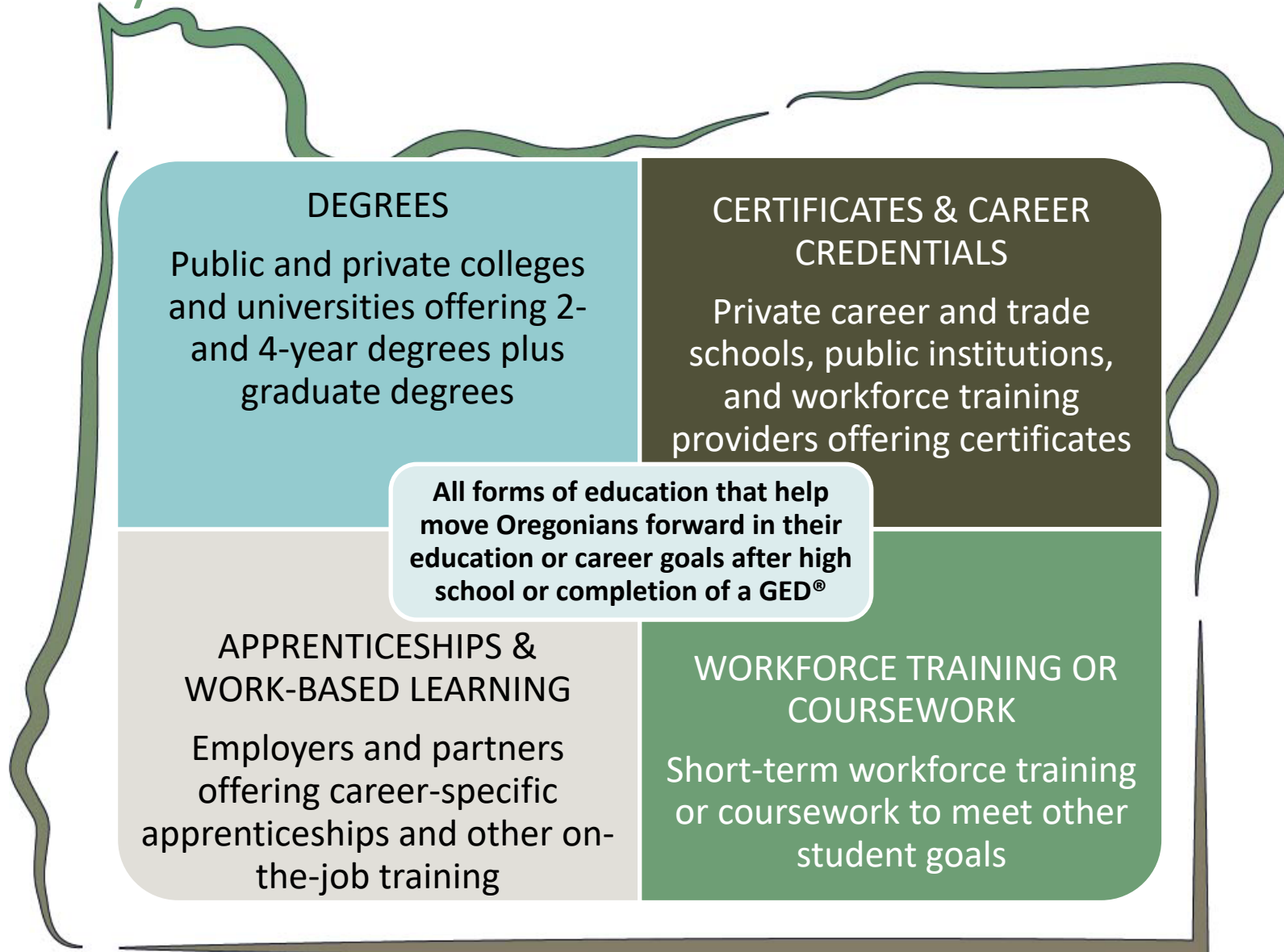
# INTRODUCTION TO POSTSECONDARY EDUCATION AND TRAINING IN OREGON

- RETURN ON INVESTMENT
- STATE GOALS AND EQUITY LENS
- GOVERNANCE STRUCTURE AND KEY RESPONSIBILITIES

# DEFINING THE LANDSCAPE



# DEFINING TERMS: What Do We Mean by “Higher Education” or Postsecondary Education?



# DEFINING TERMS: What do we Mean by Students or Learners?



## STUDENTS OR LEARNERS\* INCLUDE:

- Youth coming directly from secondary school
- Adults returning to education/training, or just beginning
- Workers and job-seekers who need to upskill, advance, or change careers
- Those seeking a 2- or 4- year college degree
- Those seeking to complete their High School Equivalency credential
- Those pursuing short-term credentials and/or career learning
- Transfer students
- Apprentices and others participating in work-based learning

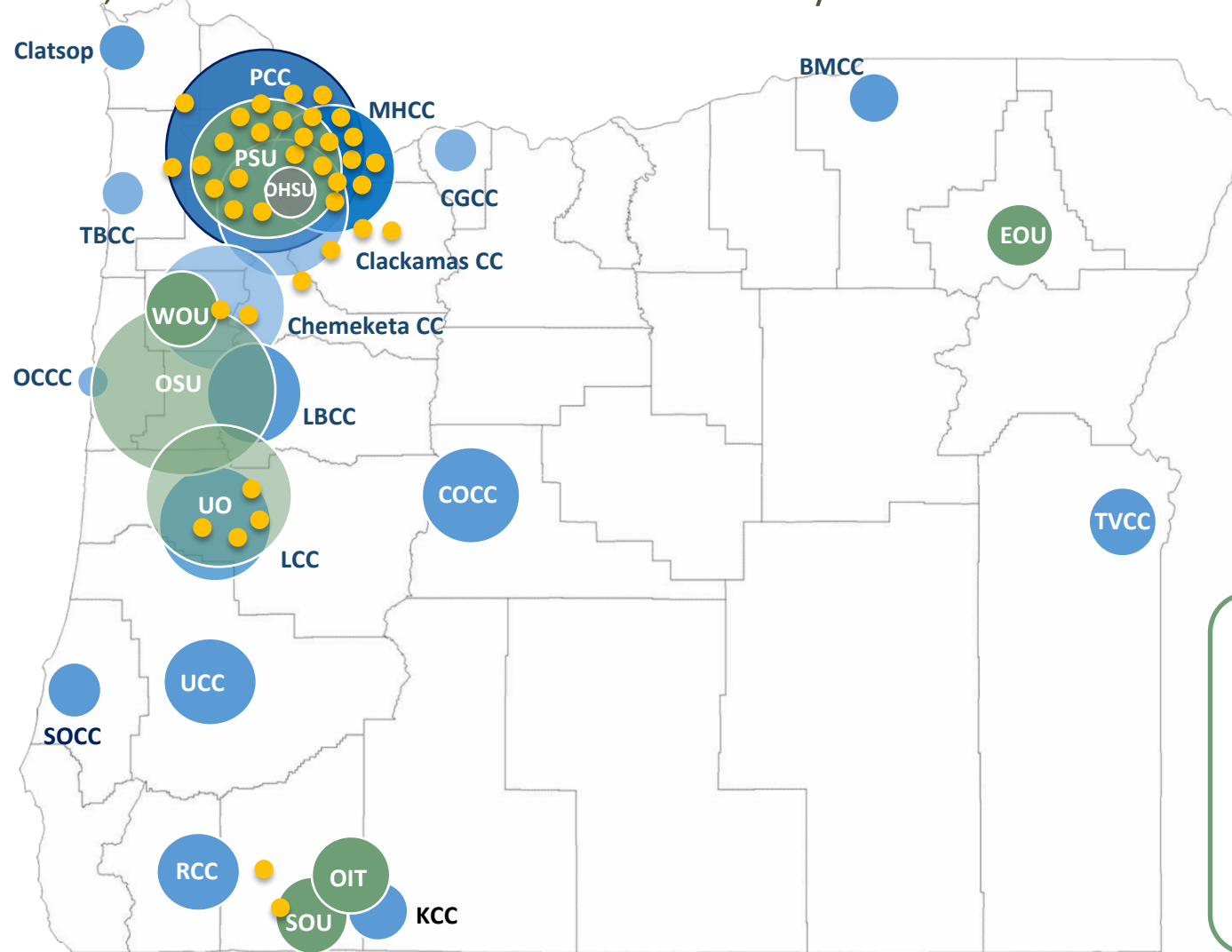
The ***HECC Equity Lens*** guides our focus on underserved students/learners:

*“We focus the HECC Equity Lens on Oregonians who are currently and historically underserved in access to and success in postsecondary education and training, and in the programs and services impacting these measures. We intentionally place racial equity at the forefront to counterbalance and dismantle racist policies and practices that perpetuate inequities. We are committed to explicitly identifying and urgently addressing the most severe and persistent disparities for learners, while shifting to a more equitable education and training system for all Oregonians...”*

\*Students may fit into one or multiple of these categories

# Postsecondary Institutions Serving Oregonians

Locations, and Relative Size of Public Institutions by Enrollment



Oregon also has 219 Private Career Schools not represented on this map

## TOTAL ENROLLMENT 2021-22

### Academic Year Headcount

#### Public Institutions

Universities	118,442
Community Colleges	184,914
Oregon Health & Science University	2,984

#### Private Institutions

Private Degree-Granting Postsecondary Institutions	13,357
Private Career Schools	21,870

Note: Total headcount may contain duplicates for students who attended multiple institutions during the same academic year.

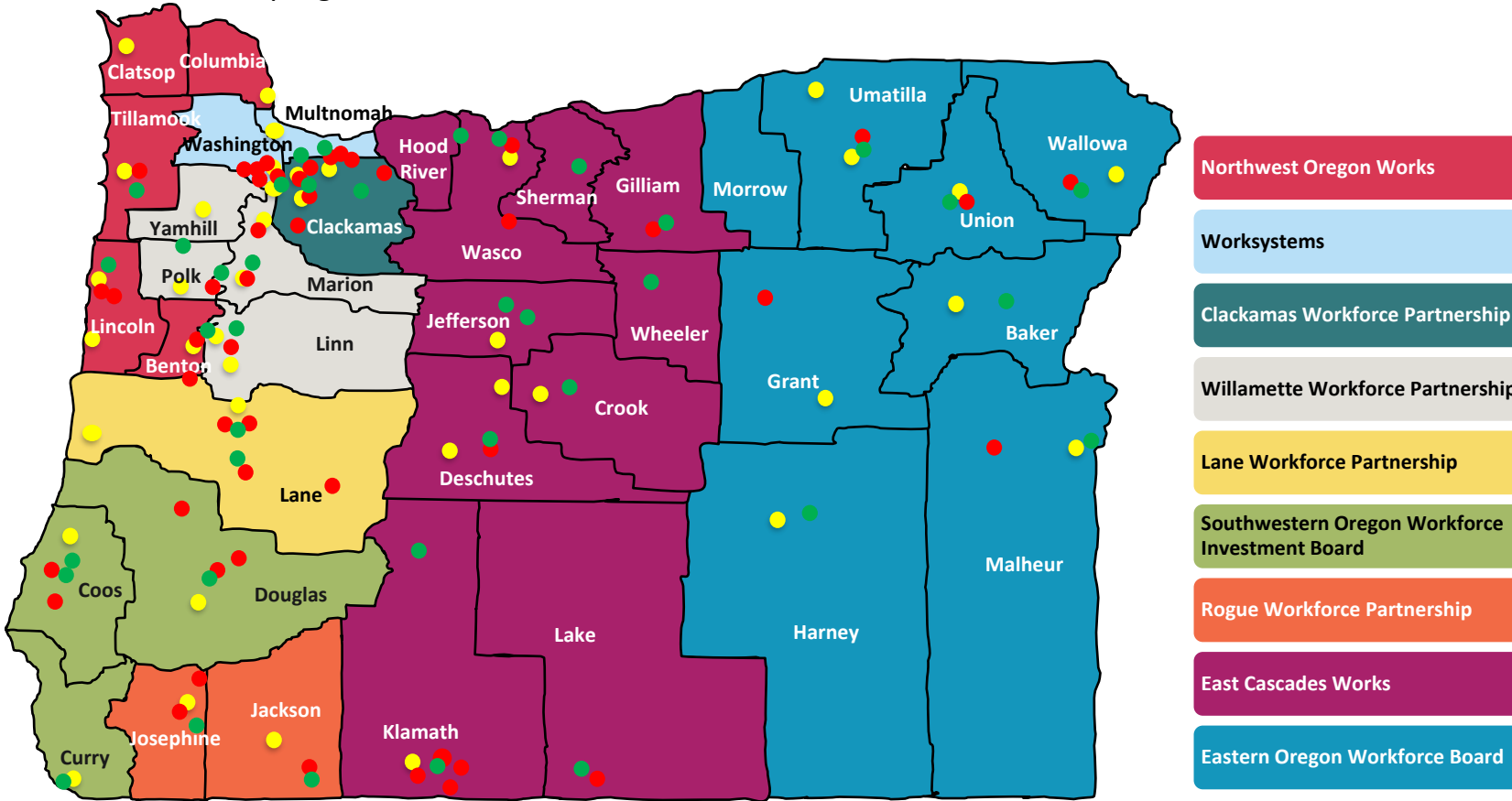
Source: HECC analysis of student-level data from public universities, community colleges and private degree granting and career schools. All data are for the 2021-22 academic year with the exception of OHSU which is for Fall term only.

● Locations of Private degree-granting institutions, including ODA-authorized schools based in Oregon and ODA-exempt

Note: circle sizes are estimates based on headcount enrollment.

# Workforce Investments Serve Oregon Learners and Job-Seekers Statewide

The HECC Office of Workforce Investments funds workforce development opportunities in every county in the state through WorkSource Oregon Centers, OregonServes programs, and Oregon Youth Works programs.



● WorkSource Oregon Center   
 ● OregonServes Program   
 ● Oregon Youth Works Program

## WORKFORCE SERVICES

Through the Office of Workforce Investments, HECC partners with many other agencies, organizations, and programs to provide needed services to Oregonians.

	<u>Participants</u>
Local Workforce Development Boards	14,886 <sup>1</sup>
OregonServes	14,956 <sup>2</sup>
Oregon Youth Works Programs	2,458 <sup>3</sup>

<sup>1</sup> 2021 & 2022 data. May include minimal duplicate participants served by both federal WIOA Title I programs *and* the General Fund Work Experience grant program.

<sup>2</sup> Program year 2020 & 2021 data. Includes AmeriCorps members, youth served, and adults who volunteered with or benefited from an OregonServes program.

<sup>3</sup> 2021 & 2022 data. Includes participants in the Oregon Youth Employment Program, Oregon Youth Corps, and Oregon Conservation Corps.



# Oregon Public Postsecondary Students Today – 2021-22

## 1ST GENERATION STATUS

(note: available for FAFSA filers only)

- 16% 1<sup>st</sup> gen
- 30% not 1<sup>st</sup> gen
- 54% not known

## AGE

- 44% 25+
- 38% 18-24
- 18% <18

## FINANCIAL AID

- 51% of FAFSA/ORSAA filers got Pell or OOG
- 64% of degree-seeking students filed a FAFSA/ORSAA

## BASIC NEEDS

(national data)

- Food Insecure 29-39%
- Housing Insecure 43%-52%
- Homeless 14%

## FULL-TIME/ PART-TIME

- 53% PT
- 8% FT
- 26% Non-credit
- 14% High school (all PT)

## LEVEL

- 4% graduate
- 71% undergrad for-credit
- 25% non-credit only

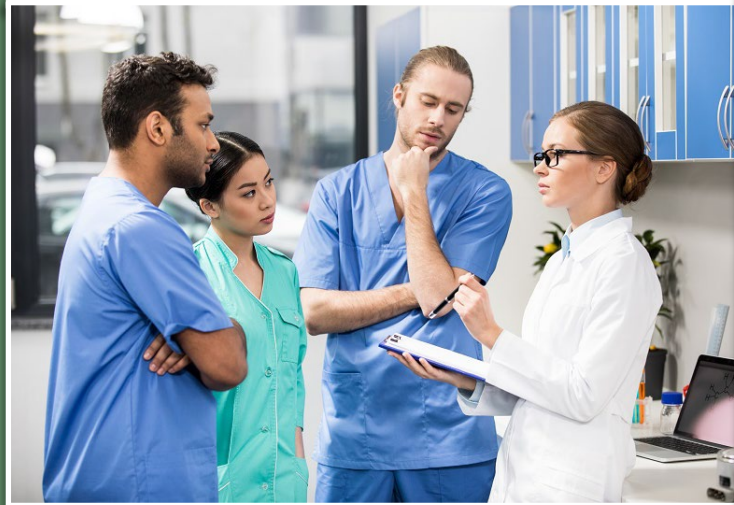
## RURAL/URBAN/MIXED

- 73% urban
- 15% rural
- 12% unknown/other

Sources: Data on basic needs insecurity from The Hope Center for College, Community, and Justice. (2021). “#RealCollege 2021: Basic Needs Insecurity During the Ongoing Pandemic.” Philadelphia, PA. <https://hope.temple.edu/sites/hope/files/media/document/HopeSurveyReport2021.pdf>

All other data from HECC analysis of student records from public institutions and reflect Oregon resident, undergraduate-level students, including high school students taking dual-credit courses and community college students taking non-credit courses. Data are from 2021-22. Data on first-generation status and Pell status are only available for students who file for financial aid.

# THE RETURN ON INVESTMENT FOR POSTSECONDARY EDUCATION AND TRAINING



# Oregon's Future Calls for More Education and Training After High School

A small family in Oregon needs **\$100,298** to make ends meet, on average

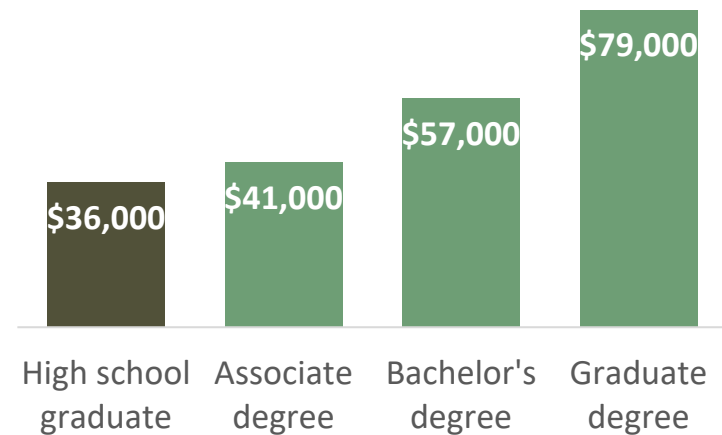
However, the average annual earnings in Oregon is **\$61,465**

Postsecondary credentials are the main route to earning above-average wages

**93%**

of jobs in Oregon with above-average earnings through 2031 call for a postsecondary certificate or degree to be competitive

Median Oregon Annual Earnings



# Postsecondary Education Pays Off



Educational Attainment	Median Oregon Annual Earnings
Graduate degree	\$79,000
Bachelor's degree	\$57,000
Associate's degree	\$41,000
Some college, no degree	\$38,000
High school diploma	\$36,000



# But Those Benefits are Inequitably Distributed

Percentage of Individuals Within a Demographic Group With Each Credential

Educational attainment	Median Oregon annual earnings	White	Underrepresented Populations (Black, Hispanic, Native American, and Native Hawaiian combined)
Graduate degree	\$79,000	14%	8%
Bachelor's degree	\$57,000	24%	14%
Associate degree	\$41,000	9%	7%
Some college, no degree	\$38,000	25%	23%
High school diploma	\$36,000	22%	23%
Less than a high school diploma	\$31,000	5%	25%

*Note: Brackets in the original image group the White and Underrepresented Populations percentages for Graduate, Bachelor's, and Associate degrees. The White group total is 47% and the Underrepresented group total is 29%.*

# Oregon's Economy Needs a Trained Workforce

## Oregon's Current Labor Market is Tight

### Low Unemployment & High Demand:

- Oregon Unemployment Rate at 4.7% (February 2023)<sup>1</sup>
- 68,000 job vacancies (4<sup>th</sup> quarter 2022)<sup>2</sup>
- 75% of job vacancies hard to fill (4<sup>th</sup> quarter 2022)<sup>2</sup>
- Latent labor force

### Pandemic Impacts

- Self-employment up
- Fewer multiple jobholders
- Great resignation

### Structural Factors

- Slowing international migration
- Pandemic-related loss of life
- Changing demographics

49 of top 50 growing high-demand occupations require postsecondary education to be competitive

Postsecondary education also fosters the innovation and knowledge to prepare Oregonians for jobs of the future

### Projected Growth in High-Wage, High-Demand Jobs 2021-2031<sup>3</sup>

General and Operations Managers	15.0%
Heavy & Tractor-Trailer Truck Drivers	8.2%
Registered Nurses	10.3%
Carpenters	11.5%
Project Management & Business Ops. Specialists	13.3%
Wholesale & Manufacturing Sales Reps.	10.5%
Software Developers & Quality Assurance Analysts and Testers	25.2%
Real Estate Sales Agents	13.5%
Electricians	20.8%
Accountants and Auditors	7.2%

# Postsecondary Education Generates Upward Mobility...

## *However, Too Few Students Access This Route to Upward Mobility*

For Oregonians from low-income families who enroll in college as young adults, **67%** become middle-income or high-income earners by their mid-30s.

→ Compared to **39%** of those who never went to college

Students from low-income families who become middle and high-income earners by their mid-30s:

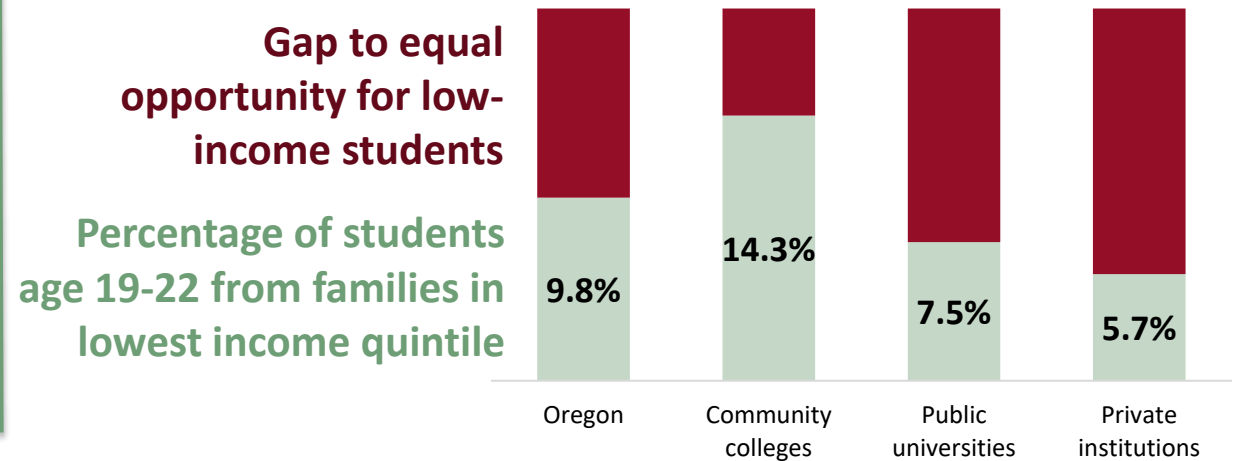
Community Colleges: **61%**

Public Universities: **75%**

Private institutions: **70%**

**HOWEVER**, students from low-income families are less likely to enroll, especially at more selective schools

Only **9.8%** of Oregon college/university students age 19-22 were from the lowest income families (from the lowest 20% of incomes)



Notes: "Middle-income and high-income earners" includes those with earnings in the top 60% of earners. Data exclude two community colleges with too few students to include in the analysis.

Private institutions include 10 institutions from the Oregon Alliance of Independent Colleges and Universities and two additional degree-granting private institutions. Trend in percentage of students from low-income backgrounds reflects difference between 1980 and 1991 birth cohorts.

Source: Chetty, R., Friedman, R.J., Saez, E., Turner, N., and Yagan, D. 2017. *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*. <https://opportunityinsights.org/data/>.

# Postsecondary Education and Training Carry Benefits for the Whole Community

Higher levels of postsecondary education and training correlate with...

**HEALTH BENEFITS:** Higher rates of employer-provided health insurance coverage, and higher rates of activities associated with physical health

**VOTING:** Higher rates of voting

**CIVIC INVOLVEMENT:** Higher rates of civic involvement such as volunteering

**RETIREMENT:** Higher rates of availability and participation in retirement plans provided by their employers

**FAMILY BENEFITS:** Lower rates of participation in public assistance programs (Medicaid, housing assistance, SNAP, free and reduced school lunch), AND Less likely to live in households experiencing poverty

In addition to the benefits to the individual, states benefit from more tax revenue with higher levels of education, revenue which in turn funds state services.\*

Sources: The College Board, Education Pays 2019 <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>, Data from 2018; \*Blagg, Kristin, and Erica Blom. "Evaluating the Return on Investment in Higher Education: An Assessment of Individual-and State-Level Returns." Urban Institute (2018). Morrisey, M., Radpour, S., & Schuster, B. (2022). *The Older Workers and Retirement Chartbook*. Economic Policy Institute. <https://www.epi.org/publication/older-workers-retirement-chartbook/>. Raghupathi, V. & Raghupathi, W. (2020). The influence of education on health: an empirical assessment of OECD countries for the period 1995–2015. *Archives of Public Health*, 78(20). <https://doi.org/10.1186/s13690-020-00402-5>. U.S. Census Bureau. (2021) *Voting and Registration in the Election of November 2020, Table 5* [Data set]. <https://www.census.gov/data/tables/time-series/demo/voting-and-registration/p20-585.html>



PROGRESS  
TOWARD STATE  
GOALS, AND  
APPLYING THE  
EQUITY LENS



# Oregon's 40-40-20 Goal for Young Adults



By 2025, 40 percent of young adult Oregonians will complete a four-year degree or more, 40 percent will complete a two-year degree or short-term career certificate, and the remaining 20 percent will earn a high school diploma or equivalent.

**40%**

4-year degree or more

**40%**

2-year degree or short-term career certificate

**20%**

High school diploma or equivalent

-ORS 350.014

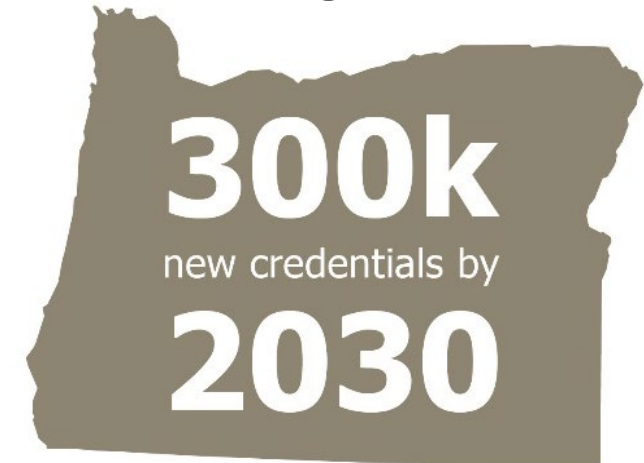


More on educational attainment goals and progress toward them [on our website here:](https://www.oregon.gov/highered/policy-collaboration/Pages/state-goals.aspx)  
<https://www.oregon.gov/highered/policy-collaboration/Pages/state-goals.aspx>

# Oregon's Adult Educational Attainment Goal

Between 2020 and 2030, 300,000 adult Oregonians will earn a new degree, certificate, or other credential of value.

Oregon will reduce the adult educational attainment gaps by half for underserved people of color, low-income learners, and rural learners during this decade.



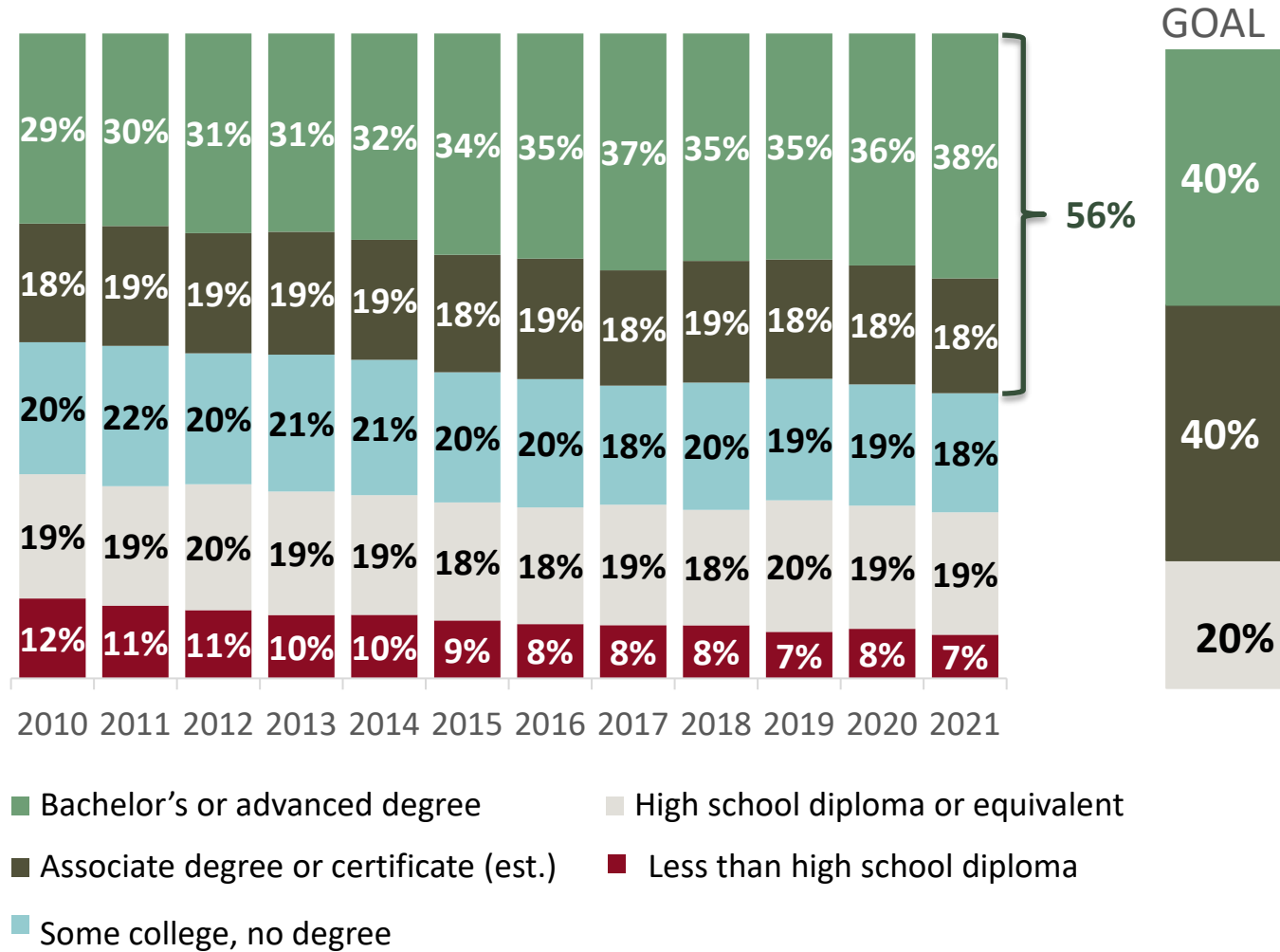
# Progress Toward Oregon's State 40-40-20 Educational Attainment Goal

PROGRESS TOWARD 40-40-20: KPM #4: Percent of all young adults with increasing levels of education and training

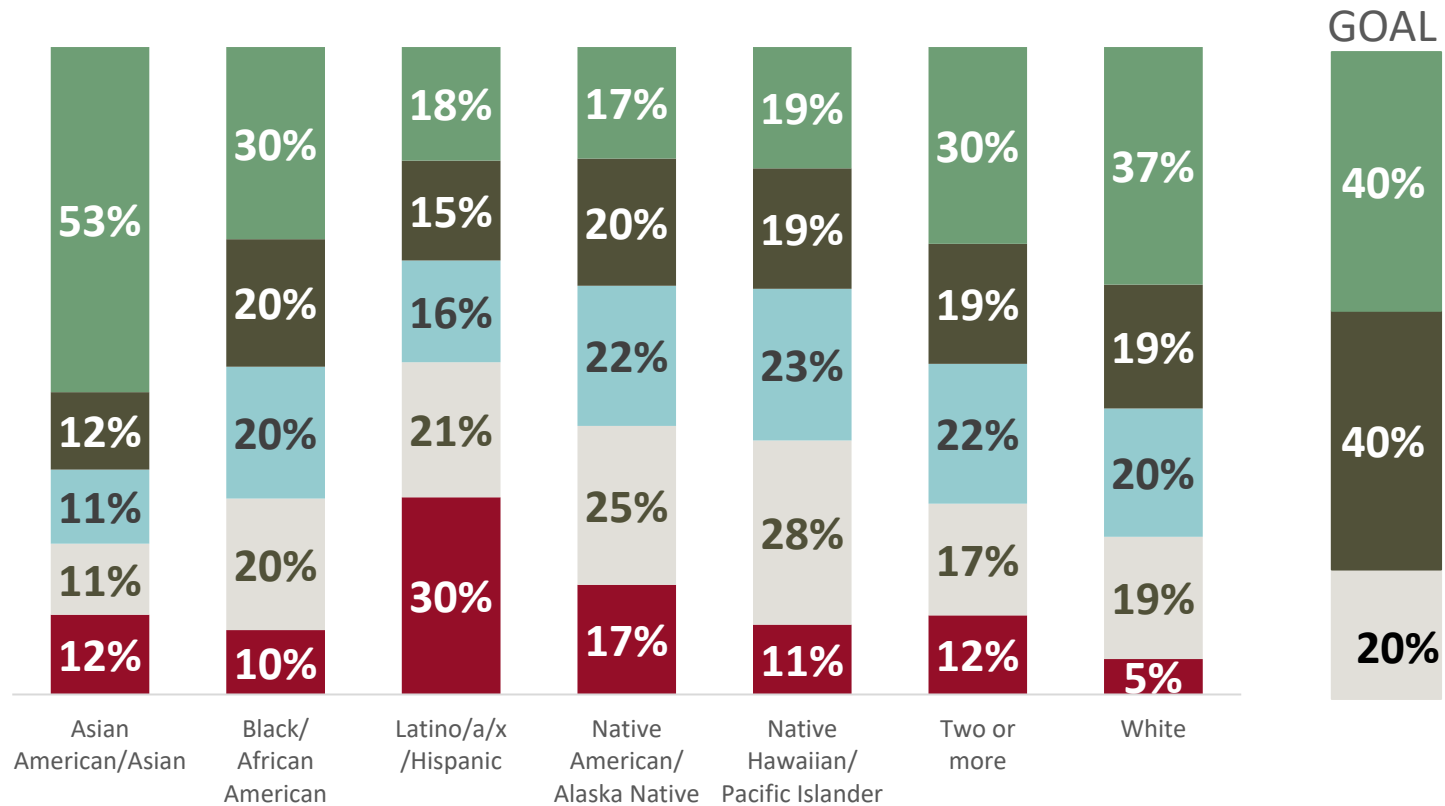
Key Performance Measure #4

The share of young Oregonians with a postsecondary credential has risen slightly in the last few years, though attainment remains well behind the 80% goal.

Rates come from survey data, which can have slight fluctuations from year to year.



# Educational Attainment Varies Widely By Race/ethnicity (2021)

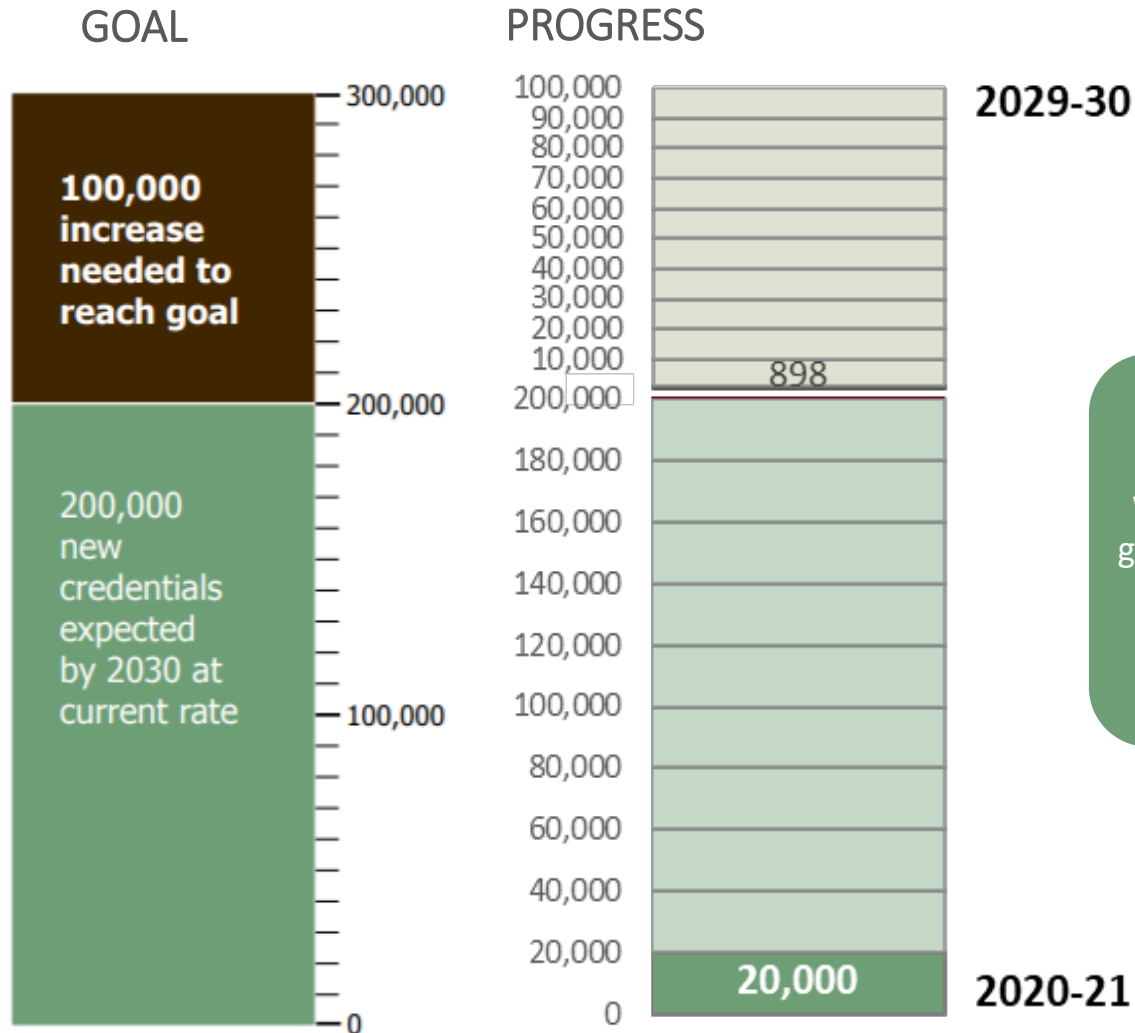


We have far to go to ensure that all Oregonians are served equitably by the education system. Equity gaps in educational attainment by race/ethnicity continue to be severe.

- Bachelor's or advanced degree
- Associate degree or certificate (est.)
- Some college, no degree
- High school diploma or equivalent
- Less than high school diploma

# Progress Toward Oregon's Adult Educational Attainment Goal

## ADULT ATTAINMENT



The arrow contains three text boxes with the following text:

- Box 1:** We still have far to go to meet the adult attainment goal.
- Box 2:** The adult attainment goal also calls for gaps in attainment by race/ethnicity, income, and rural/urban to be reduced by half by 2030.
- Box 3:** Gaps by income have narrowed slightly, while **other gaps have not narrowed.**

# GOVERNANCE STRUCTURE AND KEY RESPONSIBILITIES



# Introducing the HECC



The HECC supports state goals for postsecondary education and training by a wide range of policy and funding strategies including:

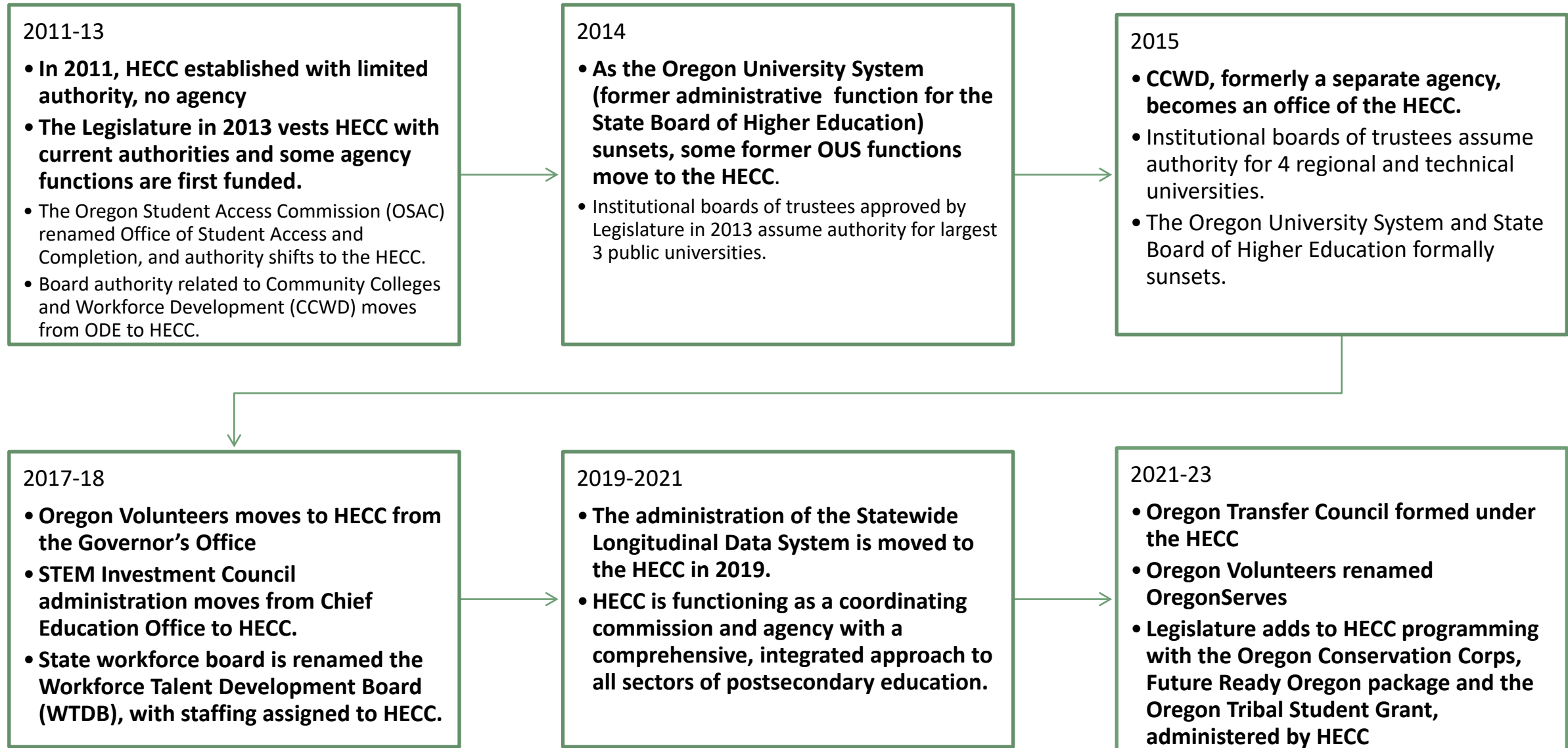
- setting a strategic vision for postsecondary education and training and advising state leaders;
- administering the statewide higher education and workforce biennial budget of approximately \$3.8 billion, establishing methodologies for distributing public funding to community colleges, universities, students, workforce boards, and other partners;
- coordinating postsecondary degrees, programs, and academic pathways;
- administering statewide financial aid, workforce, and educational programs;
- research, evaluation, and analysis.

We also directly serve Oregonians by awarding grant and scholarship aid to students, and connecting Oregonians with workforce and training resources.

Learn more:

<https://www.oregon.gov/highered/about/Pages/hecc.aspx>

# HECC History : Significant Changes Since the Commission was Formed





# HECC Commission and Agency: Structure and Membership

## HECC Commission

[www.oregon.gov/highered/about/Pages/commission.aspx](http://www.oregon.gov/highered/about/Pages/commission.aspx)

## HECC Agency

[www.oregon.gov/highered/about/Pages/hecc.aspx](http://www.oregon.gov/highered/about/Pages/hecc.aspx)

### HECC Commission: 15 Member Volunteer Commission, Governor-Appointed, Senate-Confirmed

- Terry Cross, Chair
- Sandy Rowe, Vice-Chair
- Rukaiyah Adams
- Natalie Arnot (*university undergraduate*)
- Vanessa Becker
- Richard Devlin
- Helen Edwards
- Arnel Fajardo
- Greg Hamann
- Aislyn Matias (*college/university staff*)
- Fernando Rojas-Galván (*community college faculty*)
- Emily Simnitt (*university faculty*)
- Motutama Sipelii (*university graduate student*)
- 2 vacant positions at this time (*CC student, at-large*)

### Executive Director

Office of the Executive Director

Office of Community Colleges & Workforce Development (CCWD)

Office of Academic Policy and Authorization

Office of Student Access & Completion (OSAC)

Office of Workforce Investments

Office of Postsecondary Finance & Capital

Office of Research & Data

Office of Operations

# We Collaborate with State Partners and Support Affiliated Boards

## State Coordination with Numerous Locally-Governed Partners

### HECC Funding and Policy Coordination

- The HECC is a coordinating board, not a governance board, and we work in collaboration with many partners across the postsecondary landscape.
- Responsibility across all sectors of higher education and workforce, public and private
- The agency's work is guided by the **HECC's 15-member Commission** (*Governor-appointed, Senate-confirmed*).

### State Government Partners include (not limited to):

- Oregon Governor, including the Racial Justice Council
- Oregon Legislature
- State Agencies and Boards/Commissions
  - Early Learning Council
  - Bureau of Labor and Industry
  - Youth Development Council
  - Oregon Department of Education, Oregon State Board of Education
  - Teachers' Standards and Practices Commission
  - Employment Department
  - Educator Advancement Council

Learn more about our partners here:

[www.oregon.gov/highered/about/Pages/partners.aspx](http://www.oregon.gov/highered/about/Pages/partners.aspx)



In addition to the HECC Commission, the Agency Supports 6 Affiliated Boards plus the Transfer Council

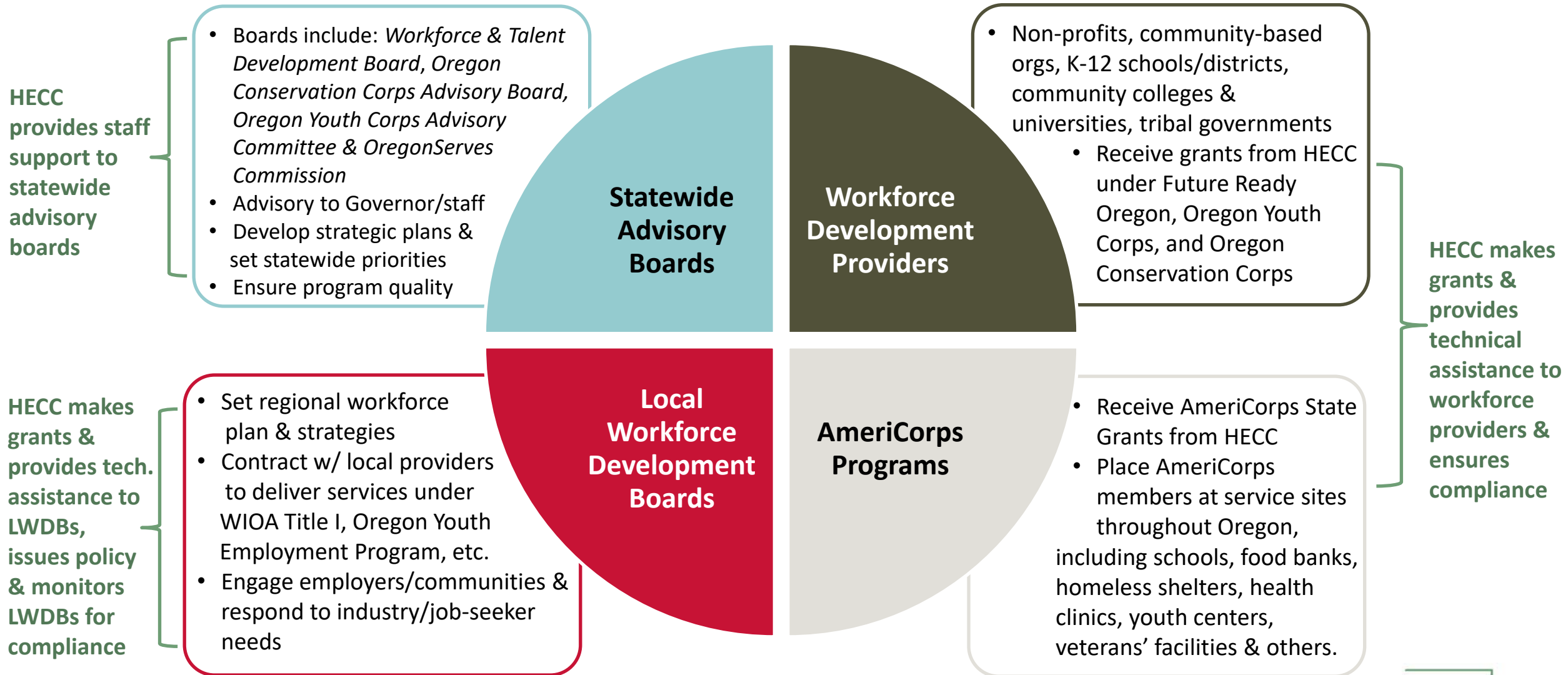
**TRANSFER COUNCIL:** The Oregon Legislature in 2021 passed SB 233 (2021) establishing the Transfer Council to streamline transfer pathways between 2- and 4-year institutions.

**WORKFORCE AND TALENT DEVELOPMENT BOARD (WTDB):** the advisory board to the Governor on workforce matters. Appointed by the Governor under the Workforce Innovation and Opportunity Act.

**Public advisory boards and councils including:**

- OREGON CONSERVATION CORPS ADVISORY COMMITTEE
- OREGON YOUTH CORPS ADVISORY BOARD
- OREGONSERVES COMMISSION
- PRIVATE CAREER SCHOOL ADVISORY COMMITTEE
- STEM INVESTMENT COUNCIL

# HECC Coordinates Workforce Development Strategy and Funding Statewide



# As the State Coordinating Commission, We Work with Numerous Postsecondary Education and Training Institutions with Local Governance

## HECC Funding and Policy Coordination

**The HECC is a coordinating board, not a governance board**, and we work in collaboration with many partners across the postsecondary landscape.

**Responsibility across all sectors** of higher education and workforce, public and private

In addition to the HECC Commission, we staff the Workforce and Talent Development Board and 6 other public boards/commissions/committees

## Local Governance of Public Higher Education Institutions and Workforce Development

**17 Community Colleges** with Locally-elected Governing Boards.

**7 Public Universities + OHSU**

Institutional Governing Boards (Governor-appointed, Senate-confirmed)

**9 Local Workforce Development Boards**

## Private Institutions

219 Private Career Schools  
*(Licensed by HECC)*

21 Private Degree-granting institutions based in Oregon  
*Authorized by HECC (ODA)*

52 Out-of-state degree-granting institutions serving Oregonians through distance education

*Including 32 that participate in NC-SARA*

20 other degree-granting private institutions  
*(Exempt from state authorization requirements)*

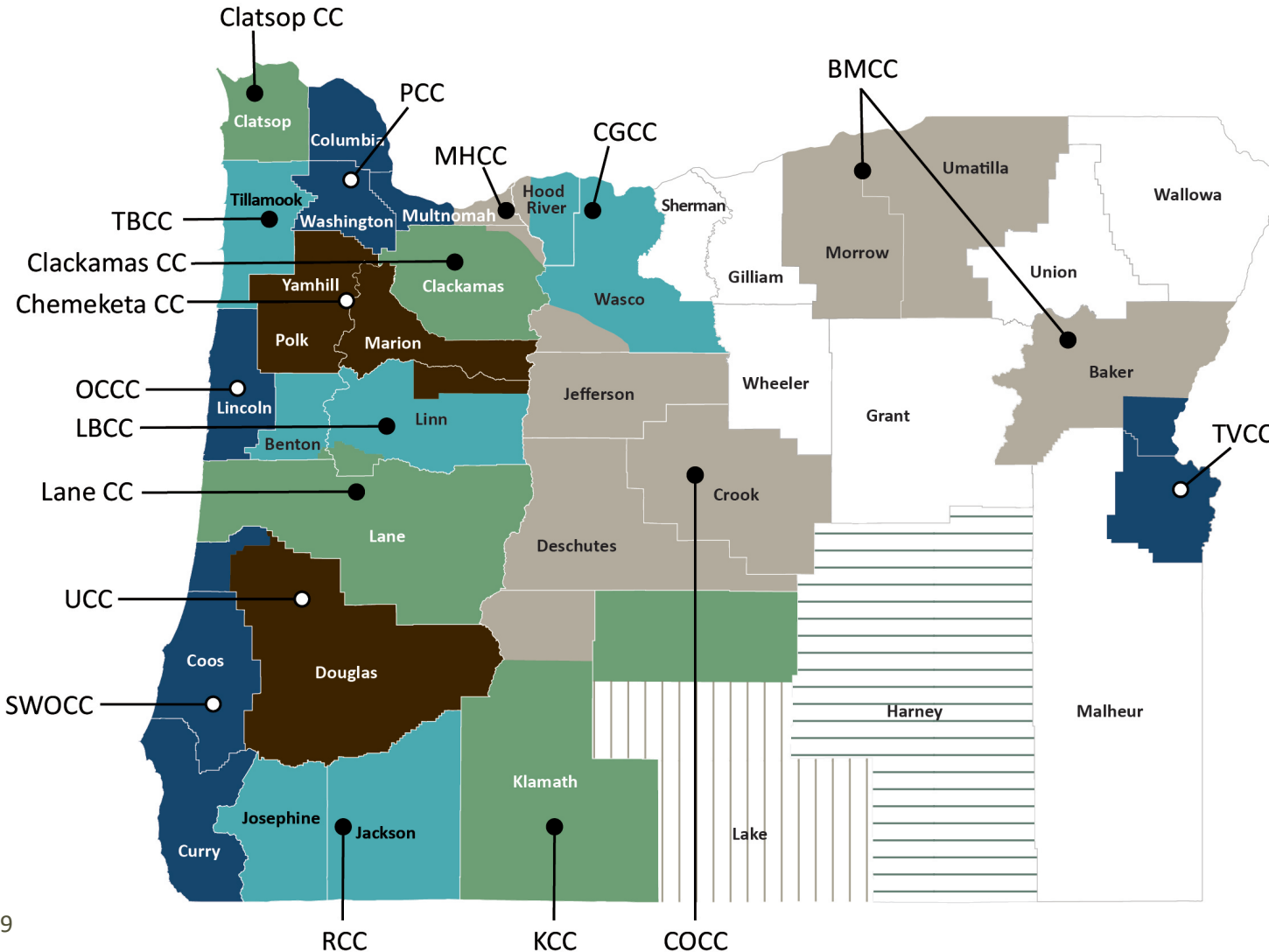
Learn more about our partners here:

<https://www.oregon.gov/highered/about/Pages/partners.aspx>



# Oregon Community College Service Districts and Oregon Counties

## 17 community colleges with 60 satellite campuses throughout the state



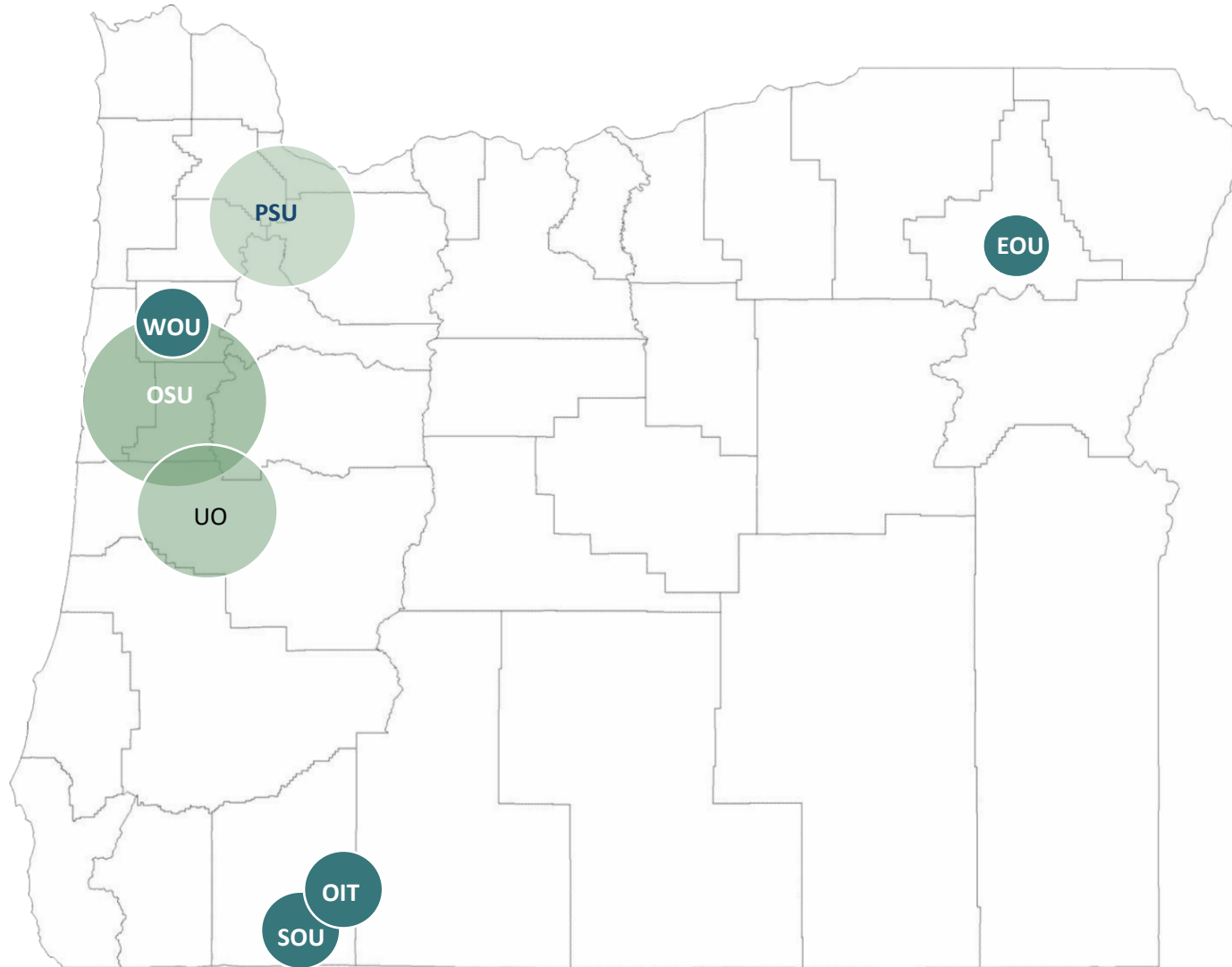
NOTES: Areas in white are not represented by community college districts. These counties and municipalities do not pay taxes into the state's Community College Support Fund. Parts of Lake and Harney Counties are served through Out of District Contracts with COCC and KCC respectively.

Currently, Grant County receives community college services through Contracts Out of District (CODs) with Blue Mountain Community College.

The city of Burns and Lake County receive community college services through CODs with Treasure Valley Community College.

The colors on this document are meant to visually illustrate the district locations, but are not meant to be read as categories that have meaning due to grouping by color.

# Oregon's 7 Public Universities have Diverse Missions



Approximately 74% of total public university enrollment is at the three largest institutions (PSU, UO, OSU).

Oregon's regional comprehensive universities play a significant role in the economy, community, and education attainment (EOU, SOU, WOU, OIT).

# HECC's Coordinating Role for Public Higher Education: Oregon's Decentralized System of Local Control

## Academic Coordination

- Mission and program approval
- Transfer pathways
- Accelerated learning standards
- Other policy strategies i.e. Open Education Resources, CTE investments, Math Pathways

## State Funding Administration

- State budget and capital recommendations
- Funding allocations (by formula)

## Data and Reporting

- Goal-setting
- Student data collection
- Reports and evaluations

## Community Colleges

- “The board of education of a community college district shall be responsible for the general supervision and control of any and all community colleges operated by the district.” (ORS 341.290)

## Public Universities

- “A public university listed ... is an independent public body with statewide purposes and missions. A public university shall exercise and carry out all of the powers, rights and privileges ... that are expressly conferred upon [it].” (ORS 352.039)

## State of Oregon / HECC

- “[The HECC] may not exercise any authority, express or implied, statutorily provided to a governing board of a public university listed in ORS 352.002 or a community college operated under ORS chapter 341.” (ORS 350.075)

# Private Postsecondary Institutions: Oversight and Types

## Private, non-profit & for-profit, degree-granting colleges & universities

- 21 in Oregon, 52 public and private out-of-state, of which 32 participate in NC-SARA
- 27 eligible for Title IV US DOE Financial and State Aid
- Examples: Sumner College, Oregon College of Oriental Medicine, Pacific Bible College
- Under **HECC Office of Degree Authorization**

## Private Career Schools

- 215 in Oregon
- 28 eligible for Title IV Career training & certificates (cosmetology, tattooing, tax preparation, commercial trucking, psilocybin instruction [new among others])
- Licensed and regulated by **HECC Private Career Schools Unit**

## 20 Exempt Private Institutions

- Religious/ministerial schools
- Accredited non-profit schools that conferred degrees for 10 years before 2005, i.e. Willamette, Linfield, Reed, etc.



# HECC's Vision for Oregon Postsecondary Education

*“The Higher Education Coordinating Commission (HECC) envisions a future in which all Oregonians – and especially those whom our systems have underserved and marginalized – benefit from the transformational power of high-quality postsecondary education and training.”*

From the HECC Strategic Framework, December 2017

## HECC Goals

### AFFORDABILITY



### EQUITY



### STUDENT SUCCESS



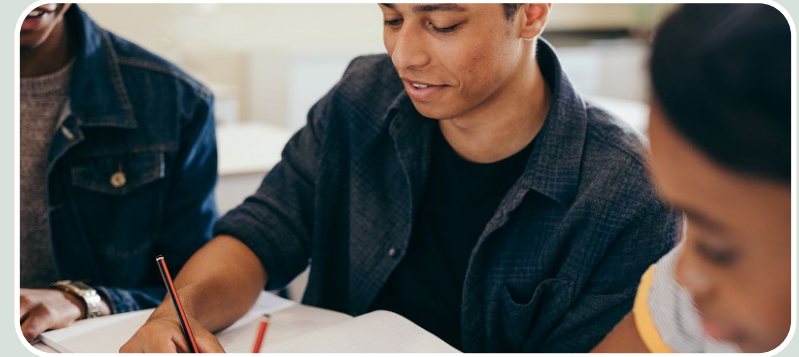
### ECONOMIC & COMMUNITY IMPACT



# We Apply the Oregon HECC Equity Lens

The Oregon Equity Lens was adopted by the HECC in 2014 as a cornerstone to the State's approach to education policy and budgeting.

- **Purpose:** To clearly articulate the shared goals we have for our state; to assess the equity impact of policies and investments; **to make intentional policies, investments and systemic change to achieve an equitable educational system;** and to create clear accountability structures.
- Confirms the **importance of identifying and urgently addressing institutional and systemic barriers** that have limited access and success for many students.
- Emphasizes **historically underserved students**, with a **particular focus on racial equity**.

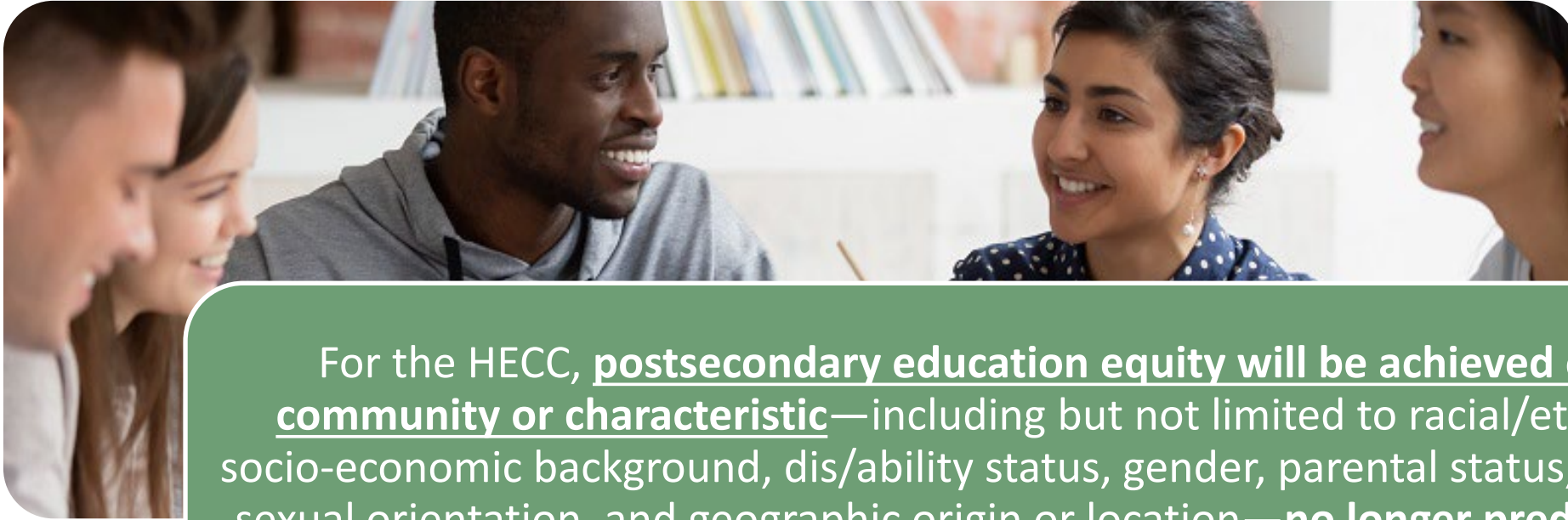


In November 2021, the Equity Lens was updated. It is now titled the Oregon HECC Equity Lens, with a renewed attention on application to postsecondary education and training. The primary focus areas remain consistent.

Read the full Equity Lens here:

<https://www.oregon.gov/highered/policy-collaboration/Documents/Equity/HECC-Equity-Lens-2021.pdf>

# Our Equity Stance...

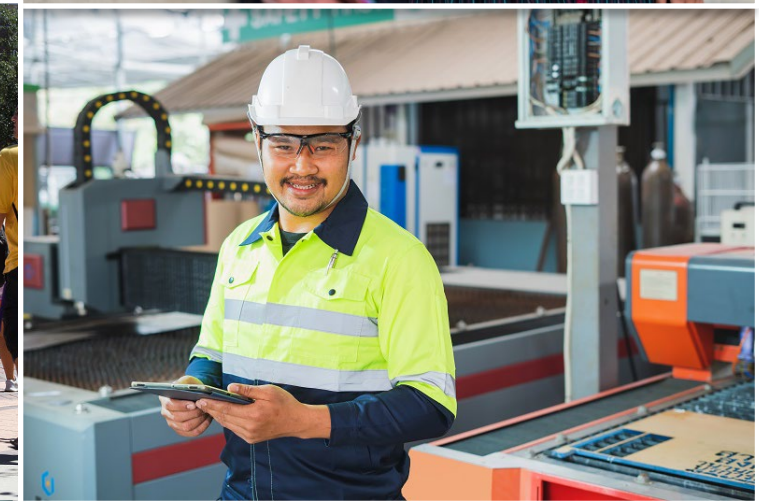


For the HECC, postsecondary education equity will be achieved once one's community or characteristic—including but not limited to racial/ethnic identity, socio-economic background, dis/ability status, gender, parental status, veteran status, sexual orientation, and geographic origin or location—no longer predict inequitable access to and success in postsecondary education and training. We will work towards this by addressing the root historical causes of systemic racism and inequities, not just their manifestation. This includes the intentional examination and elimination of policies, practices, attitudes and cultural messages that perpetuate the stark inequities in postsecondary education and workforce training we see today.

# PUBLIC INSTITUTION SUPPORT: IMPACT ON OREGONIANS

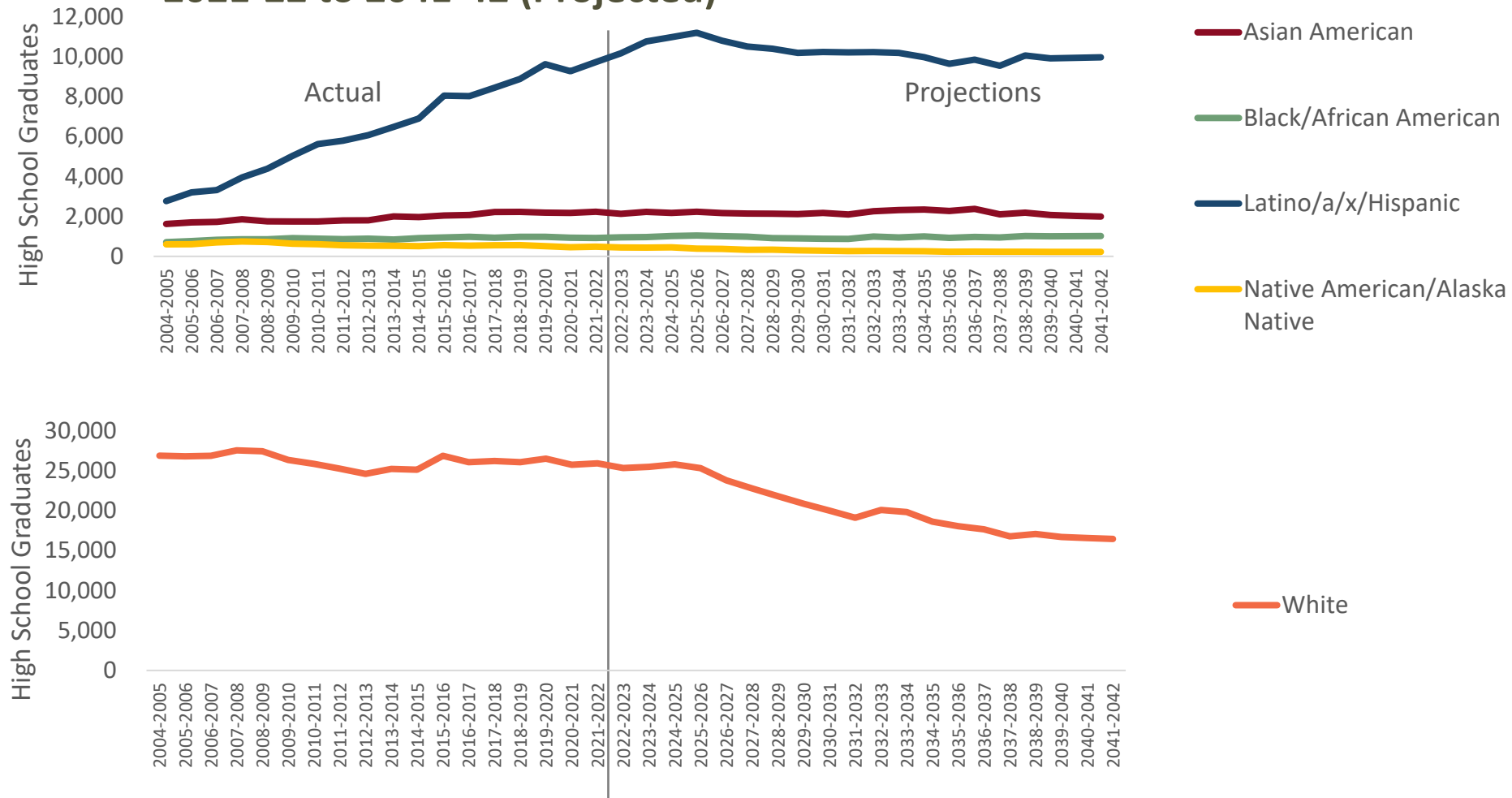
- ACCESS AND ENROLLMENT
- COMPLETION, OUTCOMES, AND ECONOMIC GROWTH
- AFFORDABILITY AND FINANCIAL AID

POSTSECONDARY  
EDUCATION AND  
WORKFORCE  
TRAINING ACCESS  
AND ENROLLMENT



# Oregon Youth Projections Show Growing Diversity

**Oregon Public High School Graduates by Race/Ethnicity, 2004-05 to 2020-21(Actual), 2021-22 to 2041-42 (Projected)**



Our multicultural future needs multicultural education and training

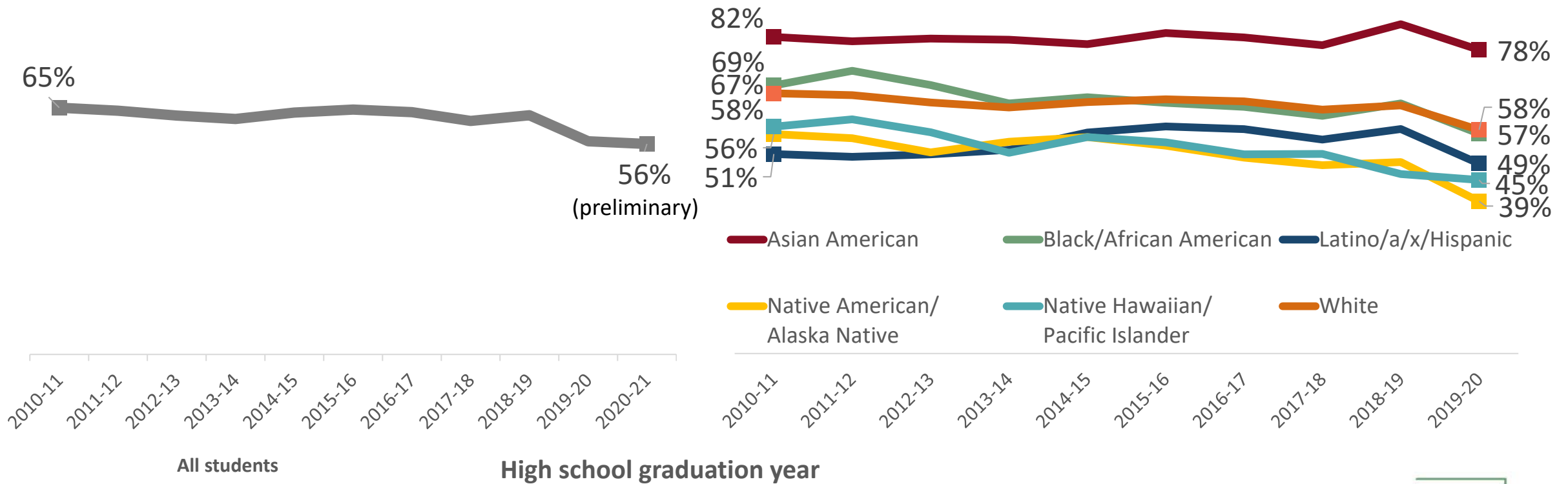
Notes: Projections derived from HECC analysis and include progression ratios from kindergarten through high school graduation, use the most recent four years of data, and include students entering or exiting the public school system (typically through migration).

Sources: Centers for Disease Control data on Oregon birth rates by race-ethnicity, National Center for Education Statistics data on Oregon public elementary and secondary school enrollment and on private high school graduates, Oregon Department of Education (ODE) data on public high school graduates, and historic ODE data on home school graduates.

# The College-going Rate of Oregon High School Graduates Fell during the Pandemic, and Equity Gaps Persist

Key Performance Measure #1-2

Percentage of Oregon High School Graduates From 2021 Who Enrolled in Any College Nationwide Within 16 Months of Their 4-year High School Cohort Graduation Date



# Oregon Public Postsecondary Students Today – 2021-22

## 1ST GENERATION STATUS

(note: available for FAFSA filers only)

- 16% 1<sup>st</sup> gen
- 30% not 1<sup>st</sup> gen
- 54% not known

## AGE

- 44% 25+
- 38% 18-24
- 18% <18

## FINANCIAL AID

- 51% of FAFSA/ORSAA filers got Pell or OOG
- 64% of degree-seeking students filed a FAFSA/ORSAA

## BASIC NEEDS

(national data)

- Food Insecure 29-39%
- Housing Insecure 43%-52%
- Homeless 14%

## FULL-TIME/ PART-TIME

- 53% PT
- 8% FT
- 26% Non-credit
- 14% High school (all PT)

## LEVEL

- 4% graduate
- 71% undergrad for-credit
- 25% non-credit only

## RURAL/URBAN/MIXED

- 73% urban
- 15% rural
- 12% unknown/other

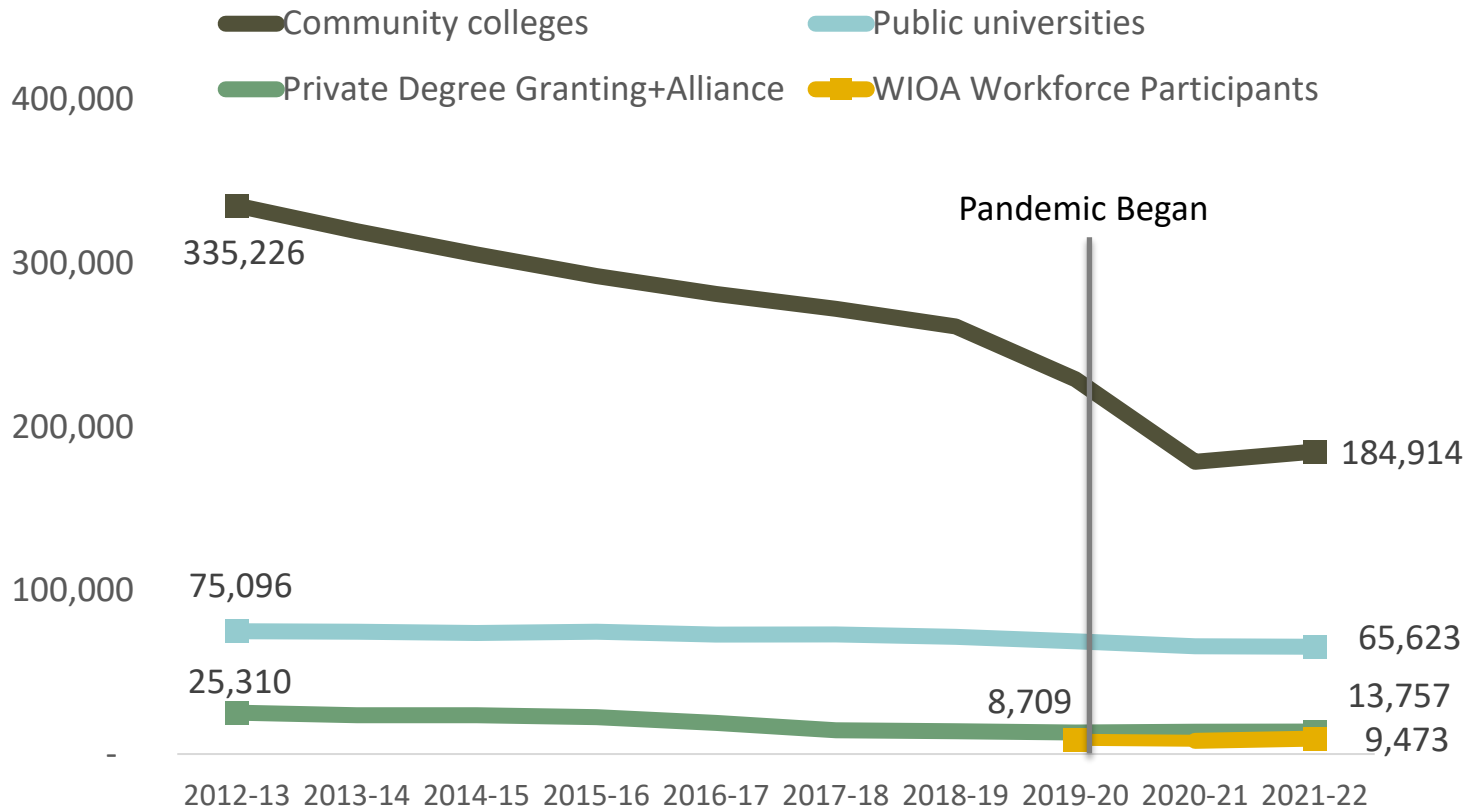
Sources: Data on basic needs insecurity from The Hope Center for College, Community, and Justice. (2021). “#RealCollege 2021: Basic Needs Insecurity During the Ongoing Pandemic.” Philadelphia, PA. <https://hope.temple.edu/sites/hope/files/media/document/HopeSurveyReport2021.pdf>

All other data from HECC analysis of student records from public institutions and reflect Oregon resident, undergraduate-level students, including high school students taking dual-credit courses and community college students taking non-credit courses. Data are from 2021-22. Data on first-generation status and Pell status are only available for students who file for financial aid.



# Pandemic-related Enrollment Declines Have Stabilized but not Returned to Pre-pandemic Levels

Annual Number of Undergraduates by Institution Type, 2012-13 To 2021-22



Community college enrollment aligns closely with economic trends. Low unemployment, combined with the pandemic, has led to declining enrollment since 2010.

Public university undergraduate enrollment has declined only slightly the last decade, in part because of increased enrollment in accelerated learning.

Private institutions include independent degree-granting, and both other degree-granting and career/technical schools authorized by the HECC.

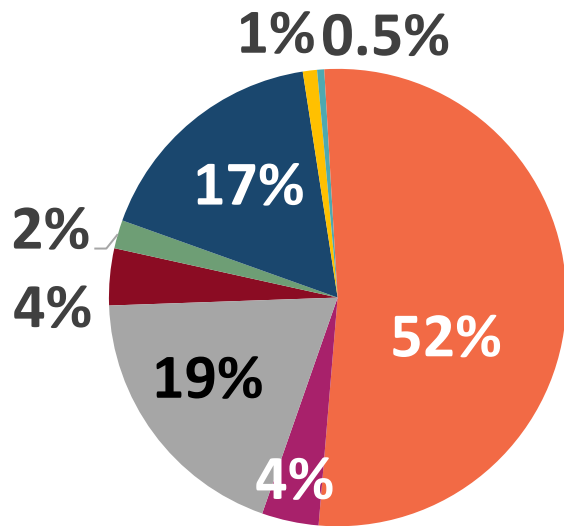
The number of workforce training participants has remained stable for the last two years (prior to Future Ready Oregon). Definitional changes prevent showing a longer trend.

Source: For public universities and community colleges: HECC analysis of student data from all institutions. Includes annual headcount for resident, undergraduate and non-admitted undergraduate students. For independent schools: HECC analysis of student data only from private institutions that are authorized by the HECC and that reported data. Includes annual headcount for resident and nonresident undergraduate students and therefore overestimates the number of undergraduates at private, degree-granting institutions authorized by the HECC, as some of the graduate students cannot be identified separately.

# Racial/ethnic Gaps in Enrollment Have Improved in the Last Decade

## % Growth/Decline in last 10 years

### Community College Students



+21%

Asian American/Asian

+25%

-9%

Black/African American

+18%

+53%

Latino/a/x/Hispanic

+99%

-28%

Nat. American/Alaska Native

-24%

+8%

Nat. Hawaiian/Pac. Islander

-7%

-13%

White

-15%

+54%

Multiracial

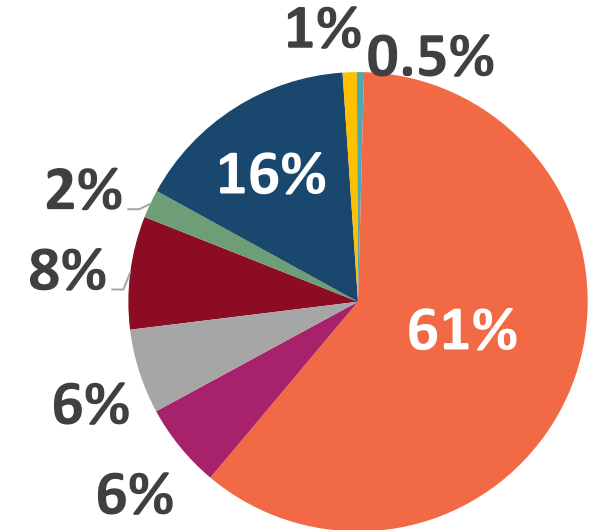
+71%

+4%

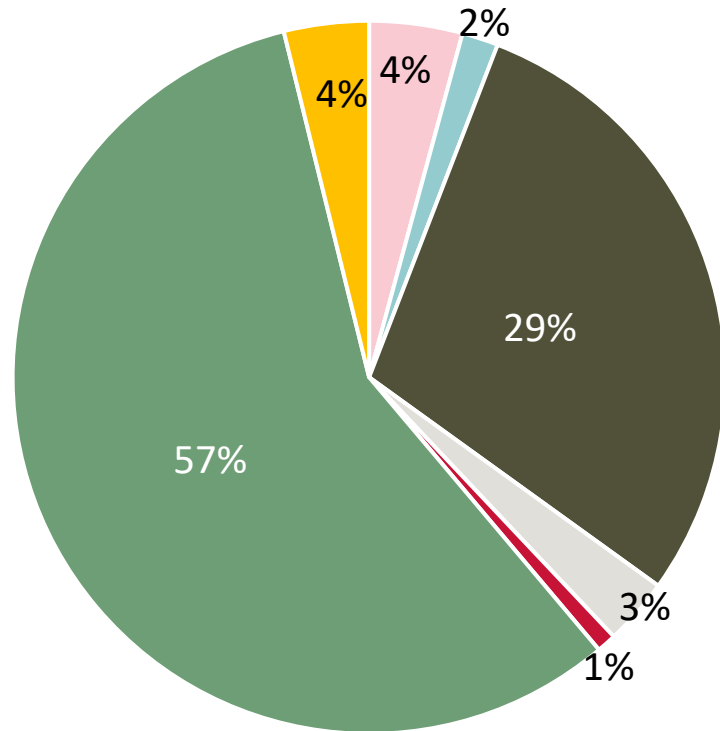
Not Reported

-13%

### Public University Students



# Community Colleges' Multiple Missions



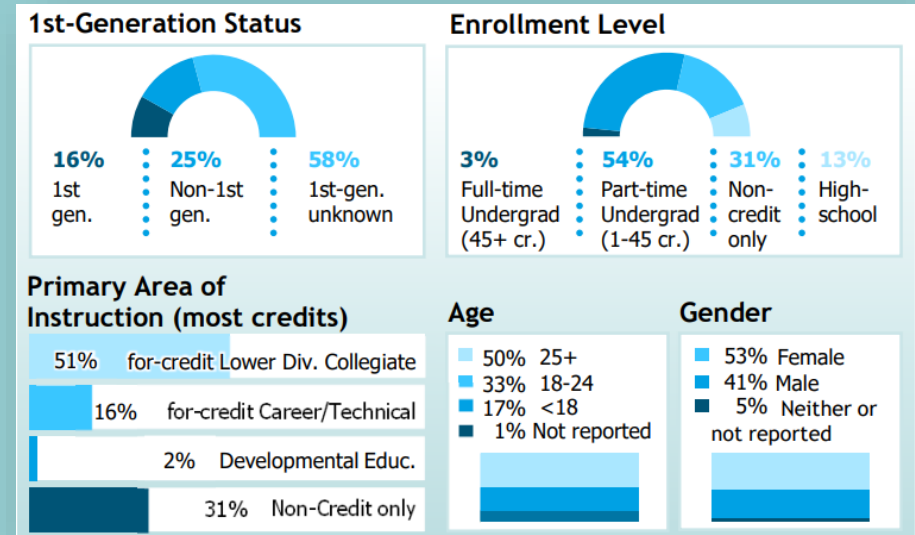
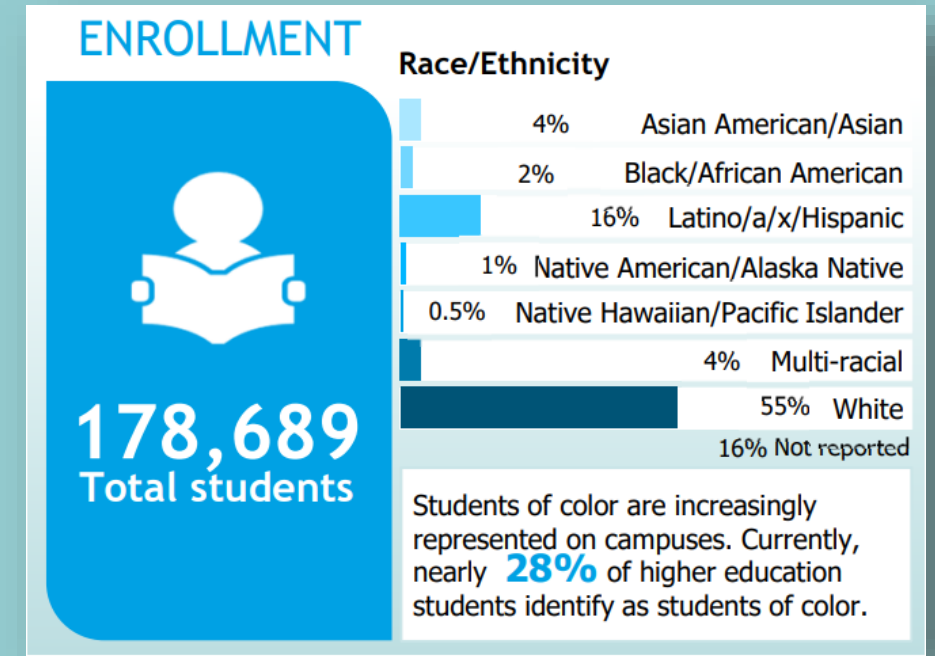
- Adult Basic Education
- Adult Continuing Educ
- Career & Technical Educ
- English as a 2nd Language
- High School Equivalency
- Lower Division Collegiate
- Post-Secondary Remedial

Total Student FTE Enrollment at All Institutions (2021-22)  
**63,840**

Reimbursable FTE Enrollment at All Institutions (2021-22):  
**60,863**

# Snapshot of Enrollment at Oregon's Community Colleges

- Oregon's community colleges enrolled 178,689 students in 2020-21.
- 16% identified as 1<sup>st</sup> generation students, but most students (58%) did not identify whether they were 1<sup>st</sup> generation or not.
- Students of color are increasingly represented on campuses. Nearly 28% of students identified as students of color in 2020-21.

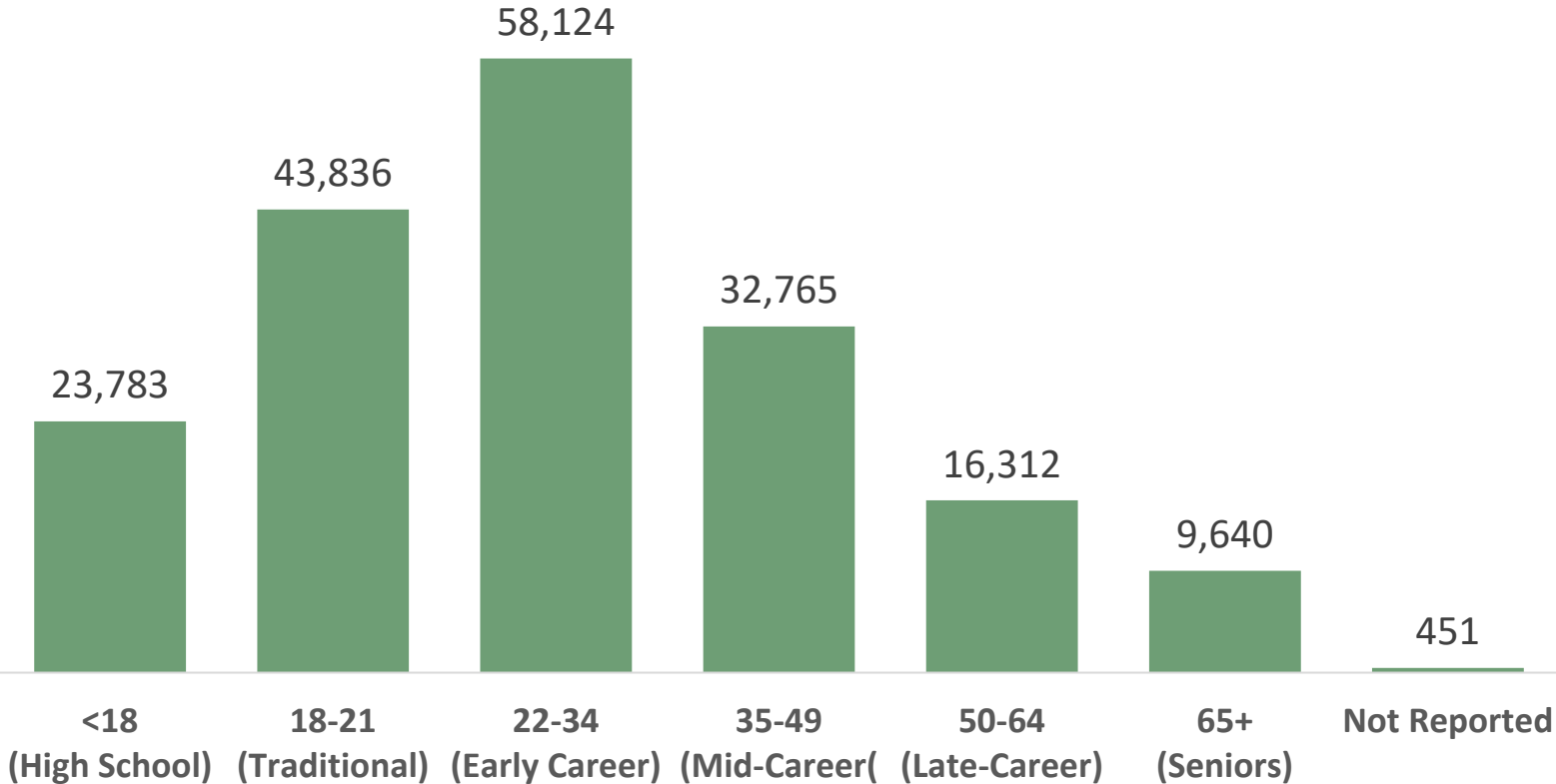


View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>

# Most Community College Students Do Not Enroll Directly from High School

Oregon Community College Enrollment by Age, 2021-22



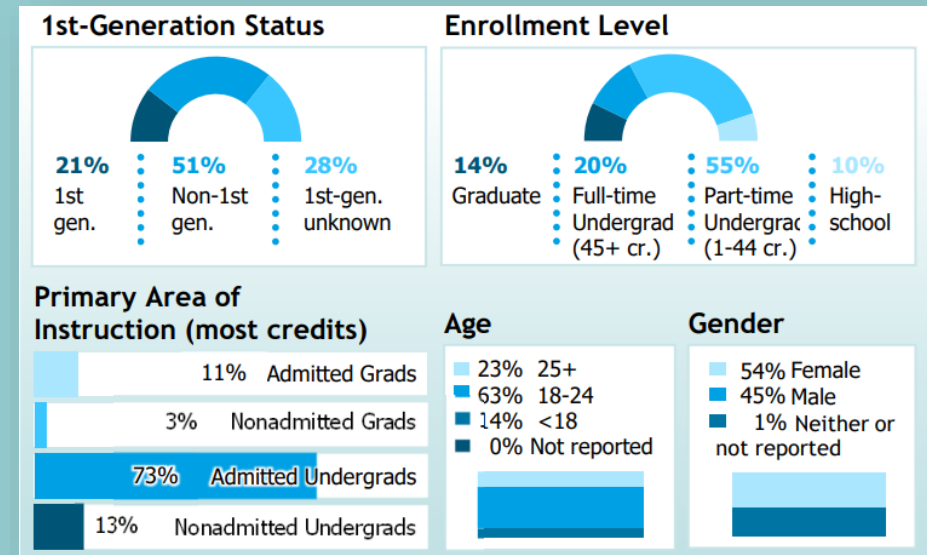
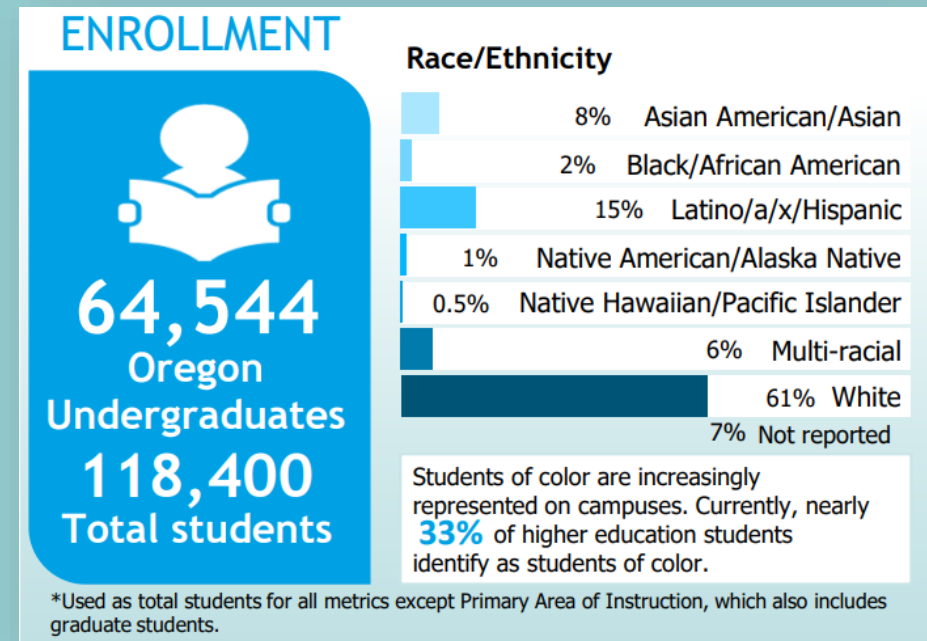
The wide mission of community colleges serves Oregonians throughout their lives

# Snapshot of Enrollment at Oregon's Public Universities

- Oregon's universities enrolled 118,400 students in 2020-21, including 64,544 resident undergraduates.
- Of resident undergraduates who completed a financial aid application, 21% were 1st generation college students.
- Of resident undergraduates, 73% were admitted students and pursuing an undergraduate degree or certificate.
- Students of color are increasingly represented on campuses. Nearly 33% of students identified as students of color in 2020-21.

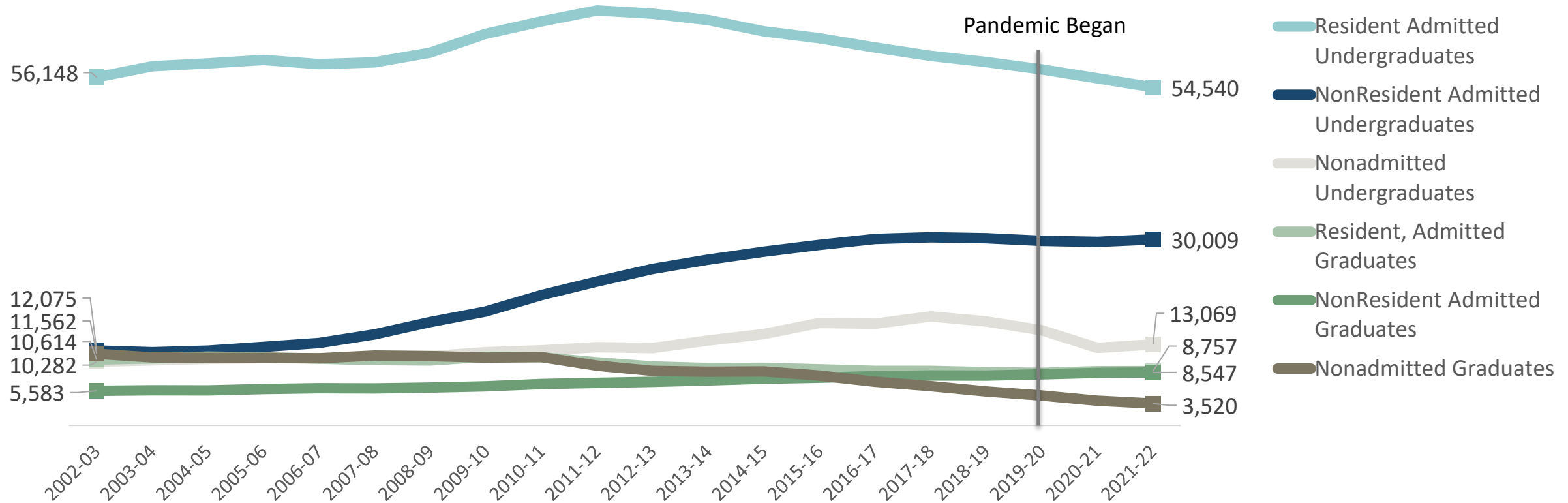
View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



# The Number of Oregon Admitted Undergraduates has Declined at the Universities, but Total Enrollment has been Relatively Stable

## Annual Number of University Students By Residency and Student Level 2002-03 To 2021-22



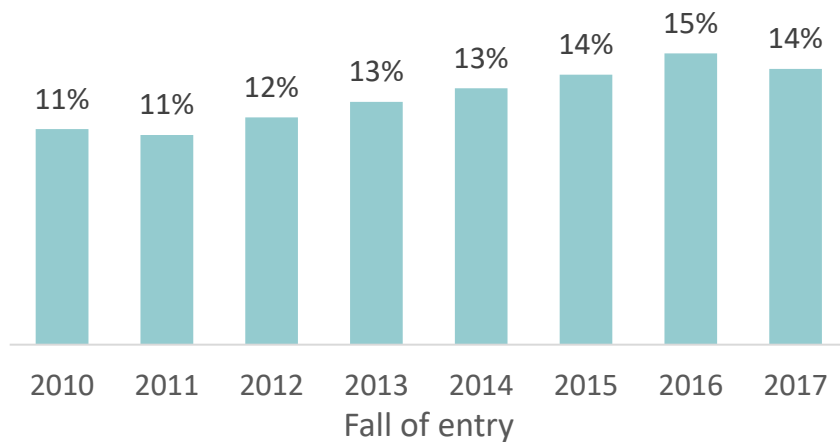
# Oregon Community College Transfer Students Make up a Substantial Portion of Resident Undergraduate Students at Public Universities campuses.

The percentage of credential-seeking community college students transferring to a public university has steadily increased in recent years until the pandemic.

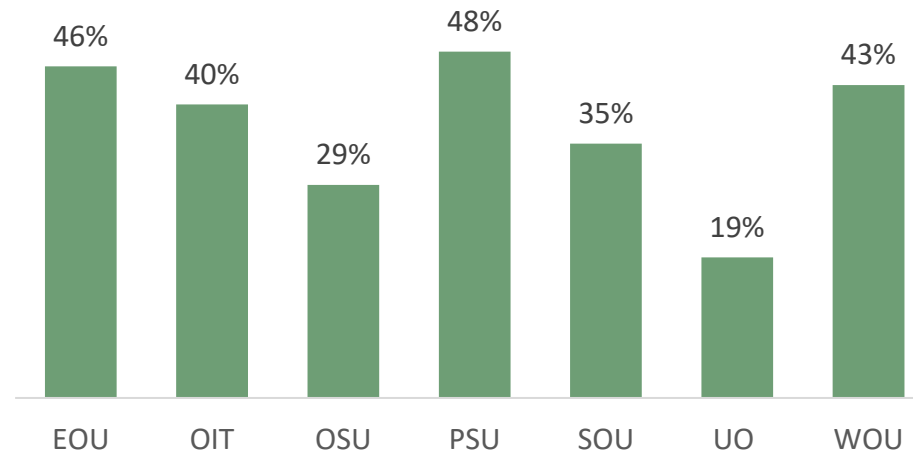
Transfer students from make up a substantial portion of resident, admitted undergraduates at the public universities: approximately **one out of every three** new Oregon undergraduates at the public universities transferred from an Oregon community college.

New community college students enrolled primarily in lower-division collegiate courses are more often from underserved racial/ethnic, first-generation, rural, and low-income backgrounds than new freshmen at the public universities.

### Transfer Rate from Community College to Public University



### Percentage of new Oregon university undergraduates who transferred from an Oregon community college (2021-22)





# HECC Workforce Investments Result in Wage and Employment Gains for Adults and Dislocated Workers, and Support Cross-Sector Solutions



**38,786** Basic Career Services provided (FF)



**88,944** Staff Assisted Services provided (FF)



**5,670** Training Services (FF)



**558** Work experience participants (GF)

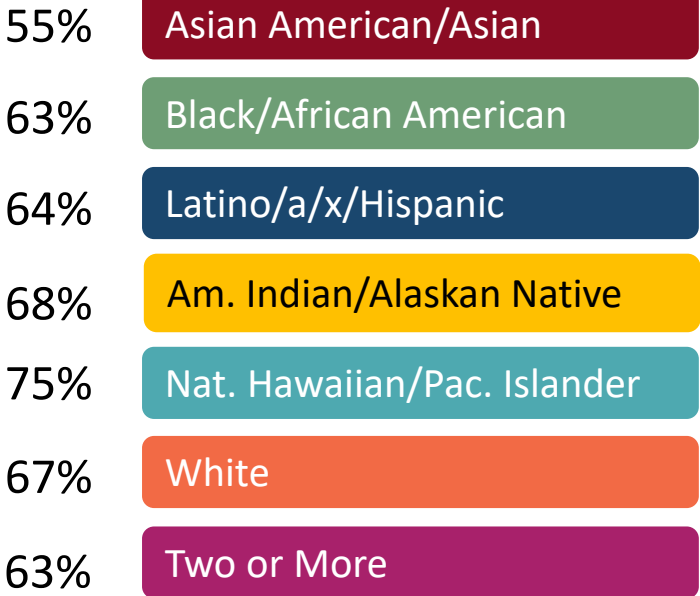


**47** regional industry partnerships convened in **11** different high-demand sectors (GF)

Source: grantee quarterly reports

Most WIOA Title I participants were employed and earning **higher wages** after services

Percentage of WIOA Title 1 participants with **wage gain** four quarters after exiting services, by race/ethnicity.



Source: Oregon Employment Department Performance Reporting Information System

Notes:

- Services provided, work experience participants, and industry data reflect January 1, 2021 – December 31, 2022
- Wage gain reflects the % of participants who saw a wage gain in the 4<sup>th</sup> quarter after exiting services
- Newly employed reflected the % of participants who were unemployed upon entering services and were employed in the 3<sup>rd</sup> quarter after exiting services



# HECC Workforce Investments Benefit Young Oregonians



**4,979**

youth served in  
OYC, OCC, ODHS  
YEP, WIOA Youth,  
and OYEP



**508**

OYC youth earned  
certificates



**34**

counties & tribes  
w/OYC programs



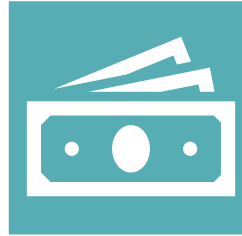
**1,300**

acres treated by  
OCC crews



**32%**

ODHS YEP youth  
were teen parents



**\$140,561**

wages earned by  
ODHS YEP youth



**36%**

OCC youth  
identified as BIPOC



**25,912**

WIOA youth  
services provided



**440**

Homeless/runaway  
WIOA youth served



**11+**

industry sectors  
hosted OYEP youth



Paid work experiences



Workforce training



Career exposure



Academic support



Essential employability skills

# HECC Workforce Investments Support Volunteerism, National Services and Civic Engagement



## Impact on AmeriCorps Members

**405**

AmeriCorps members served in Oregon and gained work experience

**\$5 million**

in education awards earned by AmeriCorps volunteers

**1,000+**

AmeriCorps sites, including schools, food banks, homeless shelters, health clinics, veterans facilities, etc.



## Impact on Students

**7,000+**

children received education, career, and other services from AmeriCorps members and volunteers

**1,230**

students served reported increased academic performance

**651**

Students served enrolled in or earned a postsecondary credential



## Impact on Communities

**974**

community members received disaster assistance.

**35,000**

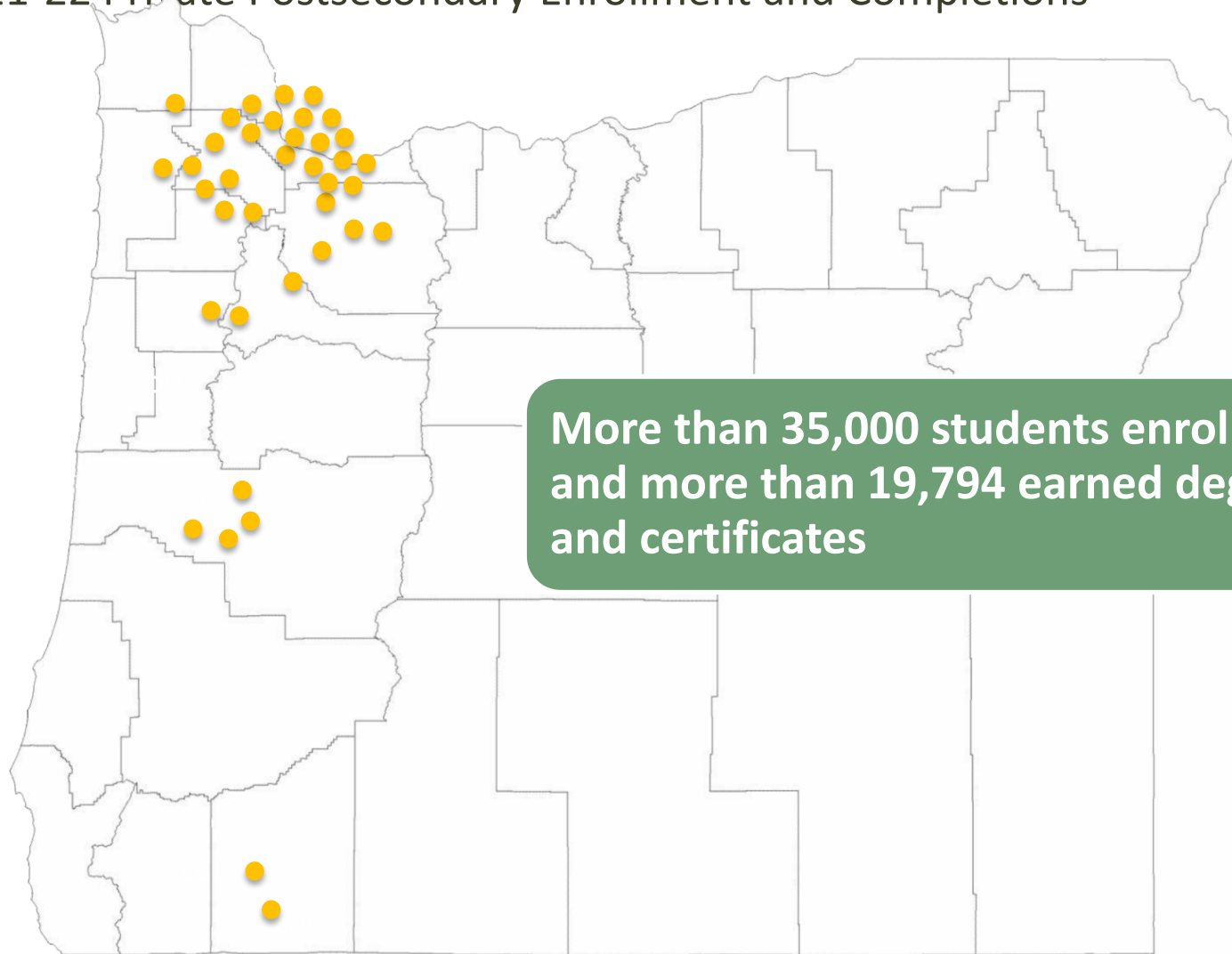
hours given back to Oregon communities by local volunteers

**2,100+**

acres of public land restored by AmeriCorps members

# Oregon's Private Postsecondary Sector Educates Thousands

## 2021-22 Private Postsecondary Enrollment and Completions



Degree-Granting private Colleges and universities under HECC authorization

- 64 Reported 6,760 students enrolled
- 57 Reported 1,944 completions

Private Career Schools – career oriented programs

- 112 Reported 21,870 students enrolled
- 113 Reported 10,808 completions

Private colleges, universities, and religious institutions exempt from state regulation

- 12 reported 6,597 students enrolled
- 12 reported 7,042 completions

● Locations of Private degree-granting institutions, including ODA-authorized schools based in Oregon and ODA-exempt.

**NOTE: PCA school locations not represented.**

Source: HECC analysis of student data reported to the HECC by regulated and exempt institutions. The number of schools above reflects only the schools that reported data for enrollment or completions. Not all private institutions reported data for this academic year.

COMPLETION,  
OUTCOMES, AND  
ECONOMIC  
GROWTH

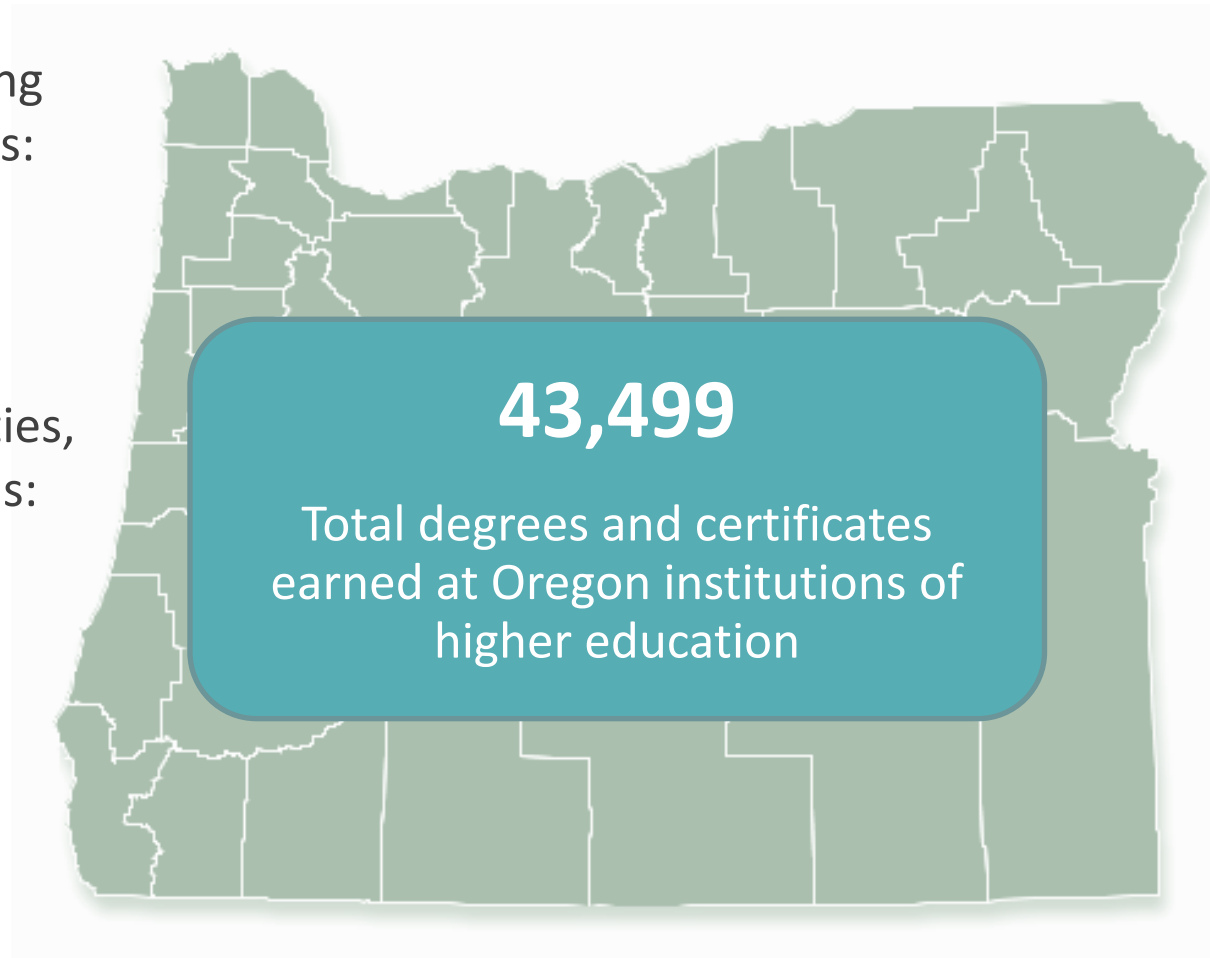


# Resident Student Completions in 2021-22

From 57 Regulated Private Degree-Granting Postsecondary Schools:  
**1,329 completions**

From 12 Independent Private colleges, universities, and religious institutions:  
**7,042 completions**

From 113 Regulated Private Career Schools:  
**9,085 completions**



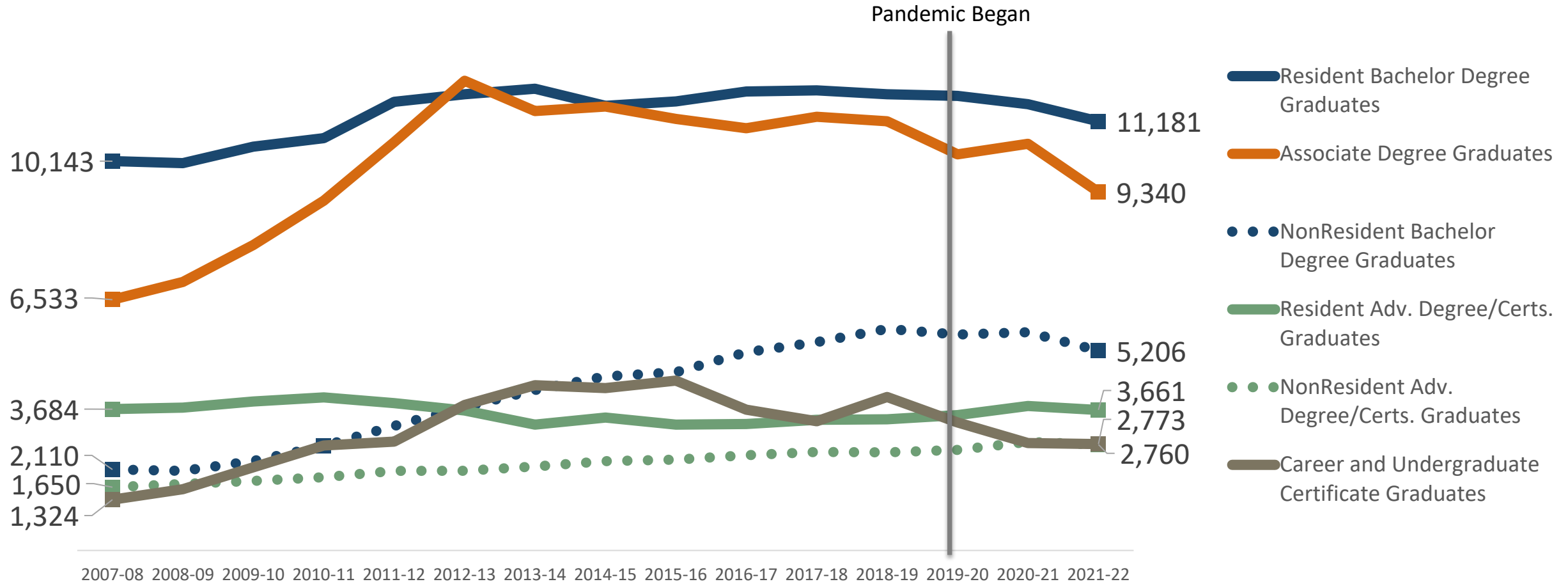
From 17 Public Community Colleges:  
**10,443 completions**

From 7 Public Universities:  
**14,870 completions**

From OHSU:  
**730 completions**

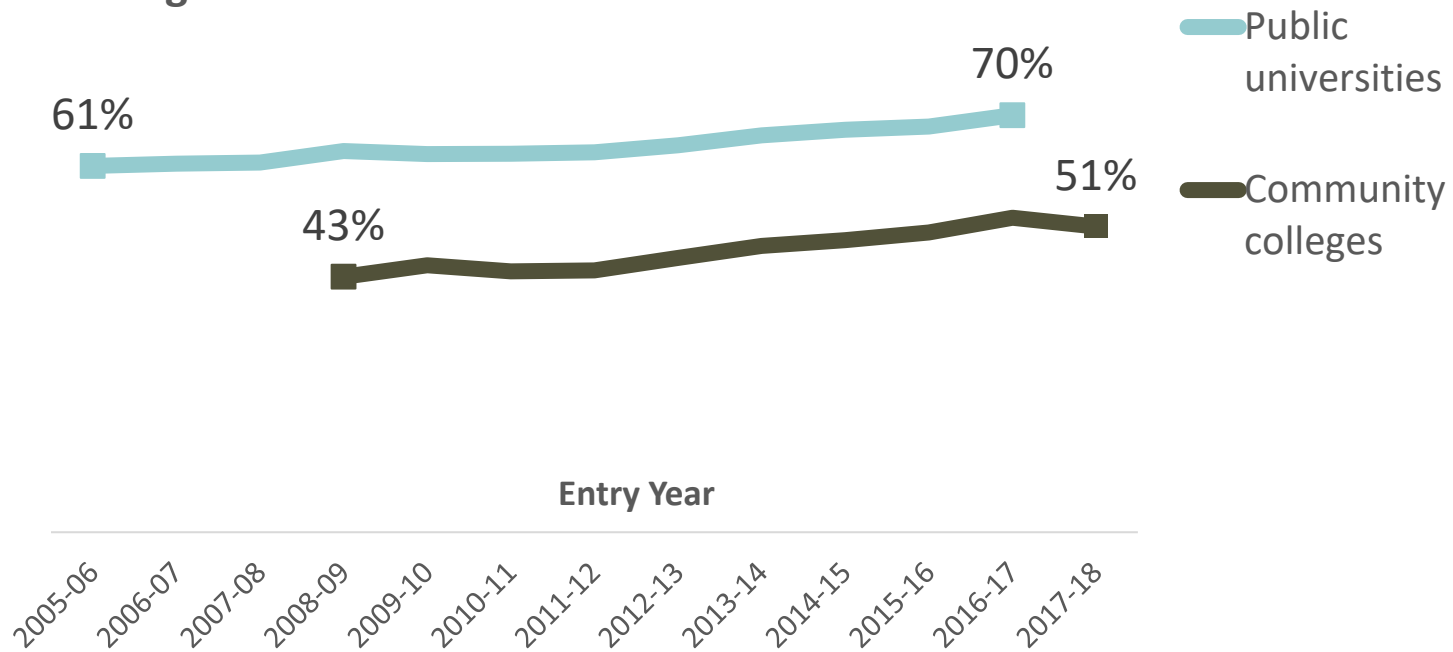
Source: HECC analysis of student-level data from public community colleges, resident students in public community colleges, universities, and students in private degree-granting and career schools that are authorized by the HECC and that reported data. Data also include completions for Alliance member private, independent institutions. For public institutions, data include undergraduate and career certificates, associate/bachelor's/master's/doctoral degrees, and post-doctoral and professional certificates for resident students at public universities and Oregon resident students at community colleges. In addition to the totals shown above, students who are not Oregon residents complete their programs of study. In 2021-22, there were 7,978 nonresident students at public universities, 1,637 at community colleges, and 2,341 at private, independent institutions who completed a certificate or degree. Some nonresident students are included in the totals shown above for private institutions authorized by the HECC, as these students cannot be distinguished separately in the data.

# The Number of Students Graduating from Oregon Institutions Generally Rose until the Pandemic



# Completion Rates at Oregon Public Institutions Have Risen, but Equity Gaps Persist

Completion Rates By Institution Type, for Students Entering 2005-06 to 2017-18



Graduation rates have risen in both sectors over the last several years.

However, wide gaps remain by race/ethnicity, rural/urban background, and income background.

We will present more on this on Day 5, focused on Institution Support for Oregon students.

Six-year bachelor's degree graduation rates for university freshmen

Four-year completion and transfer rates for new credential-seeking students at community colleges

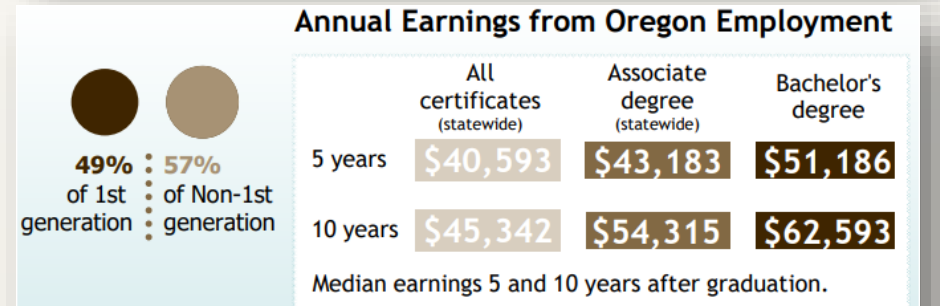
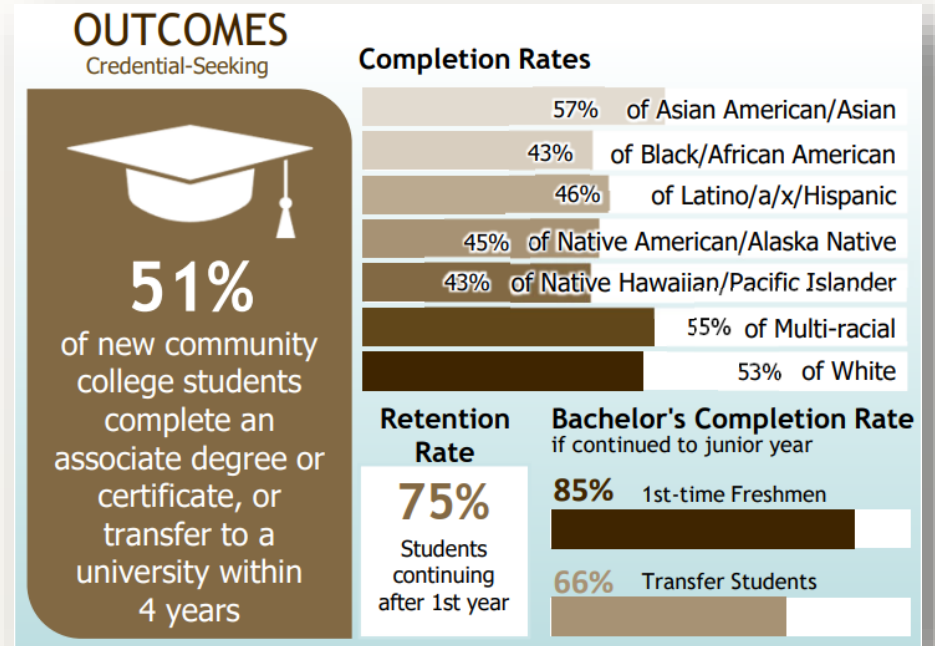


# Snapshot of Outcomes at Oregon's Community Colleges

- In 2020-21, 51% of new community college students completed an associate degree or certificate, or transferred to a university within 4 years.
- The completion gap between students of color and their white classmates continues to be significant.

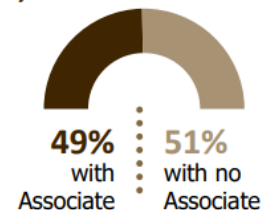
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<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



### Number of Students Transferring and Completing

4,936 Total Transfers

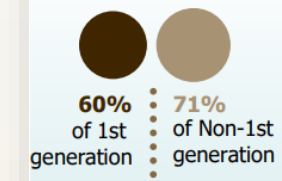
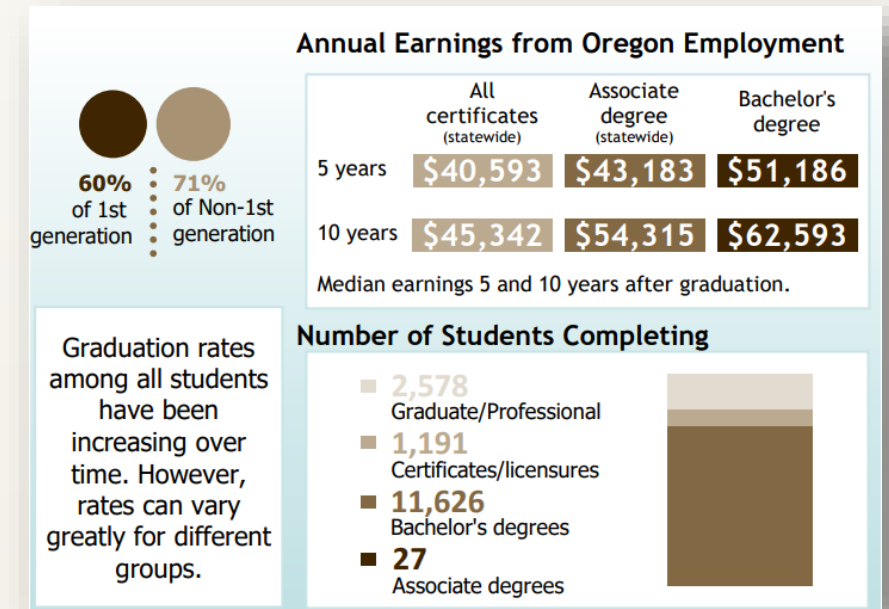
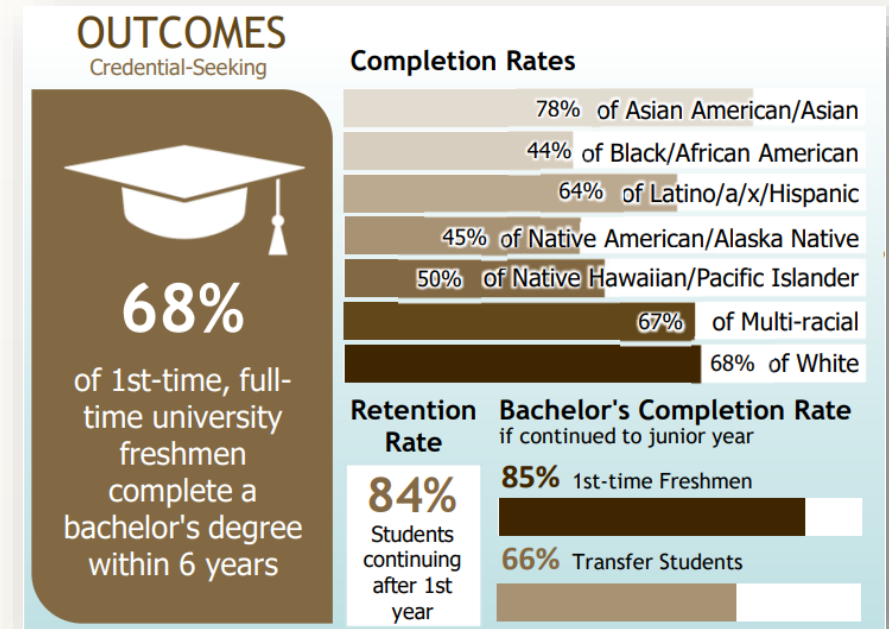


10,409 Associate degrees  
2,390 Career certificates



# Snapshot of Completion at Oregon's Public Universities

- In 2020-21, 68% of 1st time, full-time university freshmen completed a bachelor's degree within 6 years.
- The completion gap between students of color and their white classmates continues to be significant.



Graduation rates among all students have been increasing over time. However, rates can vary greatly for different groups.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21  
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>

# Racial/ethnic Gaps in Completion Rates at the Community Colleges Have Improved for Most Groups, but Wide Gaps Remain (2021)

KPM 5-6. Percentage of **new, credential-seeking community college students** who complete a career certificate or associate degree or who transfer to a university within four years, overall and by race/ethnicity

	Cohort Year		% Change
	2010	2017	
Asian American/Asian	53.0%	56.9%	+7%
Black/African American	35.2%	43.4%	+23%
Latino/a/x/Hispanic	37.6%	46.4%	+23%
Nat. American/AL Native	32.4%	44.7%	+38%
Nat. Hawaiian/Pac. Islander	47.5%	43.1%	-9%
White	44.3%	52.8%	+19%
All students	43.6%	51.0%	+17%

Key Performance Measure #5-6

## FIRST-GENERATION STUDENTS ALSO FACE A GAP:

In 2020-21, **49%** of first-generation students earn an associate degree, career certificate, or transfer within four years, compared with **57%** of non-first generation students.\*

Source: HECC analysis of university and community college data. This KPM uses student behavior to define “credential-seeking” as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term. The first year of community college completion rates shown for Native American/Alaska Native and for Native Hawaiian/Pacific Islander is 2011, not 2010. \*Among FAFSA/ORSAA filers only”

# Racial/Ethnic Gaps in Completion Rates at Public Universities Have Improved for Most Groups, but Wide Gaps Remain (2021)

Key Performance Measure #7-8

KPM 7, 8: Percentage of public **university resident, first-time, full-time freshmen who earn a bachelor's degree** within 6 years, overall and by race/ethnicity

	Cohort Year		% Change
	2006	2016	
Asian American/Asian	72%	79%	+10%
Black/African American	53%	52%	-2%
Latino/a/x/Hispanic	52%	65%	+25%
Nat. American/AL Native	50%	62%	+24%
Nat. Hawaiian/Pac. Islander	60%	55%	-8%
White	62%	70%	+13%
All students	62%	70%	+13%

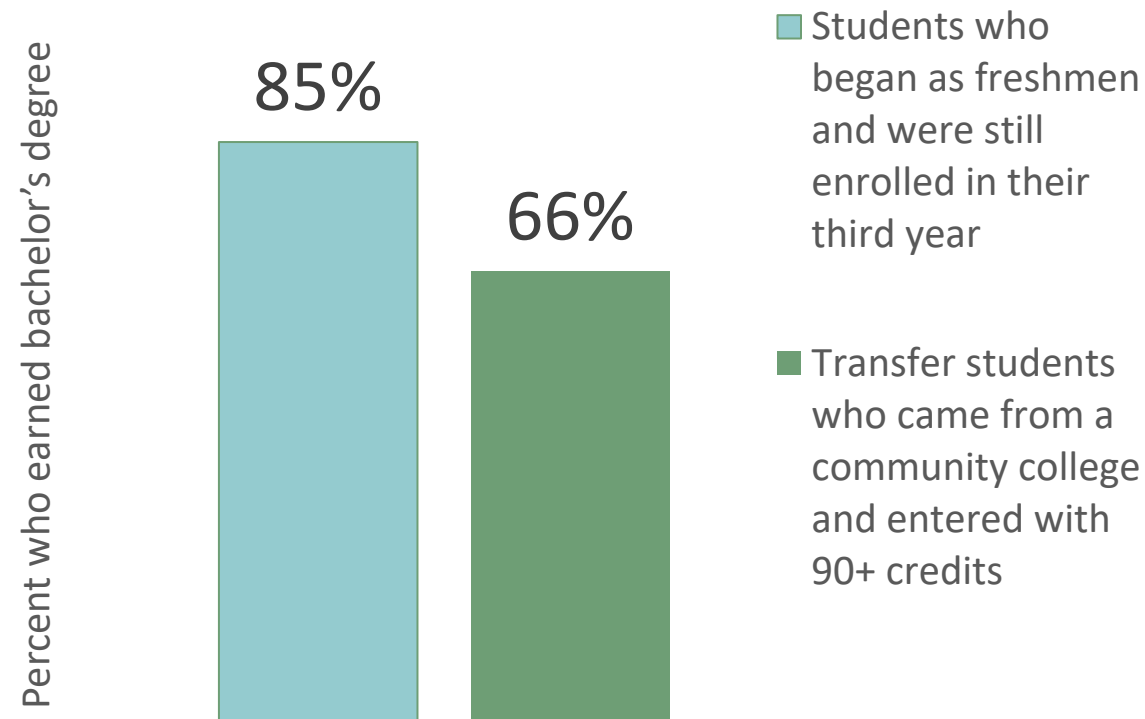
## FIRST-GENERATION STUDENTS ALSO FACE A GAP:

In 2020-21, 60% of first-generation students earn a bachelor's degree within six years compared with 71% of non-first generation students.\*

Source: HECC analysis of university and community college data. This KPM uses student behavior to define "credential-seeking" as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term. The first year of community college completion rates shown for Native American/Alaska Native and for Native Hawaiian/Pacific Islander is 2011, not 2010. The first year of public university graduation rates shown for Asian American and for Native Hawaiian/Pacific Islander is 2010, not 2005. Nonresident graduation rate by race/ethnicity for the 2016 cohort is as follows for universities: Asian American (68%), Black/African American (46%), Hispanic/Latinx (57%), Nat. American/AL Native (41%), Nat. Hawaiian/Pac. Islander (37%), White (66%), All students (64%). \*Among FAFSA/ORSAA filers only"

# The Majority of Transfer Students Complete, but not at Rates Equivalent to Peers

Graduation rate by transfer status, 2021-22



Transfer students face an uphill challenge with inconsistent requirements and too many hurdles that derail them on the path to completion

# Earnings For Community College Completers Have Risen Steadily For Most Groups, And Overall Gap Have Narrowed

KPM 11-12. Median earnings of community college completers five years after earning a degree or certificate, overall and by race/ethnicity.

Key Performance Measure #11-12

While the overall range in earnings became narrower, most groups saw similar rates of growth.

	Graduation cohort		
	2006-07	2014-15	% Change
Asian American/Asian	\$41,700*	\$45,400*	+9%
Black/African American	\$34,700	\$40,400	+16%
Latino/a/x/Hispanic	\$37,900	\$41,900	+11%
Native Amer./Alaska Native*	\$30,700*	\$40,000*	+30%
Native Hawaiian/Pac. Islander	\$36,400	\$40,300	+11%
White	\$37,900	\$42,500	+12%
All Students	\$37,600	\$42,400	+13%
Difference between *Top and *Bottom earners has narrowed	\$11,000	\$5,400	-51%

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers. NOTE: Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

# Earnings Have Risen for Most Groups, But Racial/Ethnic Disparities Have Not Narrowed

Key Performance Measure #13-14

KPM 13-14. Median earnings of university graduates with bachelor's degrees, Graduation cohort five years after completion, overall and by race/ethnicity.

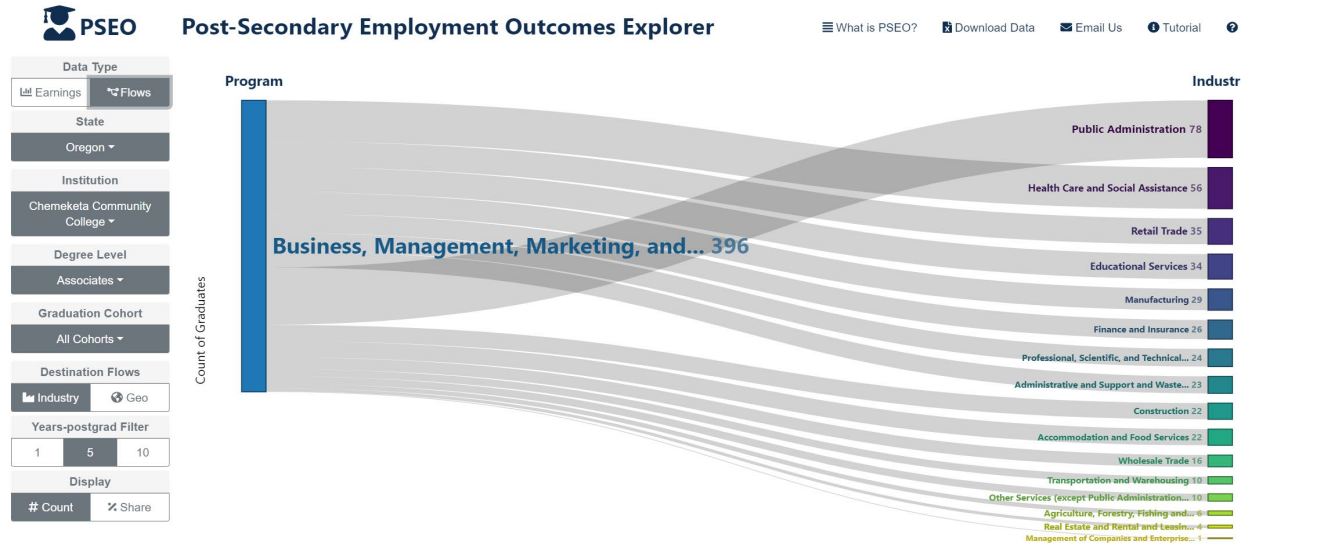
Earnings grew more slowly for graduates of color than for White students and students overall.

	<u>2005-06</u>	<u>2014-15</u>	<u>% Change</u>	
Asian American/Asian	— <b>\$51,200*</b>	\$54,000	+5%	
Black/African American	— \$46,900	<b>\$42,400*</b>	-10%	
Latino/a/x/Hispanic	— \$44,700	\$49,800	+11%	
Native Amer./Alaska Native*	— \$45,000	\$51,500	+14%	
Native Hawaiian/Pac. Islander	— \$49,100	<b>\$54,600*</b>	+11%	
White	— <b>\$44,300*</b>	\$51,400	+16%	
All Students	— \$44,300	\$51,200	+15%	
Difference between *Top and *Bottom earners has widened		<b>\$6,900</b>	<b>\$12,200</b>	<b>+77%</b>

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes bachelor's degree graduates who are employed after five complete years following their graduation, including both Oregon resident and nonresident students. The earnings shown for 2006-07 for students identifying as Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers. NOTE: Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

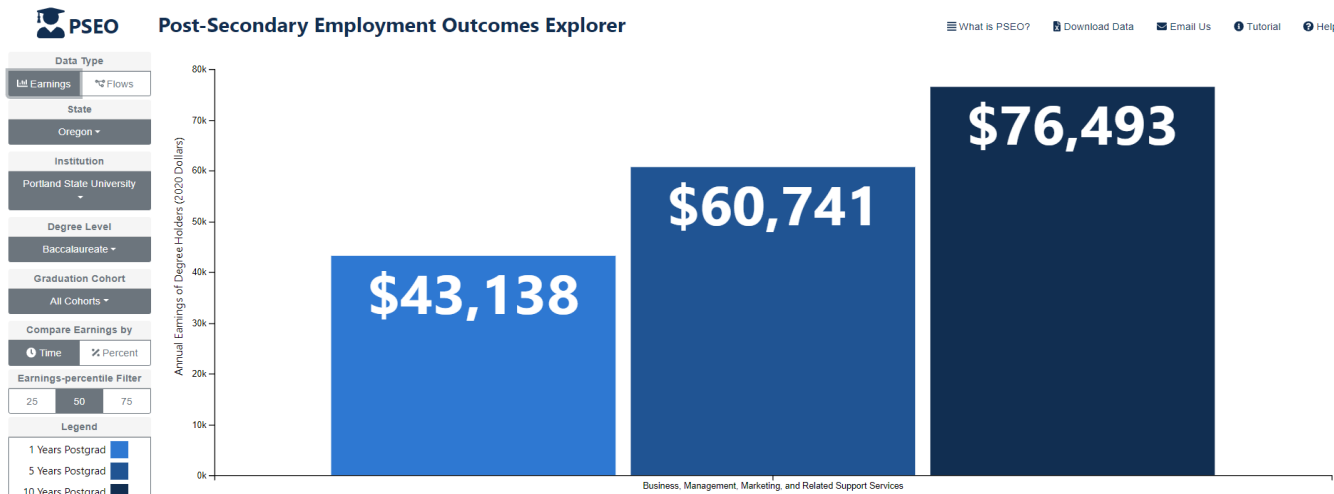


# Oregon's Partnership with the U.S. Census Provides Further Insight into the Career Outcomes of Oregon Postsecondary Graduates



The Post-Secondary Employment Outcomes (PSEO) tool allows students and families, institutions, and policy-makers to track where students go and how much they earn after graduating from any of Oregon's 24 public institutions.

- [www.oregon.gov/highered/research/Pages/featured-data.aspx](http://www.oregon.gov/highered/research/Pages/featured-data.aspx)





# Public Institutions Provide a Key Route to Upward Mobility, and Have Broader Economic Impact on Communities



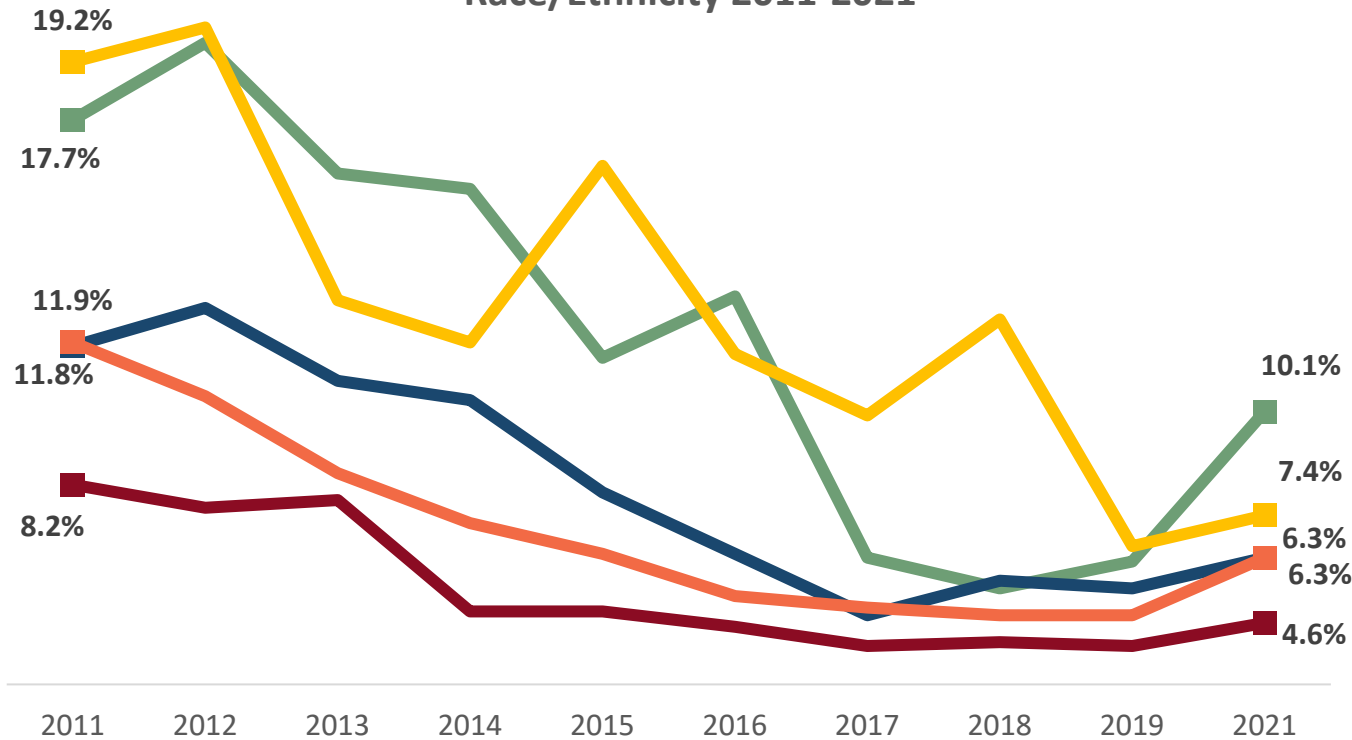
Oregon public institutions enroll more than 303,356 students, award degrees and certificates to more than 25,000 Oregon residents, and funding for their ongoing support represents 45% of the appropriations in the HECC budget.\* In a tomorrow in which 93% of all Oregon jobs with above-average earnings call for a postsecondary credential or degree to be competitive, universities will continue to provide a key route toward upward mobility for all citizens.

## Economic Impact of Higher Education Institutions

- During 2020-21, the universities and community colleges employed 29,400+ staff and spent \$2.4 billion on education and related activity.
- At the community colleges alone, there is a total economic impact of \$10+ billion supporting an estimated 135,000 jobs. Each dollar invested translates to \$2.20 in return to taxpayers.

# Equity Gaps in Unemployment Have Narrowed, but Persist

Oregon Unemployment Rate by Race/Ethnicity 2011-2021



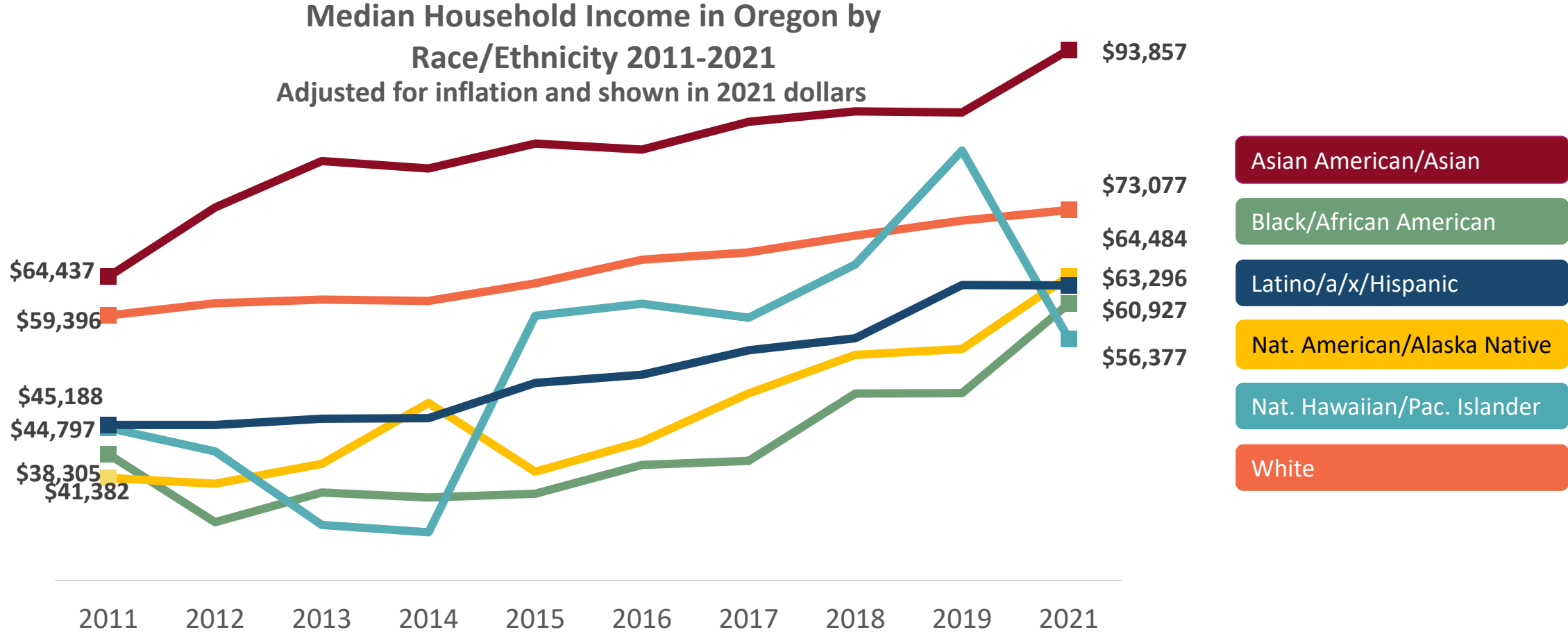
■ Asian   
 ■ Black/African American   
 ■ Hispanic/Latino  
■ White   
 ■ Amer. Indian/Alaska Native

Oregonians with postsecondary education are less likely to be unemployed

Oregon Unemployment Rate by Educational Attainment, 2021

- Less than HS diploma: **9.8%**
- H.S. Diploma or equivalent: **7.2%**
- Some college or Associate Degree: **6.1%**
- Bachelor’s degree or higher: **3.4%**

# Equity Gaps In Median Household Income Have Narrowed for Some Populations, but Gaps Persist

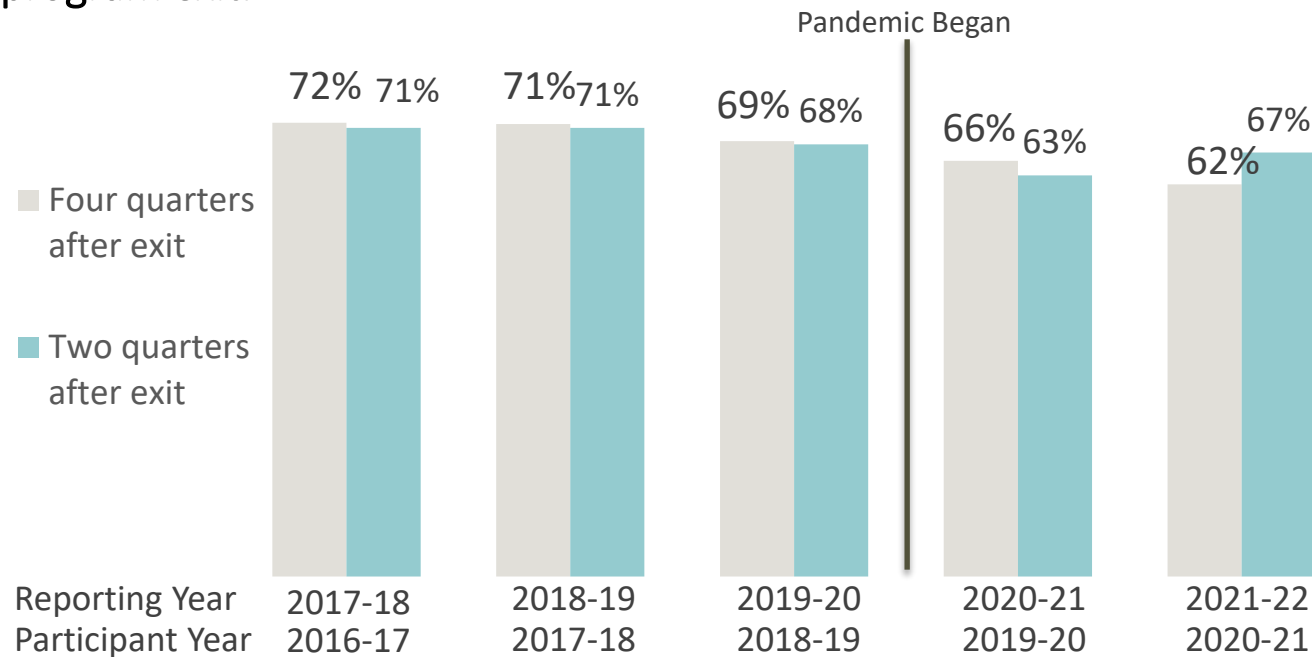


Source: American Community Survey 1-year Estimates 2011-2019 & 2021: S1903 Median Income in the Past 12 Months  
 Note: Due to the Covid-19 pandemic, the Bureau of Labor and Statistics did not release American Community Survey 1-year Estimates in 2020



# Over Two Thirds of Workforce Services Participants Were Employed after Exiting the Program

Percentage of participants employed two and four quarters after program exit.



Most adult Oregonians who participated in WIOA Title 1 services were **employed** six and 12 months after exiting the program.

About 2/3 of Title I participants also had **higher wages** than they had prior to the program.

This is a subset of the many people who participate in workforce training programs, funded by both federal and general funds. Future Ready Oregon expands this investment further.

Year extends from July 1 – June 30 of the following year.

Source: Employment rate outcomes from HECC analysis of participant data as reported to federal Department of Labor. Wage gain reflects the percentage of participants experiencing a wage gain in the fourth quarter after exiting services, as reported in the Oregon Employment Department's Performance Reporting Information System. Wage gain results reflect a subset of participants. Participants can exit in any quarter; employment outcomes are aggregated for a full year of participants.

# AFFORDABILITY AND FINANCIAL AID



# KEY FACTORS IN AFFORDABILITY

# Affordability: Multi-Dimensional Problem

Requires a Multi-Dimensional Solution

We focus today primarily on state-funded financial aid and access programs, but numerous other equity and student success initiatives the HECC budget supports also impact affordability.

**Minimize the need for tuition increases**

**Create lower-cost pathways to complete lower-division courses**

**Improve graduation rates**

**Support innovations that reduce total college costs, connect students with benefits**

**Increase grant aid for the lowest-income students**

**Smooth transfer pathways to four-year institutions**

**Reduce barriers to fields/careers associated with high earnings**

# Affordability Challenges are Pervasive

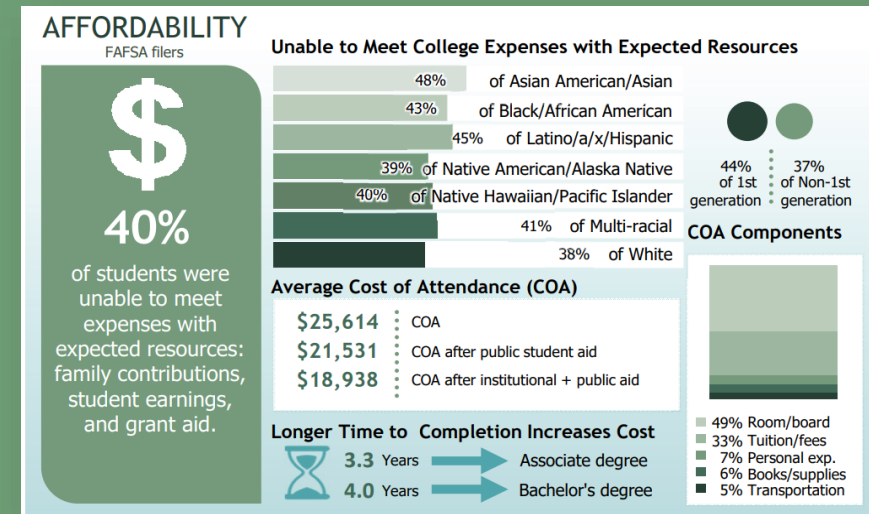
## College Was Unaffordable for Many at Oregon Public Institutions 2020-21

Key Performance Measure #9-10

- Only 40% of degree-seeking students at public institutions applied for and received aid.
- **AFFORDABILITY METRIC:** Among the students who applied for aid, 40% were unable to meet expenses with expected resources: expected family contribution, student earnings, most institutional aid, and all grant aid.
  - At the community colleges, 30% were unable to meet expenses.
  - At the universities, 55% were unable to meet expenses.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

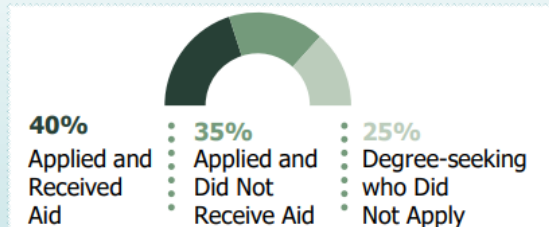
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



### Students Receiving Financial Aid

Federal Pell	Oregon Promise
45,233	8,831
OR Opportunity Grant	Institutional Aid
28,696	43,156

### Students Seeking Financial Aid



### Average Debt Among Graduates

**\$18,882** Inc. students with \$0 debt Federal Loans

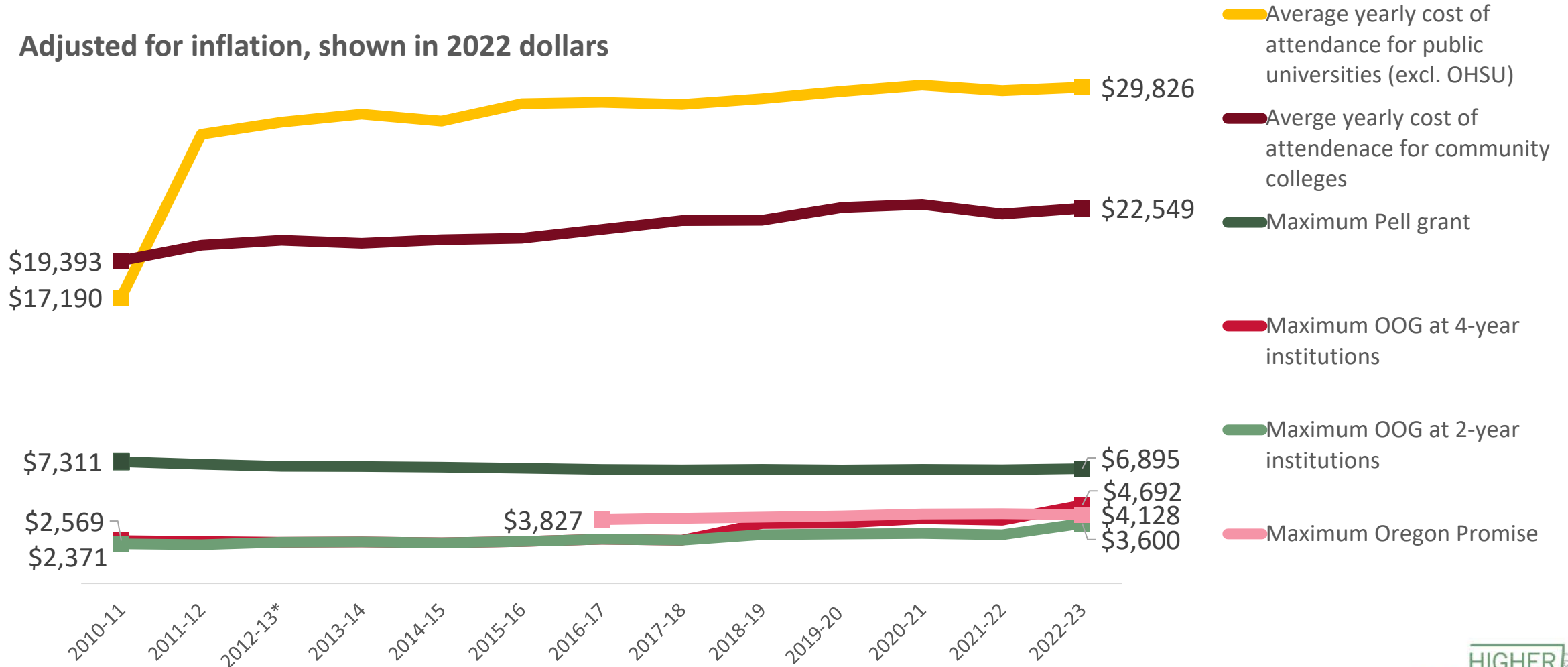
Loans fill the gap - **31%** of undergraduates have federal loans. Graduation rates rise with grants and fall with loans.



# Rising Grant Aid Hasn't Closed the Affordability Gap

State and federal grants trail behind college cost

Adjusted for inflation, shown in 2022 dollars



# An Affordability Crisis for Oregonians

Financial aid is trailing the rising cost of attendance

- While the average cost of attendance at public institutions rises every year, the maximum amounts of need-based aid trail behind.

Oregon's funding of financial aid falls far below the national average and is much lower than our West Coast peers

- State financial aid per FTE student in FY 2022 was: \$699 in Oregon, \$990 at the US average, \$1,113 in California, and \$1,753 in Washington.

**College is unaffordable for too many**

- In 2020-21, Only 40% of degree-seeking students at public institutions applied for and received aid.
- Among the students who applied, **40% of community college and public university students were unable to meet expenses** with expected resources: family contributions, student earnings, and grant aid.

# Too Many Oregon Students Face Food and Housing Insecurity



## College students are struggling with basic needs.

In the largest national survey performed by the Wisconsin HOPE Lab (surveying students at 202 institutions nationwide), **61% of community college students and 53% of university students were food or housing insecure**, and this was more prevalent among former foster youth, underrepresented students of color and first-generation students.

- 29% of university students and 38% of community college students were food insecure in the 30 days preceding the survey.
- 43% of university students and 52% of community college students were housing insecure.
- **14% of university students and community college students were homeless.**

# Oregon Students Face Cost Challenges Beyond Tuition

## Average Student Budgets: Oregon Postsecondary Institutions, 2022-23

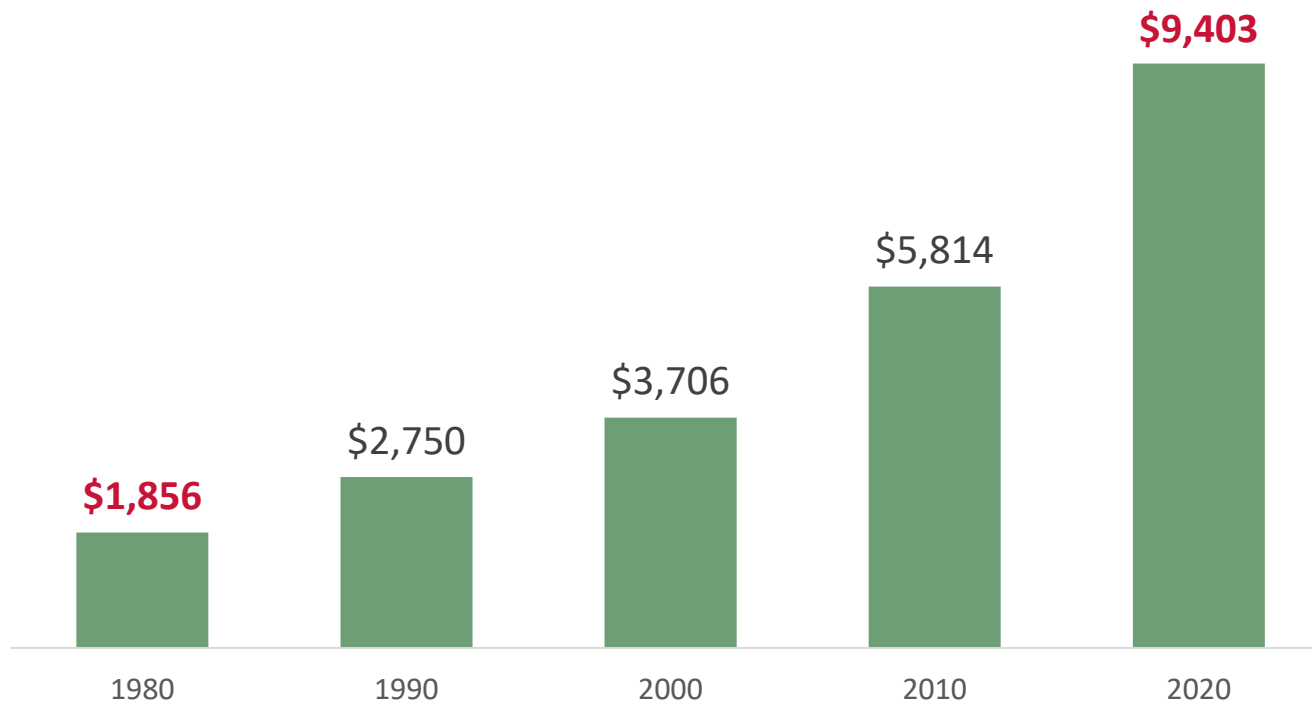
	Tuition & Fees	Books & Supplies	Room & Board	Personal Expenses & Transportation	TOTAL
<b>Community Colleges</b>	\$6,245	\$1,381	\$11,493	\$3,431	<b>\$22,549</b>
<b>Public Universities</b>	\$12,231	\$1,021	\$13,537	\$3,037	<b>\$29,826</b>
<b>Private Institutions*</b>	\$40,246	\$1,008	\$13,843	\$2,636	<b>\$57,732</b>

These are average estimates based upon tuition and standard fees based on full-time, full-year enrollment at 15 credits per term. Actual student budgets vary widely depending on student circumstances, from availability of housing options to the variety of books/supplies costs for different programs of study.

\*Private institutions includes only Oregon degree-granting private institutions that are eligible for Oregon Opportunity Grant funds.

# The College Affordability Crisis is also a National Issue

Average undergraduate tuition and fees at public institutions across the U.S., 1980 to 2020 (constant 2018-19 dollars).



Average Tuition & Fee costs have increased nationally in last two decades

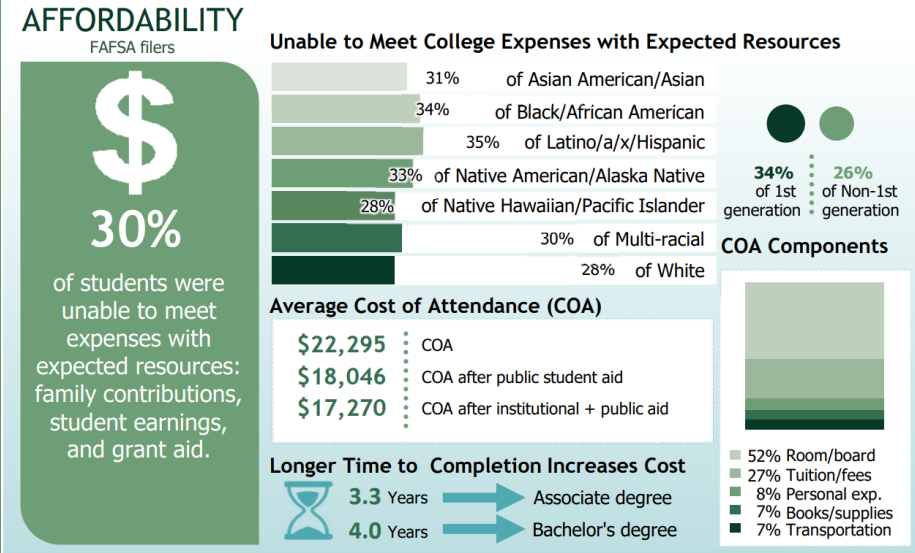
# Snapshot of Affordability at Oregon Community Colleges

Key Performance Measure #9-10

- In 2020-21, 30% of students were unable to meet expenses with expected resources: family contributions, student earnings, and grant aid.
- In 2020-21, only 40% of students applied for and received financial aid.
- The average federal debt for students who receive an Associate degree is \$13,081.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

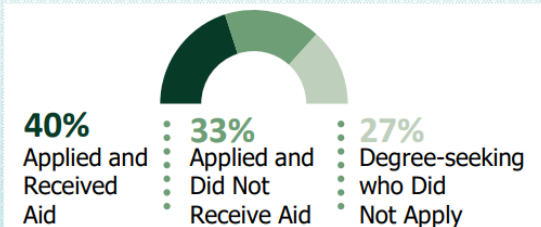
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



### Students Receiving Financial Aid

Federal Pell	Oregon Promise
<b>25,568</b>	<b>8,831</b>
OR Opportunity Grant	Institutional Aid
<b>15,315</b>	<b>16,312</b>

### Students Seeking Financial Aid



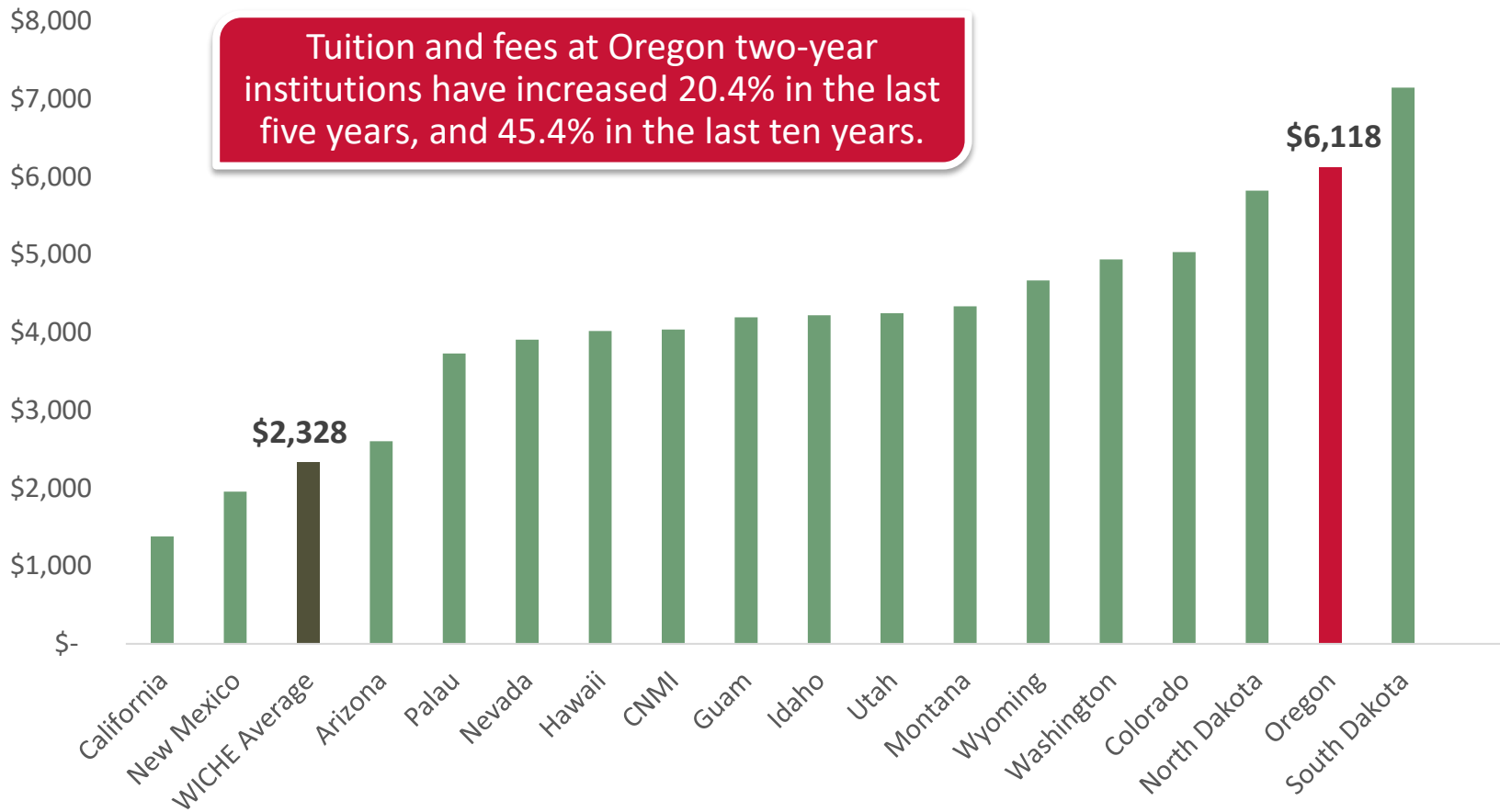
### Average Debt Among Graduates

**\$13,081** Inc. students with \$0 debt Federal Loans

Loans fill the gap - **24%** of undergraduates have federal loans. Graduation rates rise with grants and fall with loans.

# Oregon Two-Year Tuition and Fees are 2<sup>nd</sup> Highest in the West

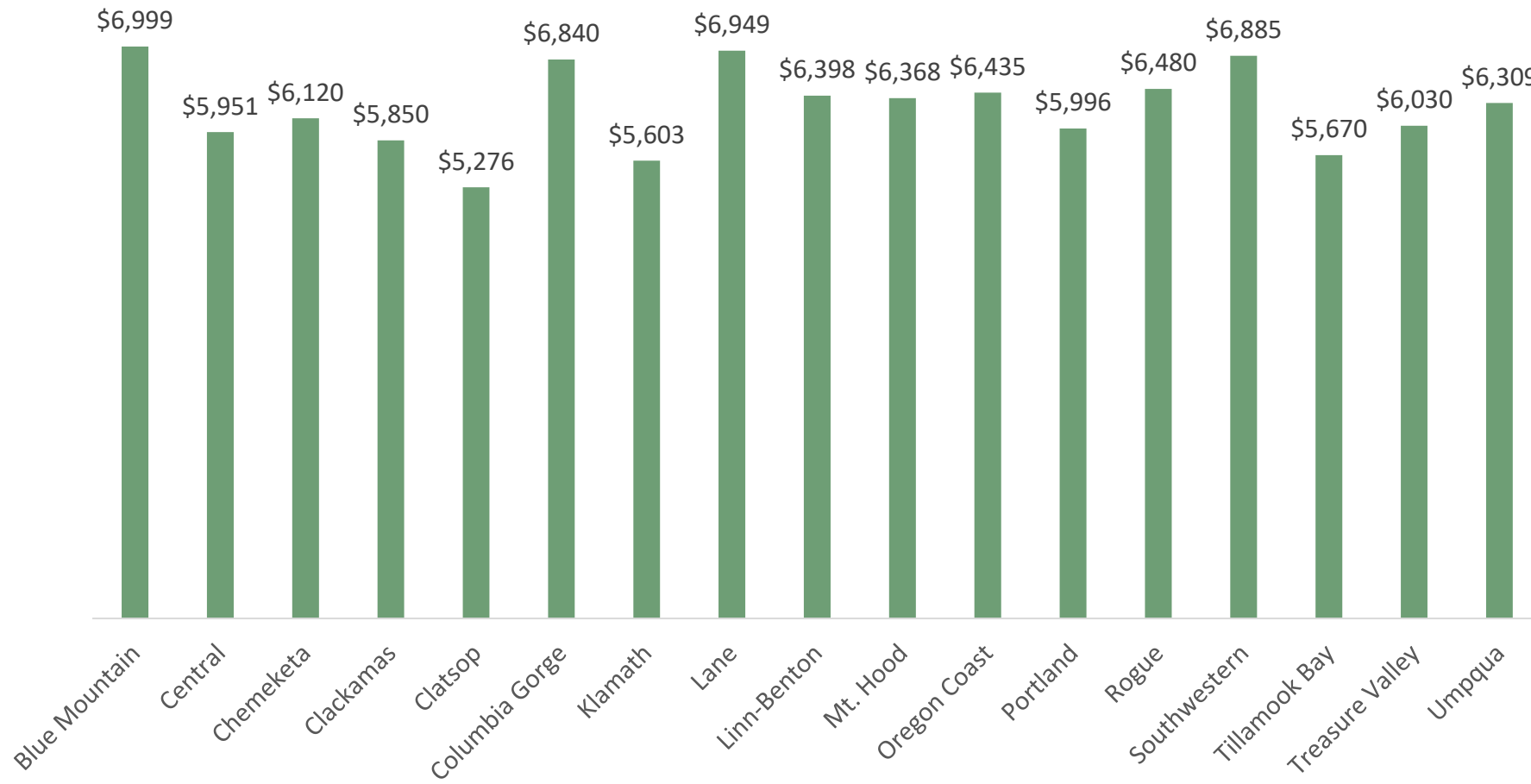
State Average Resident Undergraduate Tuition and Fees at Two Year Institutions, Weighted, 2022-23



Tuition and fee levels are impacted by the costs and revenue of the institutions, and are closely impacted by state appropriations.

At the community colleges, tuition and fees are set by the locally elected governing board of each community college on an annual basis.

# Tuition and Fees Vary Slightly Across Campuses (2022-23), and are Comparably High Among Western States



Oregon's Average Two-Year Tuition and Fees were **2<sup>nd</sup> Highest in Western (WICHE) states in 2022-23** (see details in previous slide, Day 3)

At the community colleges, **tuition and fees are set by the locally elected governing board** of each community college on an annual basis.

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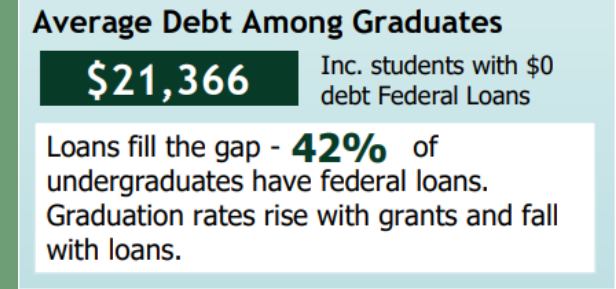
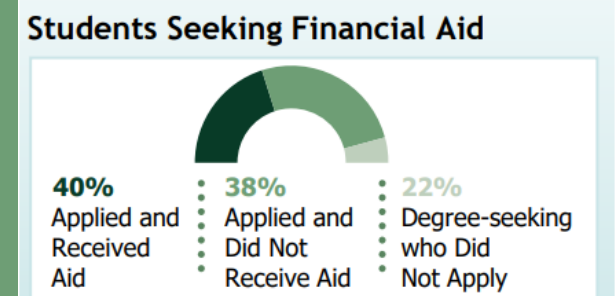
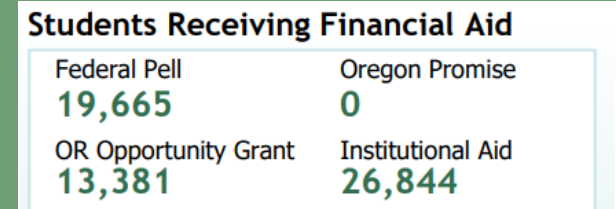
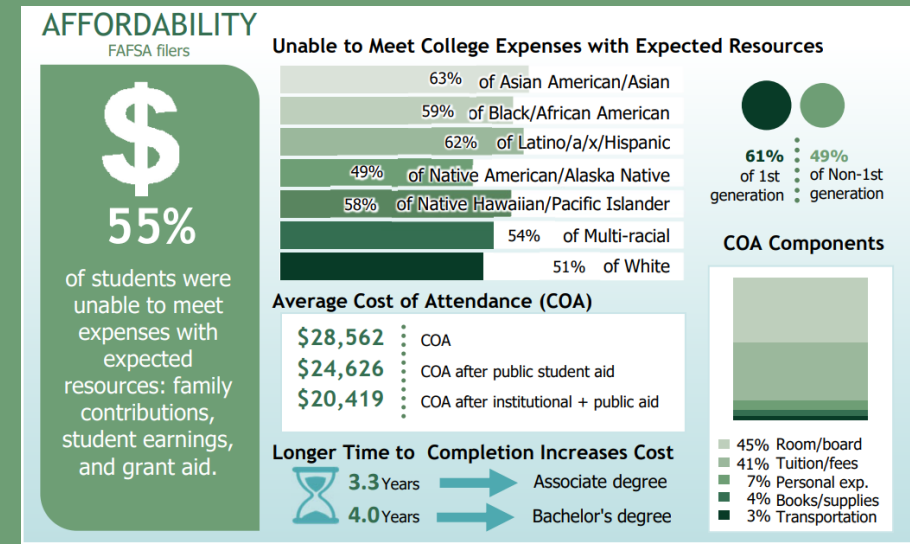


# Snapshot of Affordability at Oregon Public Universities

Key Performance Measure #9-10

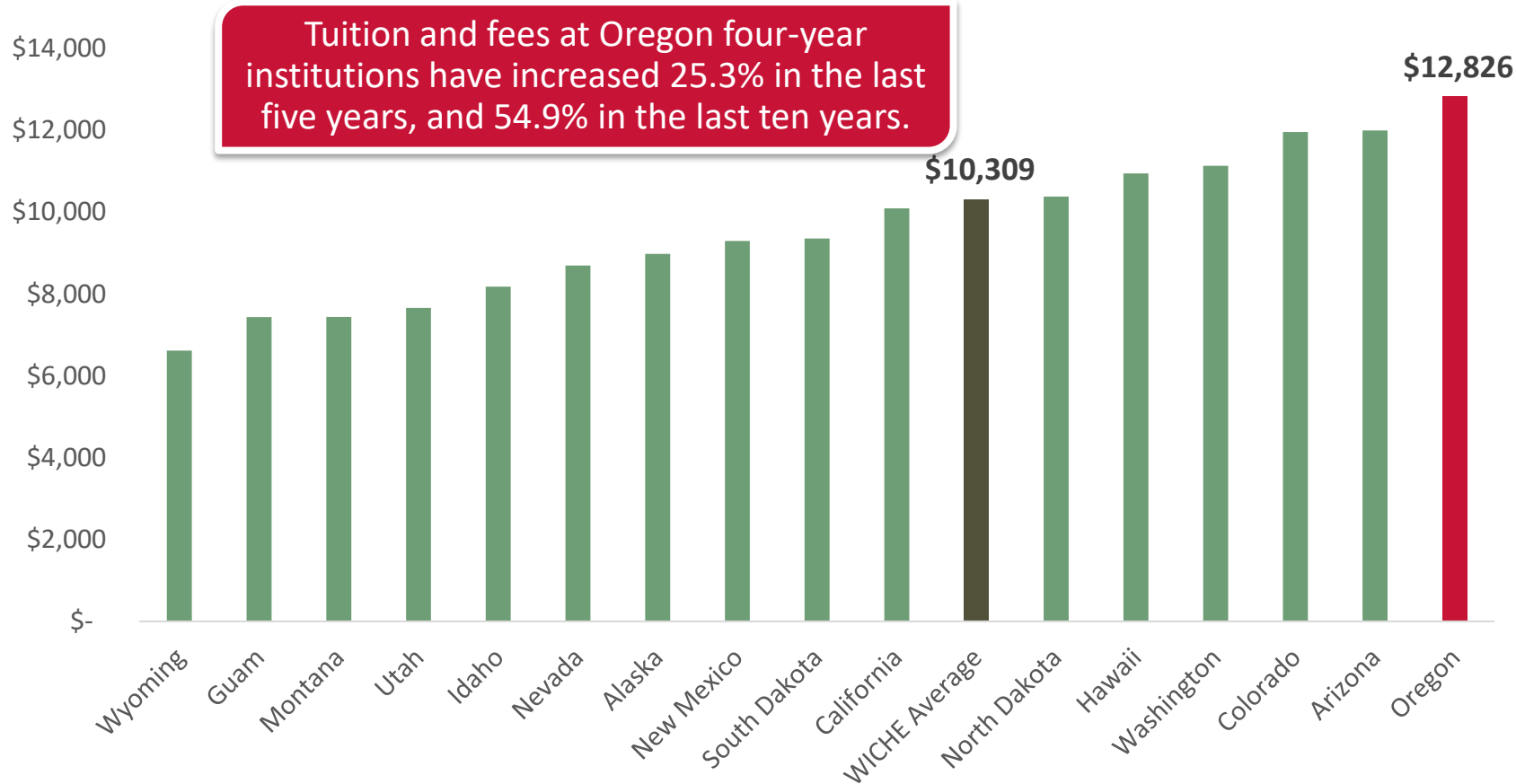
- In 2020-21, 55% of public university students were unable to meet expenses with expected resources, including family contributions, student earnings, and grant aid.
- In 2020-21, only 40% of public university students applied for and received financial aid.
- On average, students earning a Bachelor's degree leave with \$21,366 in federal loan debt.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21  
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



# Oregon Four-Year Tuition and Fees are the Highest the West

State Average Resident Undergraduate Tuition and Fees at Four Year Institutions, Weighted, 2022-23



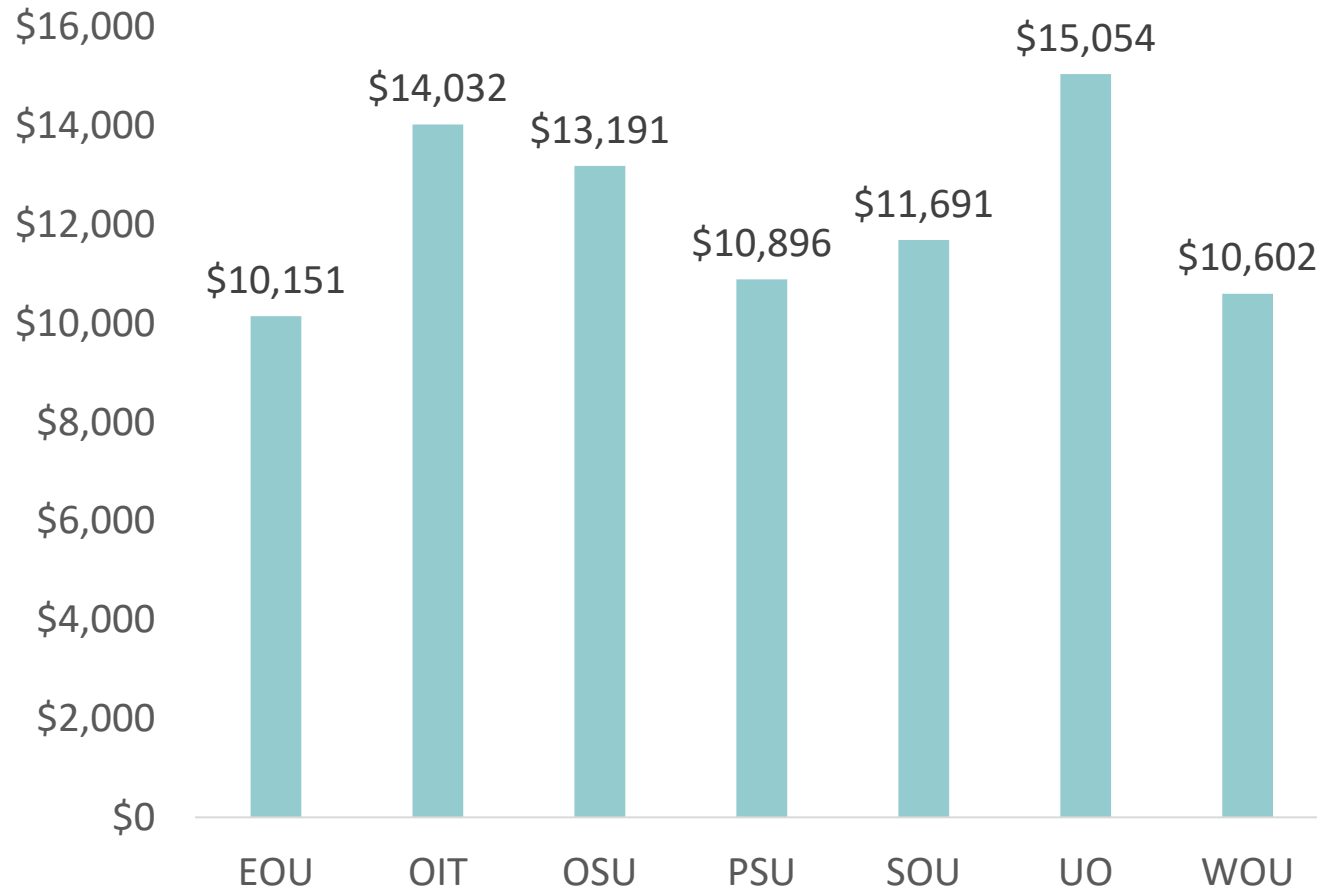
Tuition and fee levels are impacted by the costs and revenues of the institutions, and are closely impacted by state appropriations.

University tuition and fees are set by the Board of Trustees. Each campus has community and stakeholder processes to inform and shape the proposed increases.

Should the combined annual increase in resident undergraduate tuition and mandatory enrollment fees exceed 5% for a public university, the HECC or the Oregon Legislature must approve the increase.



# Tuition and Fees Vary Slightly Across Campuses (2022-23), and are Comparably High Among Western States



Oregon's Average Public Four-Year Tuition and Fees were **Highest in Western (WICHE) states in 2022-23** (see details in previous slide, Day 3)

**University tuition and fees are set by the Board of Trustees.** Each campus has community and stakeholder processes to inform and shape the proposed increases.

Should the combined annual increase in resident undergraduate tuition and mandatory enrollment fees exceed 5% for a public university, the HECC or the Oregon Legislature must approve the increase.

Tuition and fee levels are impacted by the costs and revenues of the institutions, and are **closely impacted by state appropriations.**

# Loans Fill The Gap, But They Erode The Economic Return of Postsecondary, Have Long-term Impacts, and Drive-up Inequality



On average, Oregon undergraduate students graduate from a **public college or university with \$18,882 in federal debt**. About half of public postsecondary students in Oregon seeking financial aid do not receive enough to meet college costs without loans.<sup>1</sup>

The average student borrower takes **20 years** to pay off their student loan debt. This limits and prolongs home ownership, having a family, & major purchases.<sup>2</sup>

Debt also reduces the chance that students will graduate from college, limiting their future earning power.<sup>3</sup>

## Loan debt burdens underrepresented students more:

Among public university graduates, **most students of color graduate with more debt**, on average, than White students

Loan debt among low-income students **lowers retention and completion**.<sup>3</sup>

Twenty years after starting college, White borrowers' median student debt fell to **6%**, whereas the median Black borrower still owed **95%** of their loan.<sup>4</sup>

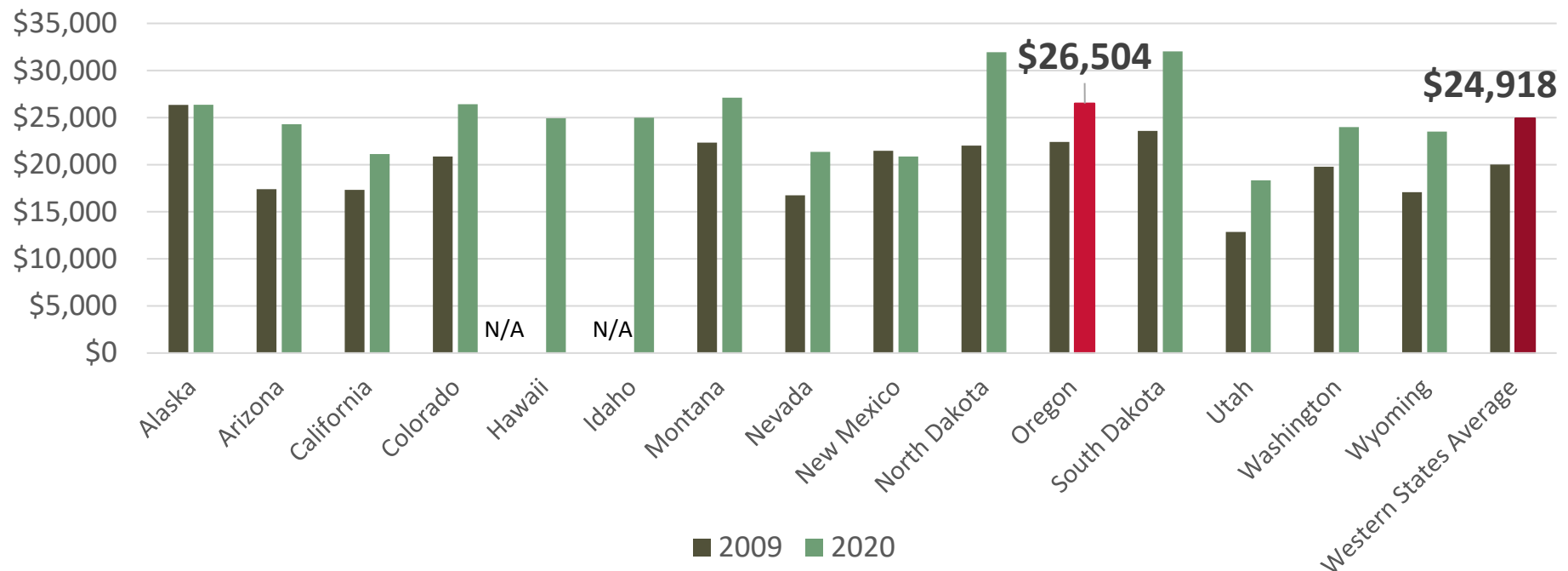
Sources: <sup>1</sup>HECC Key Performance Metrics, HECC Statewide Snapshots. <sup>2</sup>Twenty to Life: Higher Education Turning Into Multi-Decade Debt Sentence"

<https://onewisconsinnow.org/twenty-to-life-higher-education-turning-into-multi-decade-debt-sentence/> <sup>3</sup>Herzog, Serge. "Financial aid and college persistence: Do student loans help or hurt?." Research in Higher Education 59.3 (2018): 273-301; Franke, Ray. "Take it, or leave it? Analyzing how unsubsidized federal loans affect six-year degree attainment across income groups." Journal of Student Financial Aid 48.3 (2019): 2. <sup>4</sup><https://heller.brandeis.edu/news/items/releases/2019/iasp-stalling-dreams-debt.html>

# Oregon Student Loan Debt Burden has Increased and Is Higher than Average among Western States for Bachelor's Degree Recipients (Public and Private combined)

Oregon students graduate from 4-year institutions with more debt, on average, than their neighbors in other Western states, and this debt load has increased in the last decade.

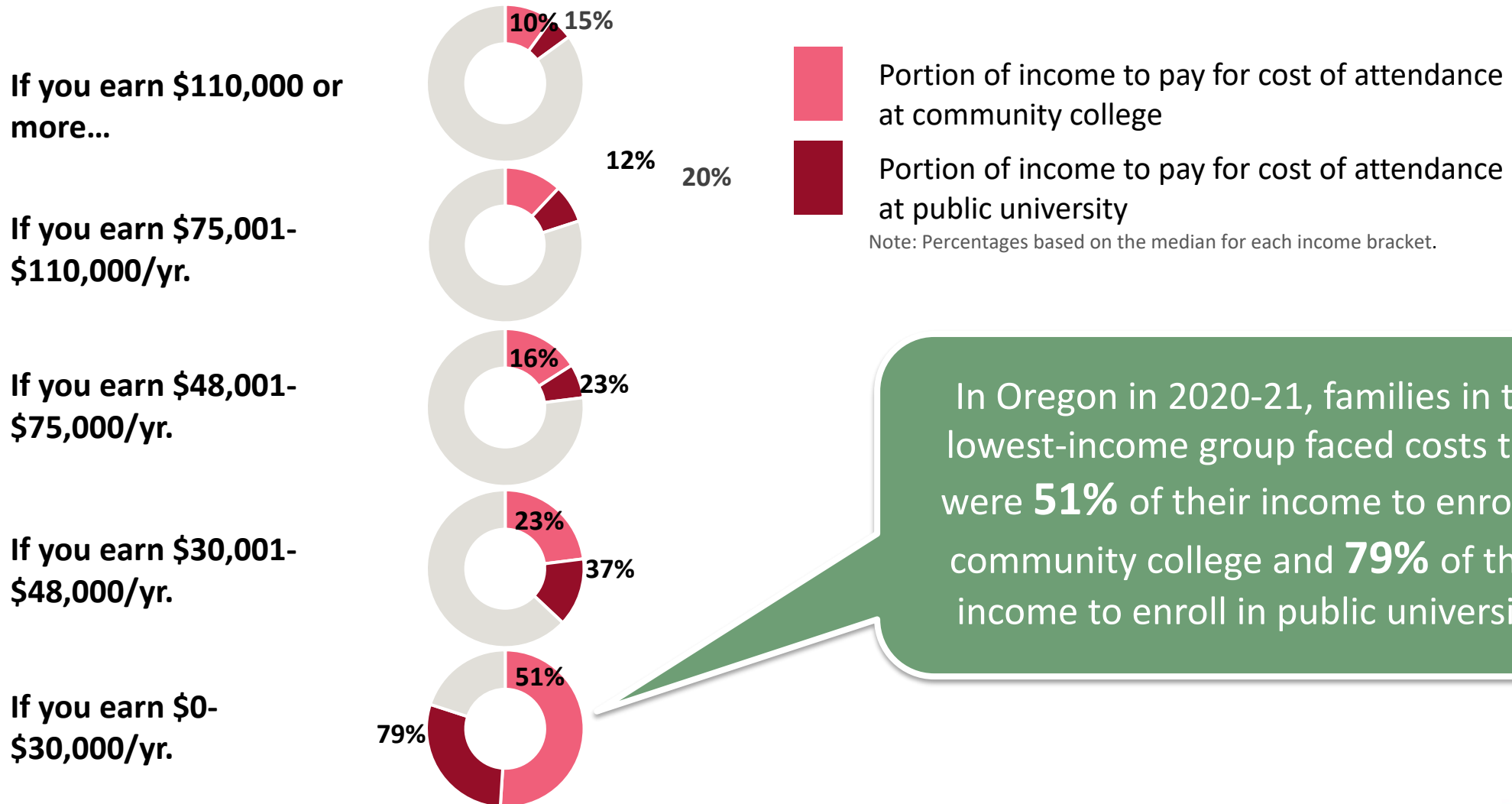
Average Loan Amount for Bachelor's Degree Recipients from Public & Private Institutions, 2009 vs. 2020, Western (WICHE) States



Source: Adapted from The Institute for College Access and Success, "Project on Student Debt" from 2020, [https://ticas.org/sites/default/files/pub\\_files/classof2009.pdf](https://ticas.org/sites/default/files/pub_files/classof2009.pdf) and [https://ticas.org/sites/default/files/pub\\_files/classof2019.pdf](https://ticas.org/sites/default/files/pub_files/classof2019.pdf), and 2021, <https://ticas.org/wp-content/uploads/2021/11/classof2020.pdf>. Percentage of Graduates with Debt and Average Debt of those with Loans, by State. Note - For Hawaii and Idaho in 2009 no average calculation was done because the number of usable cases with student debt data covered less than 30% of bachelor's degree recipients in the Class of 2009 or the underlying data for that state showed a change of 30% or more in average debt from the previous year.



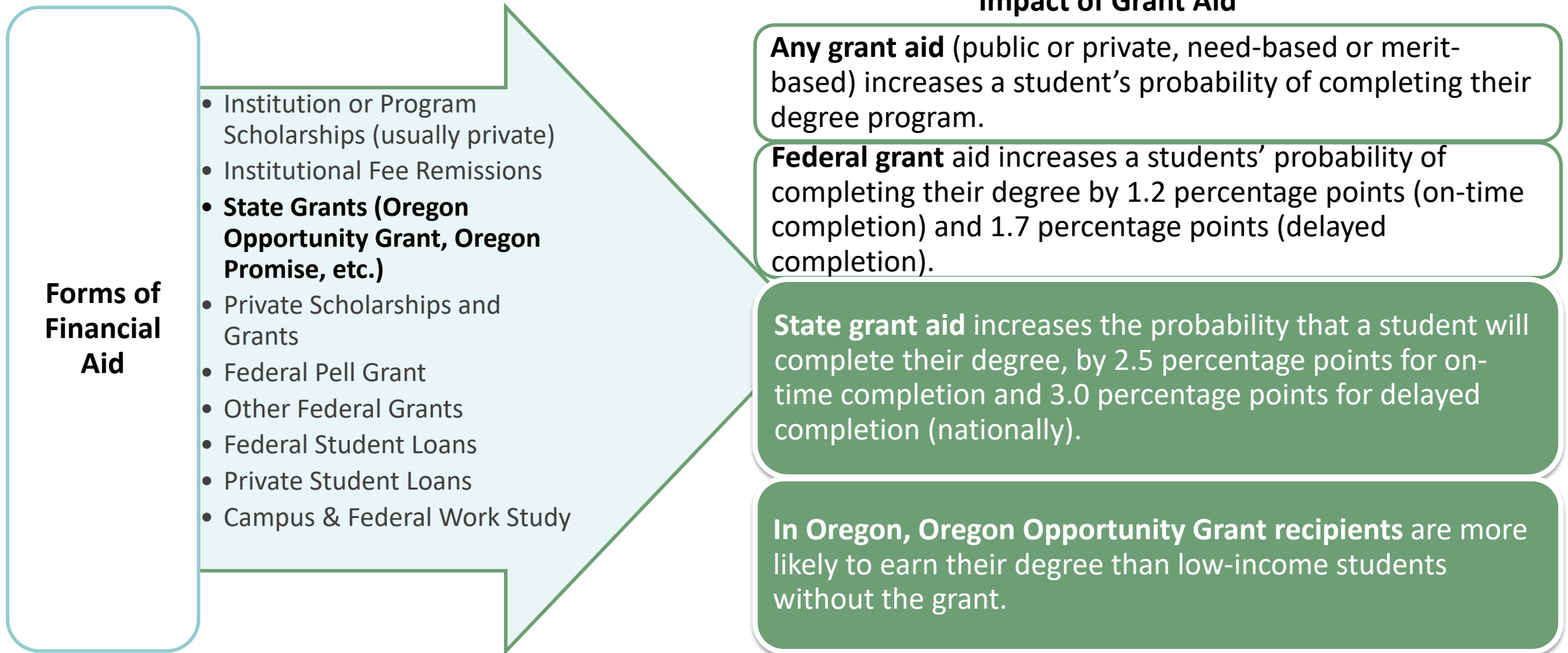
# Despite Public Grants, the Financial Burden of College Remains Much Greater for Low-Income Families



In Oregon in 2020-21, families in the lowest-income group faced costs that were **51%** of their income to enroll in community college and **79%** of their income to enroll in public university.

# Grant Aid—Especially State Aid—Is Proven to Support Completion

Of the Many Forms of Financial Aid, State Grant Aid is Where The State Has Influence



## STATE FINANCIAL AID PROGRAMS

Learn more:

[oregonstudentaid.gov](http://oregonstudentaid.gov)



# Need-Based Aid: The Oregon Opportunity Grant (OOG)

## Oregon's *Only* State-funded, Need-sensitive Grant Program

### GOAL

To increase college enrollment, completion, and affordability for **Oregon students who have demonstrated financial need.**



To date, more than 56,000 Oregon residents have been awarded the OOG for 2022-23. An estimated 35,950 Oregon residents will be disbursed OOG funds.

OOG awards can be used at the 24 Oregon public institutions and eligible private institutions for up to 4 years of full-time enrollment.

Current maximum award amounts have been based on approximately 17% of previous year's Cost of Attendance.

#### 2022-23 Awarding (full-time)

- \$3,600 per year (*community college*)
- \$4,692 per year (*public university/private nonprofit 4-year institution*)

More info: [www.oregonstudentaid.gov/grants/oregon-opportunity-grant](http://www.oregonstudentaid.gov/grants/oregon-opportunity-grant)

# OOG Recipients Do as Well or Better Than Other Low-Income Students



The OOG serves marginalized groups

- All students with the OOG come from low-income backgrounds.
- Students with the OOG are more often students of color, rural, and first-generation college.

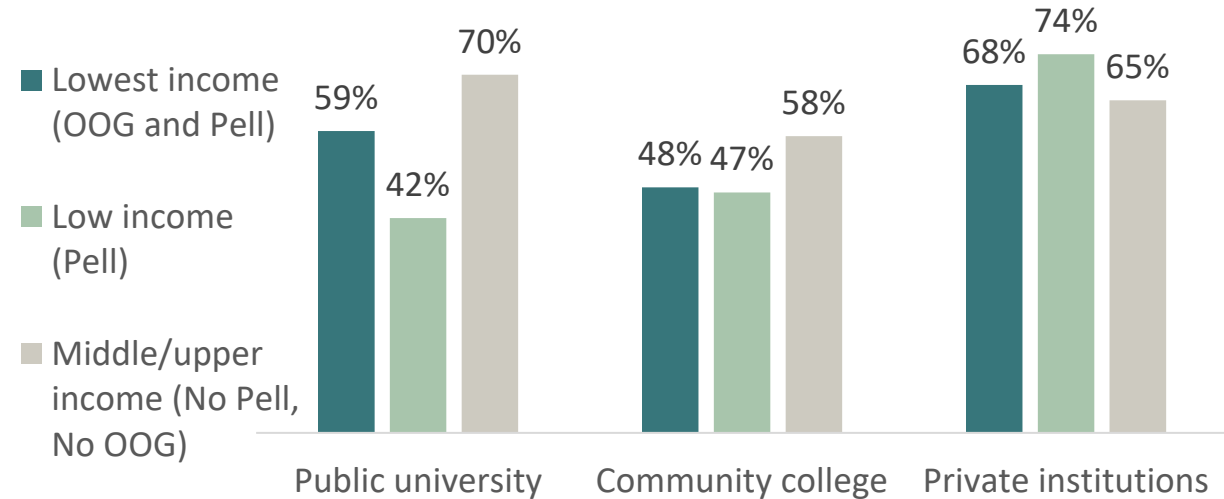
The OOG helps students graduate

- Students with the OOG are more likely to return after their first year, to earn their degree, and to earn it faster than other low-income students.

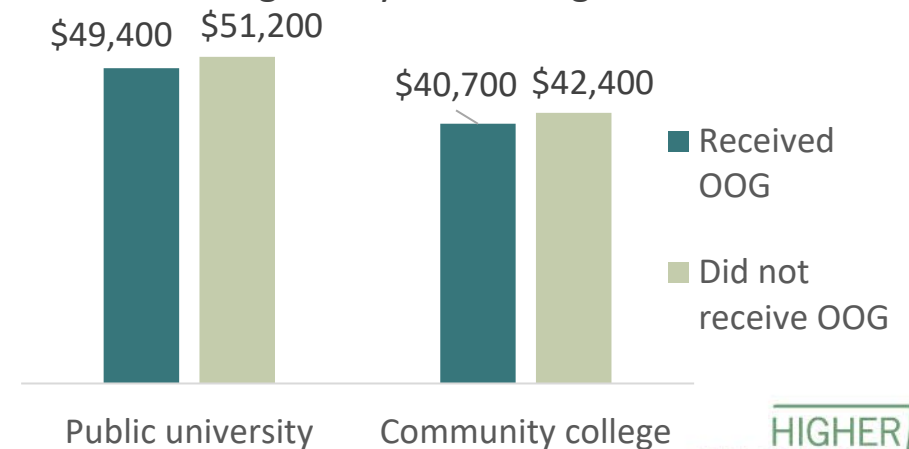
The OOG leads to upward mobility

- Students who received an OOG earn comparable wages after graduation as students who did not receive the grant.

Graduation Rates by Income Level and Educational Sector



Median earnings five years after graduation



# Increased OOG investment in 2021-23 has extended the program's reach

**DEFINING TERMS: EXPECTED FAMILY CONTRIBUTION (EFC)** is used to determine eligibility for financial aid. It is based on financial info that students/families submit in FAFSA or ORSAA.

## 2021- 2022: Raised the Expected Family Contribution (EFC) cap from 3,500 to 6,000

A significant increase in the EFC cap, from 3,500 to 6,000 EFC-- a major shift upward and slightly higher than the EFC limit for the federal Pell Grant of 5,846.

- Removed early FAFSA/ORSAA filing deadlines and the long-standing fall enrollment requirement. By removing the fall enrollment requirement, nontraditional learners of all ages were provided flexibility which resulted in **more than 3,500 additional students** being awarded OOG. There were more than **6,200 additional OOG recipients** in 2021-22 than in 2020-21.

## 2022-2023: Raised award amounts and the EFC cap to 8,000

- Not only EFC cap, but also award amounts increased. In 2021-22 top award amounts were 13% of COA and are 17% of Cost of Attendance (COA) for 2022-23. Awards are now tiered by EFC level (level of need) and expanded to serve more Oregonians.
- Continuation of the removal of early filing deadlines and fall enrollment requirements.
- As of today, **more than 56,000 Oregon residents have been awarded the OOG for the 2022-23 school year (this is not a final annual count).**

## OUR AWARDING PROCESS:

- OSAC awards until the money allocated for the academic year is forecasted to be exhausted.
- We projected to spend 48% in the first year of the biennium (about \$96M), and 52% in the second year (about \$104M).

# The Oregon Promise Grant (OPG)

## Funds to Assist With Community College Tuition Costs For Recent High School/GED® Graduates

### GOAL:

To increase college enrollment, completion, and affordability **for recent high school and GED® test graduates.**



To date, more than 13,700 students were authorized for an Oregon Promise Grant in 2022-23.

An estimated 9,120 students will be disbursed OPG funds.

### 2022-23 Awarding (full-time)

- \$4,128 maximum per year
- \$2,000 minimum per year

More info: [www.oregonstudentaid.gov/grants/oregon-promise-grant](http://www.oregonstudentaid.gov/grants/oregon-promise-grant)

Oregon Promise report: <https://www.oregon.gov/highered/research/Documents/Reports/2022-SB81-Oregon-Promise.pdf>

# 2022 Oregon Promise Reforms – Senate Bill 1522

## Award Calculation Update

- The \$50 per term co-pay has been removed.
- The minimum award increased from \$1,000 to \$2,000 for full-time, full-year students.
  - The award will increase each year at the same rate as the maximum award.

## Renewal Update

- The First-Year Experience is no longer be a requirement to renew the Oregon Promise Grant.

## Eligibility Update

- Starting with the Class of 2022 (March 1, 2022 – June 30, 2022, graduates), the GPA requirement has been lowered to a cumulative, unweighted 2.0.

# The Oregon Tribal Student Grant (OTSG)

Funds for Eligible Oregon Tribal Students to Offset The Cost of Attendance

## GOAL:

Eliminate college affordability barriers for students who are enrolled members of Oregon's nine federally recognized Tribes.



As of March 15, 2023, 535 applicants are authorized to receive grant funds, and 365 are receiving it.

Award can be used at any Oregon public institution for up to the average cost of attendance after state/federal grants and scholarships. It can also be used at eligible private institutions for an award amount up to the COA at the highest cost public university.

### 2022-23 Awarding (full-time)

- **Community College award**
  - Max \$25,544
  - Current Estimated Average \$15,244
- **4-year college/university award**
  - Max \$33,639
  - Current Estimated Average \$23,235

# 2022 Launch of Oregon Tribal Student Grant

One time funding of \$19 million was approved in the 2022 Legislative Session for the 2022-23 academic year

Application opened May 1, 2022

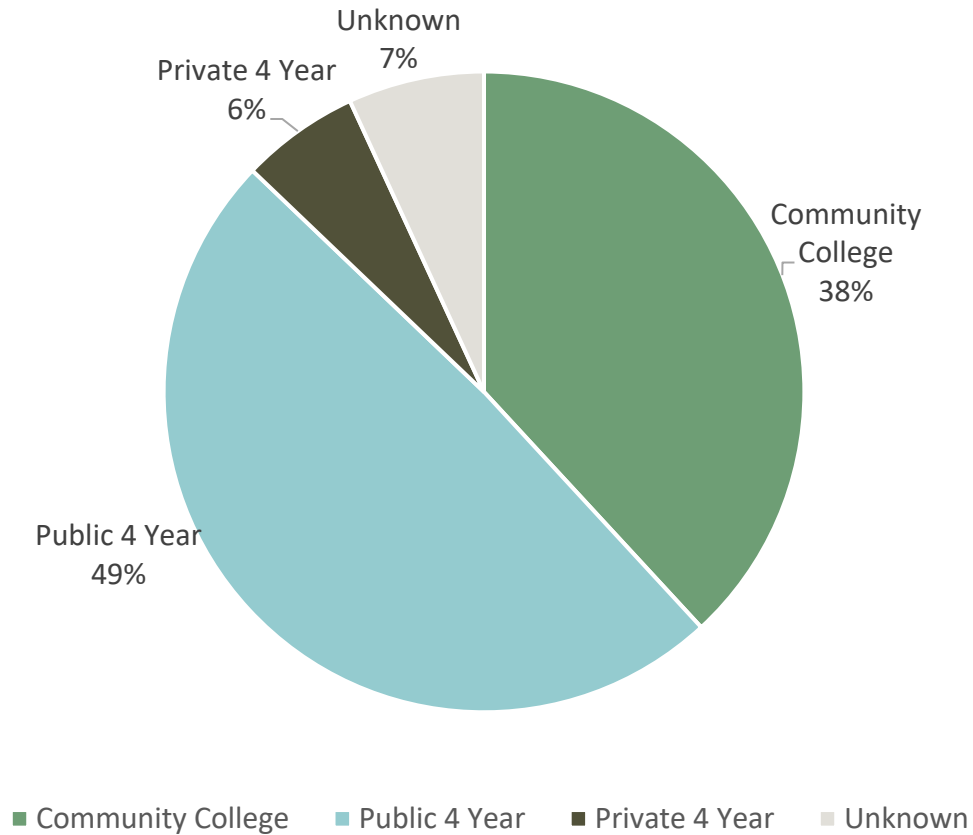
To qualify, members of the 9 federally recognized Oregon tribes must complete the grant application, the FAFSA/ORSAA, and provide their enrollment verification form

HECC worked closely with the Governor's office and in close consultation with the Oregon federally recognized tribes to develop the application parameters, administrative rules, and a corresponding legislative concept

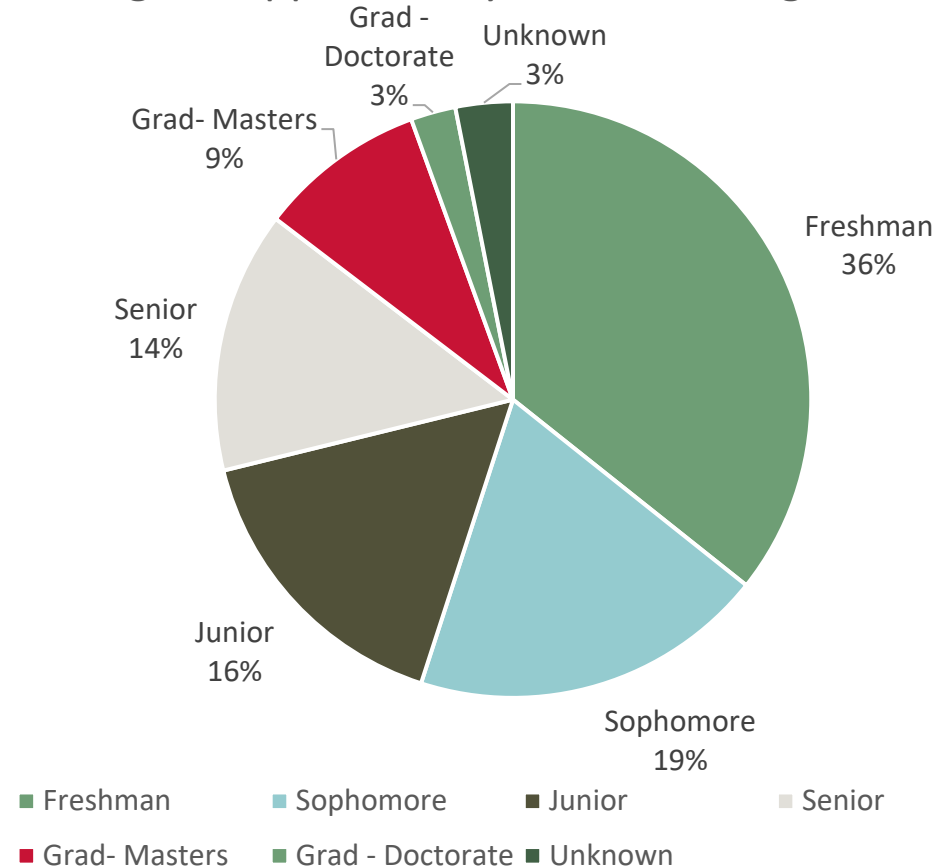
# Oregon Tribal Student Grant

## Participation in the Oregon Tribal Student Grant Program for the Fall 2022

### Eligible Applicants by College Sector



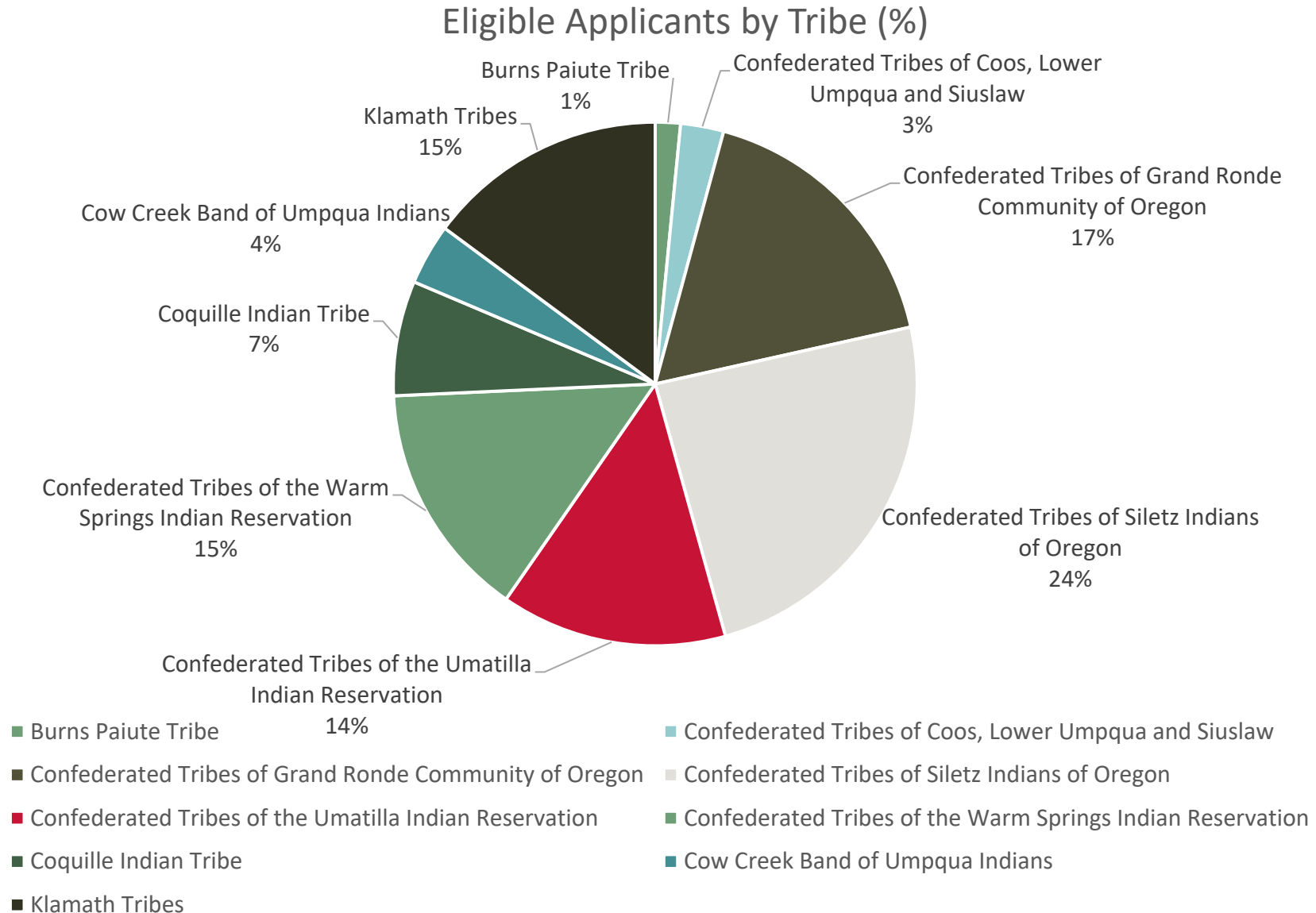
### Eligible Applicants by Class Standing





# Oregon Tribal Student Grant

## Participation in the Oregon Tribal Student Grant Program for the Fall 2022



# Oregon Student Child Care Grant

## Current Overview

Provides funds to student parents to pay for childcare needs. Grant recipients:

- Have a dependent under the age of 12 (unless qualifying as having special needs)
- Must use eligible childcare provider and be pursuing an undergrad degree
- Most students are pursuing a 4-year degree
- Most are Pell and OOG eligible with an EFC of 0
- 75-80% of recipients complete degrees

### 2020-21 School Year\*

- 101 recipients; 440 applicants
- \$625,556 (*Total Awarded*)

### 2021-22 School Year

- \$533,700 (*Total Awarded*)

### 2022-23 School Year\*\*

- \$1,173,067 (*Total Awarded*)

# Chafee Education and Training Grant

## Funding for Current or Former Foster Care Youth

### Current Overview

Federal program administered at state level by OSAC and Oregon DHS's Independent Living Program. Students are eligible for a maximum of 5 years or until age 26.

- Awards are based on need after receiving other aid like Pell Grants, Oregon Opportunity Grants, or scholarships
- Award amounts may vary, but will not exceed \$5,000 per academic year

Program Year	# of Students	Award Amount
2020-21	148 / 259	\$359,039 / \$1,389,460
2021-22	257	\$1,114,816
2022-23	238	\$1,124,726

# Oregon National Guard Tuition Assistance (ONGSTA)

## Current Overview

- Provides financial aid to active members of Oregon National Guard for their undergraduate college tuition
- Usable at Oregon community colleges, public universities, OHSU, and eligible private institutions
- Provides aid to those who do not qualify for other low-income financial aid programs
- Between fall 2018-fall 2022, 1077 students were eligible to receive funding
- Presently there are 508 eligible students for 2023 winter term

## History

### **HB 4035(2018)**

- Last pay, tuition only program after all other federal, military and state grants were applied towards tuition balance of undergraduate degree programs at Oregon public universities and community colleges

### **HB 2817(2019)**

- Expanded for use at OHSU, eligible private colleges, universities and for approved undergraduate certificate programs

### **SB 101(2021)**

- Award calculations restructured to be first pay after Department of Defense Federal Tuition Assistance funds applied towards student's tuition balance.
- Allowed the HECC to determine a fee award structure and a book allowance

# OSAC Private Scholarships: By the Numbers

## Current Overview

OSAC administers more than 600 private scholarships. The OSAC Scholarship Application provides current and future Oregon students one easy application to apply for multiple scholarships at one time.

- \$10 million+ in scholarships were disbursed to more than 3,400 students in 2022-23 aid year and 3,300 students for the 2021-22 academic year.
- \$3,300 was the average award amount with awards ranging from \$500 to \$40,000.
- 12 new scholarships were added to our scholarship portfolio as of the 2023-24 application year, 600+ scholarships administered by OSAC.

# Additional Financial Aid Programs

## **JOBS Plus**

- Postsecondary education funding for Temporary Assistance for Needy Families (TANF) clients
- Participants redeem funds from Individual Education Accounts (IEAs)

## **Barbers & Hairdressers Grant**

- For students attending eligible schools of barbering, hair design, manicure, or cosmetology
- Grants based on interest earnings from endowment fund

## **Deceased or Disabled Public Safety Officer Grant**

- Funding for dependents of Oregon public safety officers who were killed or disabled in the line of duty
- Public safety officers include corrections, fire service, parole and probation, among others

# FEATURED STRATEGIES

- HECC'S STRATEGIC ROADMAP AND EQUITY
- STRATEGIC ACTION AREAS:
  - FUNDING FOR SUCCESS
  - REPORTING
  - LEARNER PATHWAYS
  - OUTREACH
- PARTNER REPORTS: STRATEGIES FOR CHANGE

# IMPLEMENTING THE STRATEGIC ROADMAP AND EQUITY GOALS





# Strategic Roadmap for Oregon Postsecondary Education and Training: a Vision for Transformation

The agency's part in the development of budget recommendations was guided by this Roadmap:

[www.oregon.gov/highered/policy-collaboration/Pages/strategic-roadmap.aspx](http://www.oregon.gov/highered/policy-collaboration/Pages/strategic-roadmap.aspx)

Finalized in August 2021 after extensive public engagement, the Roadmap is intended to guide not only HECC initiatives, but also those of Oregon's postsecondary education and training partners statewide.

Sets an ambitious path forward, describing how postsecondary systems, policies, and practices need to change in order to achieve Oregon's goals for educational attainment and equity.



# Strategic Roadmap: Five Strategies to Drive Change

Five strategies to drive change, shared by HECC, postsecondary institutions, and other education and training partners: [www.oregon.gov/highered/policy-collaboration/Pages/strategic-roadmap.aspx](http://www.oregon.gov/highered/policy-collaboration/Pages/strategic-roadmap.aspx)

Transform and innovate to serve learners best.

Center higher education and workforce training capacity on current and future state needs.

Ensure that postsecondary learners can afford to meet their basic needs.

Create and support a continuum of pathways from education and training to career.

Increase public investment to meet Oregon's postsecondary goals.

# The Strategic Roadmap also Reaffirms HECC's Strategic Action Areas and Key Goals

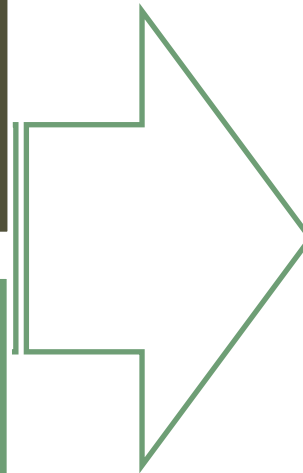
Our strategic work is in four priority areas. Through these strategic priorities, we aim to achieve our goals of **affordability, equity, student success, and economic and community impact**. We measure our progress toward these goals through our Key Performance Metrics.

REPORTING to steer progress

FUNDING for success

Expanding Opportunity through OUTREACH

Streamlining Learner PATHWAYS



AFFORDABILITY



EQUITY



STUDENT SUCCESS



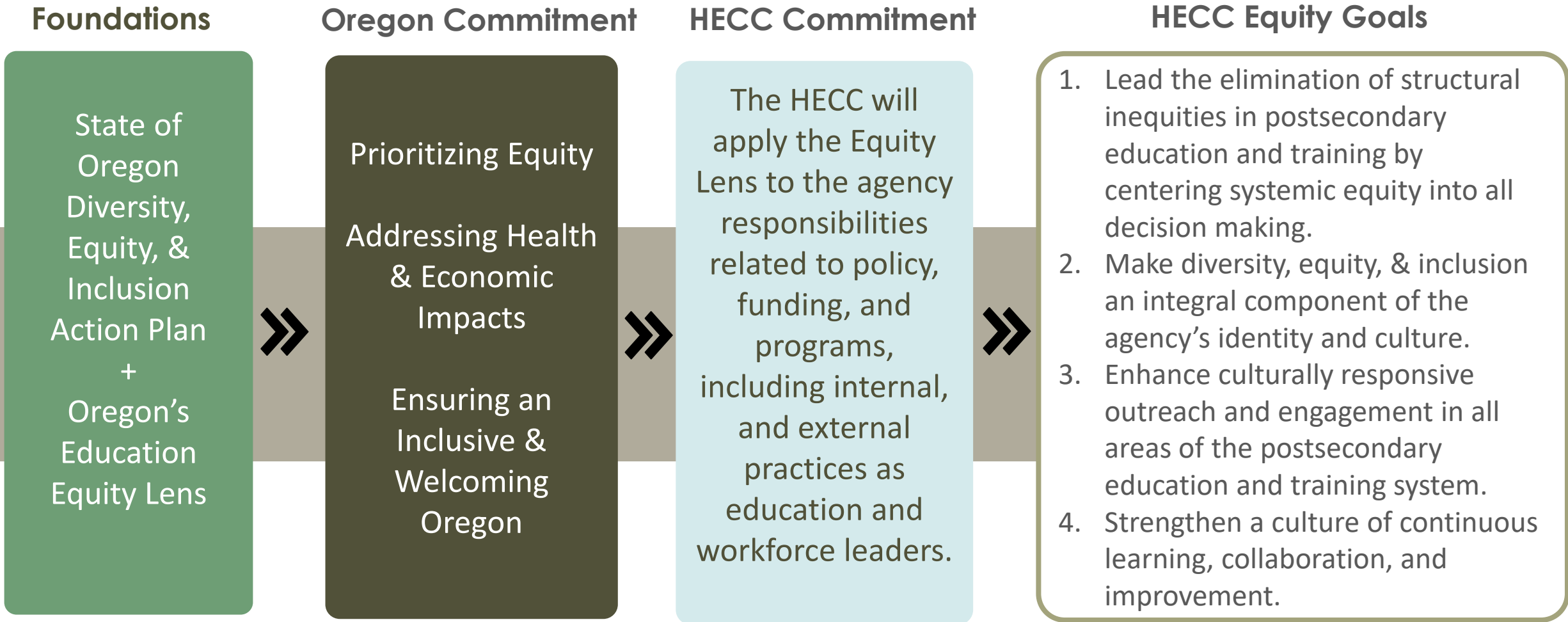
ECONOMIC & COMMUNITY IMPACT



Key Performance Measures available at:

[https://www.oregon.gov/highered/research/Documents/Performance/APPR\\_HECC\\_2022-09-30.pdf](https://www.oregon.gov/highered/research/Documents/Performance/APPR_HECC_2022-09-30.pdf)

# HECC Agency Equity Commitment and Goals

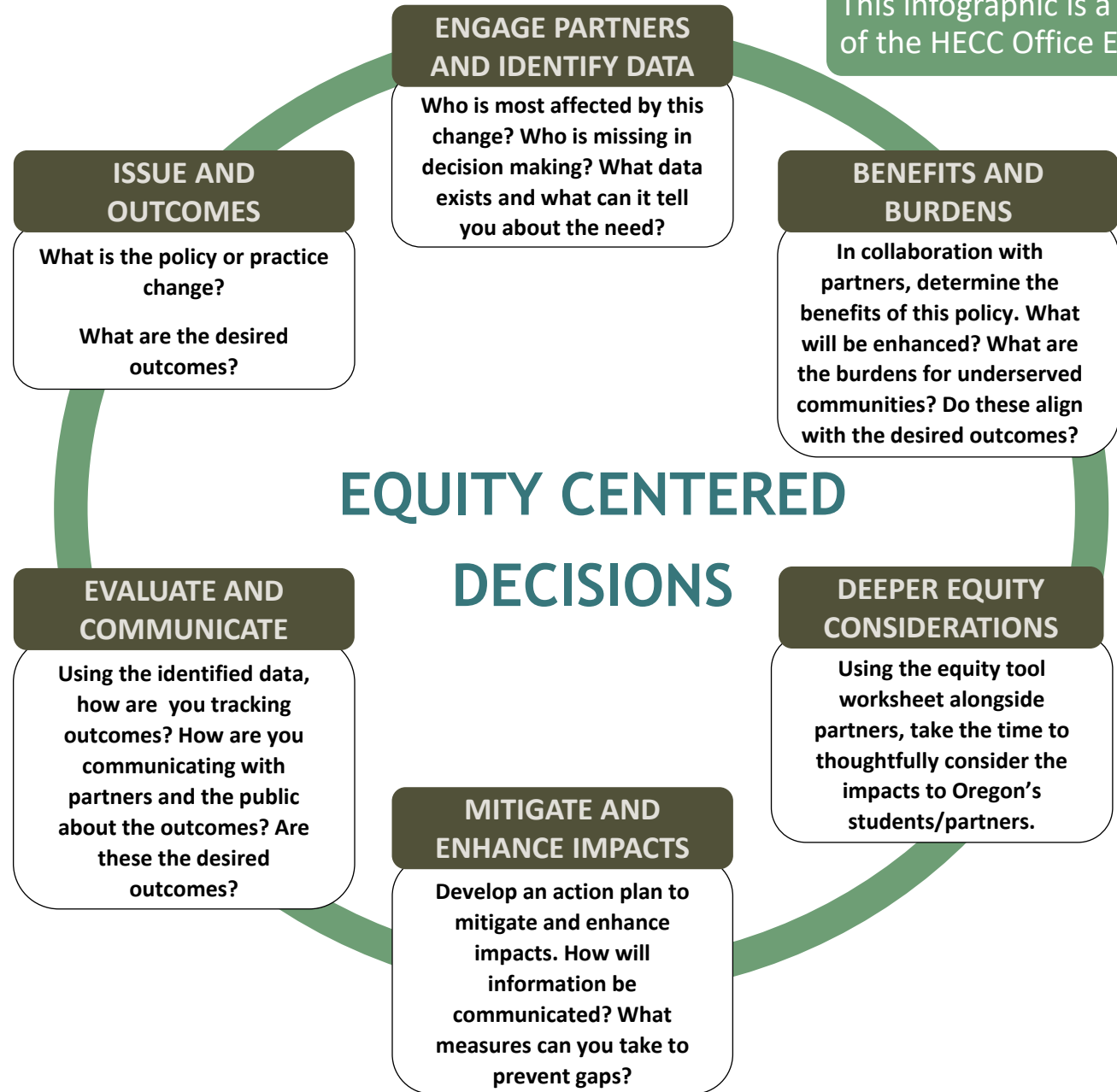


# Equity Impact Protocol

The HECC is committed to explicitly identifying disparities in education outcomes to act, intervene, and invest in equity practices.

To make equity centered decisions, the HECC is focusing on applying this Equity Impact Protocol in collaboration with our partners as a guide when developing and implementing policy and procedure, and budgetary decisions.

This infographic is a condensed version of the HECC Office Equity Action Plan.



# Recent HECC Equity Work Across the Agency

Three permanent DEI positions: this new team supports the operationalizing of the HECC equity commitment internally, leading efforts to increase community engagement and create new working partnerships.

Application of equity framework in the coordination of key policy development and implementation.

**Cross-office collaboration and capacity building** to better understand our commitment to racial equity, and the protocol for equity-centered decisions. Each of the 8 HECC offices are working on office-specific equity goals related to agency goals.

**Cross agency collaboration** in aligning best practice and capacity building for the Governor's equity and racial justice priorities.

HECC manages and coordinates many equity-focused state initiatives. Highlighted policy work for 2022 includes:

- Future Ready Oregon
- Tribal Student Grant
- Joint Task Force for Underrepresented Student Success in Higher Education
  - Educator Equity Plans
- Review of the Community College Funding Model

# FEATURED STRATEGIES: FUNDING

We develop funding strategies to  
prioritize the success of Oregonians



# Featured **FUNDING** Projects and Accomplishments 2021-23

→ Indicates more in upcoming slides

NEW



## **FUNDING** for success

- Increased community engagement on the budget development process leading to our Agency Request Budget, invited strategies tied to the [Strategic Roadmap](#).
- • Launch of Future Ready Oregon investments administered by HECC.
- • [Review and Recommendations on the Community College Funding](#)
  - Implemented the awarding process for the [Oregon Tribal Student Grant](#) investment made in 2021 for students starting in fall 2022.
- • Administered Governor's Education Emergency Relief (GEER) one-time investments in postsecondary education, working with ODE and partners.
  - Implemented 2021 increases in the [Oregon Opportunity Grant to better support students during the pandemic](#).
- • With workforce and AmeriCorps partners, supported [unemployed dislocated workers](#), students and communities during the pandemic and following the 2020 wildfires.
  - Advocated for and implemented Oregon Promise legislative changes to better serve lowest income recipients.
- • Administer funding to all 24 public institutions for support of Benefit Navigators and the consortium.
  - Distributed 2021-23 one-time state investments including college access programs: ASPIRE, AVID, BUILD EXITO Director's Fund, College Possible, Oregon Trio.



# Featured **FUNDING** Projects and Accomplishments 2021-23

ONGOING

→ Indicates more in upcoming slides

## **FUNDING** for success

- HECC continues to administer the [Oregon Opportunity Grant \(OOG\)](#), the state's largest need-based grant for postsecondary students.
- Continued to [award other publicly financial aid programs](#) to thousands of Oregonians, including some COVID relief aid (most went directly to institutions).
- Administration of more than [600 privately-funded OSAC scholarships](#).
- • Implemented the [Student Success and Completion Model](#) to distribute funding to public universities, which was updated in 2021.
- Development and [review of capital projects for the public institutions](#), drawing on the [10-year Capital Plan](#) and the HECC prioritization process tied to state goals
- Award state funds to support [Open Educational Resources](#).
- In partnership with the Department of Revenue, market and coordinate the [Oregon Opportunity Grant Tax Credit Auction](#).
- Administration of first-generation student success grants to community colleges.
- Administration of “wrap-around grants” to high school equivalency preparation organizations statewide.
- Working with the Legislature, we have helped Oregon to become one of just a handful of states nationwide that administers its financial aid programs without regard to a student's immigration status. [Learn more about FAFSA and ORSAA here.](#)



# Funding For Equitable Pandemic Recovery, Governor's Emergency Education Relief Fund (GEER)

HECC identified needs, proposed investments, and ultimately distributed GEER investments focused on relief and equitable recovery

- GEER I:
  - Higher Education Assistance Grants to public institutions to promote student resilience and success: \$6M
  - Higher Education Distance Learning Initiative: \$4M
  - Strong Start programming for incoming students at public universities: \$1.4M
- GEER II:
  - Oregon Youth Corps Summer Programs: \$500K
  - Open Educational Resources (OER) Support :\$1.2M
  - Reengagement and Retention Initiative: \$2.1M
  - Talent Innovation Equity (TIE) Grant Expansion: \$200K
- Emergency Assistance to Non-Public Schools Funds (EANS) reverted to GEER Uses:
  - Moonshot for Equity Initiative at EOU, TVCC, BMCC: \$1.6M
  - Additional Student Child Care Grant: \$750K
  - Oregon Youth Corps Program: \$2.5M
  - Facility for Agricultural Resource Management (FARM II) Blue Mountain CC: \$3.5M
  - Supplement Oregon Opportunity Grant to Promote Degree Completion: \$1.5M

# Funding Emergency Response

## Disaster & Economic Recovery Workforce Grants

- HECC received \$17M from the U.S. Dept. of Labor to respond to Covid-19 pandemic & September 2020 wildfires
- Subgrants to local workforce development boards supported:
  - Temporary employment opportunities
  - Career, training, and supportive services
  - Humanitarian assistance
  - Disaster relief



225 people  
in temporary  
employment



4,770 career  
services  
provided



1,055 training  
services  
provided



*Crew of dislocated workers  
respond to Clackamas Co.  
wildfires*



*OregonServes AmeriCorps member*

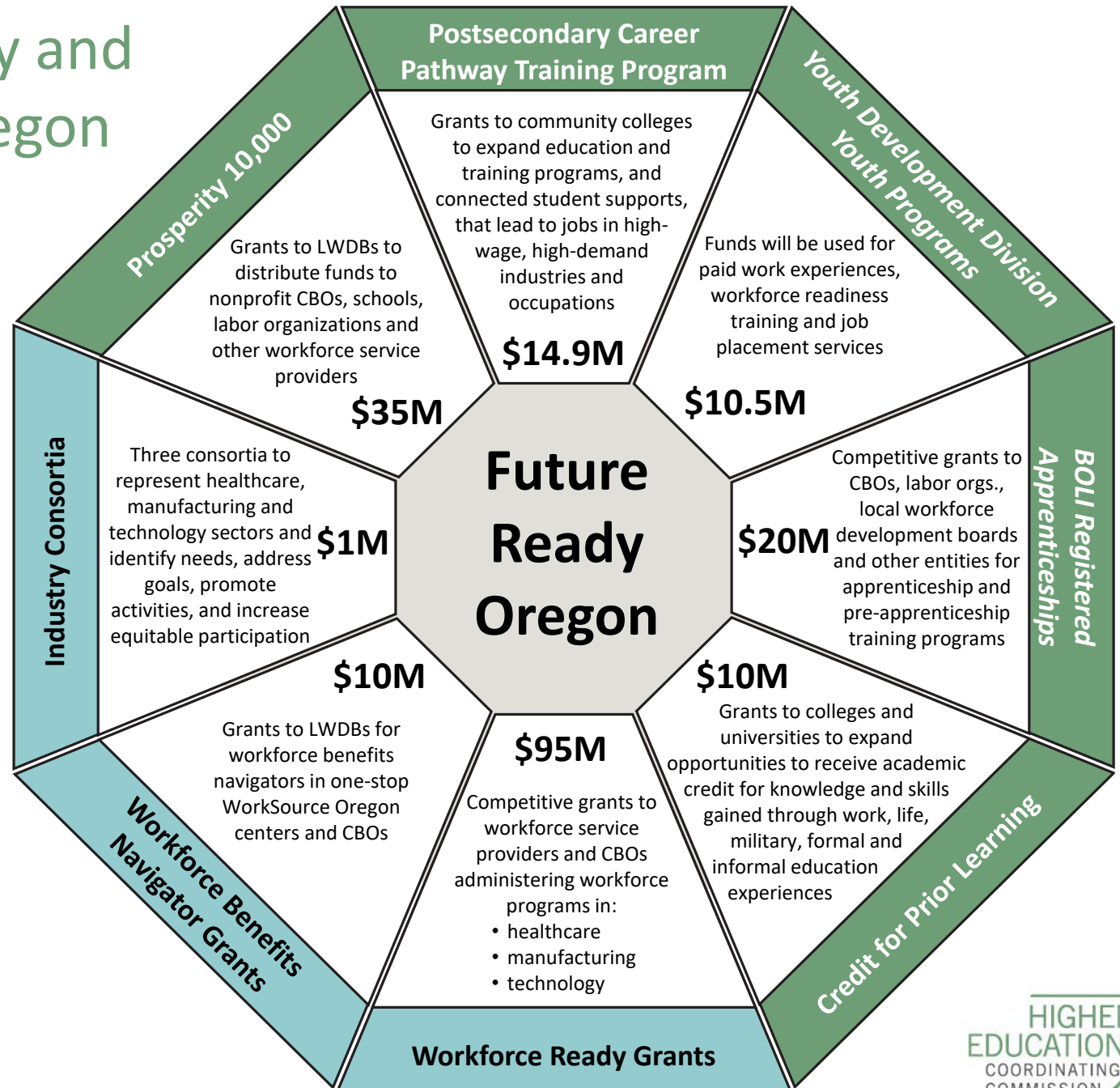
## OregonServes Emergency Preparedness & Response

- **OregonServes Role in Emergency Response**
  - Coordinate national & volunteer service in statewide disaster preparedness, response & relief
  - OR Emergency Support Function 16
  - Connect communities to national service resources
- **Covid-19 Pandemic & Wildfire Response**
  - AmericCorps members in OregonServes programs provided pandemic- & wildfire-response services:
    - Virtual student mentors, coaches & support groups
    - Connecting students to local relief efforts
    - Distributing Chrome Books to students
    - Operating mobile food pantries in food deserts
    - Serving with American Red Cross & Oregon Dept. of Emergency Mgmt., to serve wildfire-impacted communities

# Funding For Workforce Equity and Innovation: Future Ready Oregon

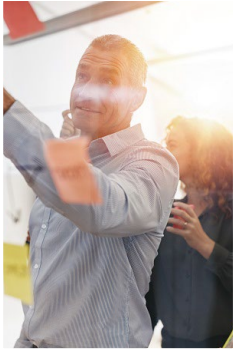
Passed in Spring 2022, SB 1545 invested \$200M to multiple agencies (including HECC) to:

- advance more equitable workforce system by expanding and innovating workforce training, and
- raise economic prosperity by connecting individuals to the training they need for well-paying jobs and connecting businesses to the skilled labor they need for growth.



# The Focus of Future Ready Oregon Investments

## *Future Ready Oregon – SB 1545 (2022)*



### Leveraging existing successful programs

- Prosperity 10,000, Career Pathways, Credit for Prior Learning, Registered Apprenticeship (administered by BOLI), and Youth Programs (administered by YDD)



### Encouraging innovation

- Workforce Readiness Grants, Workforce Benefits Navigators, Industry Consortia



### Removing barriers to education and employment

- Serving priority populations and advancing a diverse workforce
- Co-creating workforce solutions; engaging employers, education and training providers, and community-based organizations
- Ensuring seamless career-connected learning opportunities
- Developing culturally and linguistically specific career pathways
- Supporting participants with tuition and fee assistance, wraparound supports and services

# Funding Oregon's Public Universities for Student Success and Equity

More will be presented on this model on Day 6 of our presentations

The **Student Success and Completion model**, first launched in 2015, shifted the formula for distribution of state funds to the seven universities.

The change was from a model based on enrollment to a model focused on completed course hours and resident student graduation, to support Oregon's educational attainment goals.

- Holds institutions accountable for student success and equity by including **incentives for the graduation of students from prioritized populations such as those historically underrepresented** (including students of color, low-income, rural, and veteran students), **and degrees achieved in high-demand fields.**
- **The HECC completed an extensive review and update to the model in 2020-21.** The changes create further incentives for universities to improve degree outcomes and equity for Oregon students specifically with community college students who transfer.

# Funding Oregon's Community Colleges for Student Success and Equity

More will be presented on this model on Day 6 of our presentations

The **community college funding model** has not been reviewed in relation to statewide and community goals in more than 10 years.

The current model distributes funding entirely through enrollment that is equalized between local property tax revenue and state taxpayer dollars.

- The HECC convened a work group composed deliberately of representatives of numerous perspectives at the institutions in an effort to ensure the funding formula is consistent with the state's higher education goals and the missions of the colleges.
- Recommendations were reviewed and discussed by the Commission in February 2023 with the Commission expected to consider action (administrative rule amendments) in June 2023.
- The recommendations include a framework that keeps much of the existing formula but adds two, student-focused components: one for student support and one for student success. Both prioritize four populations including low-income learners, adult students, career/technical education seekers, and traditionally underrepresented students as identified by race/ethnicity.

# Funding for Benefit Navigators to Connect Students with Programs and Services

HECC distributes funds to public higher education institutions, administers the contracts, and supports partners questions and policy development (HB 2835, 2021)

## Funding

- Distributed to 17 community colleges, 7 public universities and Portland Community College to support the Community of Practice

## Role of the institutions:

- Hire benefits navigators who work with students in navigating various program eligibility and application criteria, coordinate and provide culturally specific resources (including resources for non-English speakers), and coordinate and leverage resources through collaboration with partner organizations to maximize ROI and benefit to individual students.

## Community of Practice

- Convened by Portland Community College and provides best practice sharing, convenes navigators to facilitate professional development, and ensures accountability through data collection and reporting.



# FEATURED STRATEGIES: REPORTING

We use data analysis and reporting to steer progress toward state attainment and equity goals



# Featured REPORTING Projects and Accomplishments 2021-23

NEW

→ Indicates more in upcoming slides

## REPORTING to steer progress



- Finalization in Aug 2021 of the [Strategic Roadmap for the Future of Oregon Postsecondary Education and Training](#), after extensive public and partner engagement.
- Contributed recommendations and analysis to inform the [Joint Legislative Task Force on Student Success for Underrepresented Students in Higher Education Final Report and Recommendations](#).
- [Joined partnership with U.S. Census](#) to offer employment data on graduates.
- Convened the [2022 Talent Summit that served as launch of Future Ready Oregon](#) to the business, education and workforce community.
- Issued the [Adult Learner Advisory Committee Report](#), a joint report of HECC and WTDB focused on achieving the state's adult educational attainment goal.
- • Administered the joint-agency research agenda of the [Oregon Longitudinal Data Collaborative \(OLDC\)](#), launching the [first public reports of this longitudinal data collaborative](#).
- Contributed [higher education analysis to ODE's SB 744 report](#) on high school graduation outcomes.
- Completed the [Year One Report on Future Ready Oregon investments](#), and developed a plan for assessment, accountability, and continuous improvement.
- Led a work group (SB 234) to develop [recommendations on how to maximize the impact of financial aid funds for incarcerated students](#).
- Distributed funding to support benefit navigators at the colleges and universities.

# Featured REPORTING Projects and Accomplishments 2021-23

→ Indicates more in upcoming slides

ONGOING

## REPORTING to steer progress



- Numerous racial equity-focused disaggregated reports including [statewide and institutional snapshots](#), statewide [key performance measures](#), and [public university evaluations](#) with a focus on students served, affordability, completion, and fiscal measures.
- Partnered with the Workforce and Talent Development Board (WTDB) and others to produce updated [Oregon Talent Assessment](#) and [other research reports](#) related to the workforce and economic issues such as [Essential Employability Skills](#), [Artificial Intelligence](#), and more.
- Issued comprehensive reports on Oregon's financial aid programs: [Oregon Opportunity Grant](#) and [Oregon Promise](#).
- Report 4<sup>th</sup> week [enrollment at public institutions](#), pandemic impacts.
- Regularly reported to representatives of the 9 federally-recognized tribes through the [Government to Government process](#) and the [Legislative Commission on Indian Services](#).
- Continued support of diversifying educator workforce: [Oregon Educator Equity Report](#), [Equity Plans](#) of education colleges.
- Numerous legislative reports on policy issues such as [open educational resources](#), [credit for prior learning](#), [common course numbering](#), [competency-based education](#), and more.
- Provided [financial aid application reporting by public high school](#), allowing schools to track progress and measure success.
- Federal reporting as part of the administration of [WIOA federally-funded workforce and adult education activities](#).

# Reporting That Elevates Equity

**We believe** that the students and learners from currently and historically underserved communities represent Oregon’s best opportunity to improve overall educational outcomes” – Excerpt from HECC Equity Lens

We also know that means these students must be counted and represented throughout our work. HECC’s Office of Research & Data works to ensure students from underserved communities are seen and gaps in equity are identified and tracked. Here are some examples:

## Snapshots

Published Snapshots for statewide, individual sectors and institutions to highlight metrics like enrollment, college affordability and completion rates by race/ethnicity among other underserved populations

## Equity Briefs

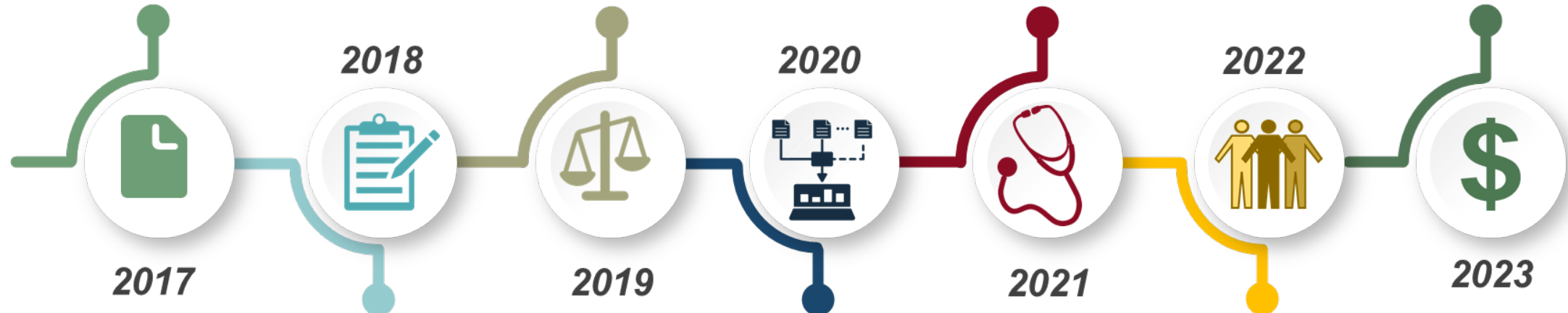
HECC published research briefs to highlight the equity gaps between underserved racial/ethnic groups for enrollment, affordability and completion of postsecondary education in public institutions

## Pandemic

HECC provided data and analysis on the impact the COVID-19 pandemic had on student enrollment and retention, specifically for underserved populations

## Future Ready

HECC is tasked with collecting and reporting data on programs funded through Future Ready Oregon, focusing on priority populations



2018

KPMs

HECC KPMs were changed to ensure the inclusion and evaluation of enrollment and completions rates by race/ethnicity

2020

Data Equity

HECC R&D began and continues evaluation of data and processes to ensure equity and accuracy for all groups

2022

HB2590

HECC provided data and analysis to support the Joint Taskforce for Underrepresented Students

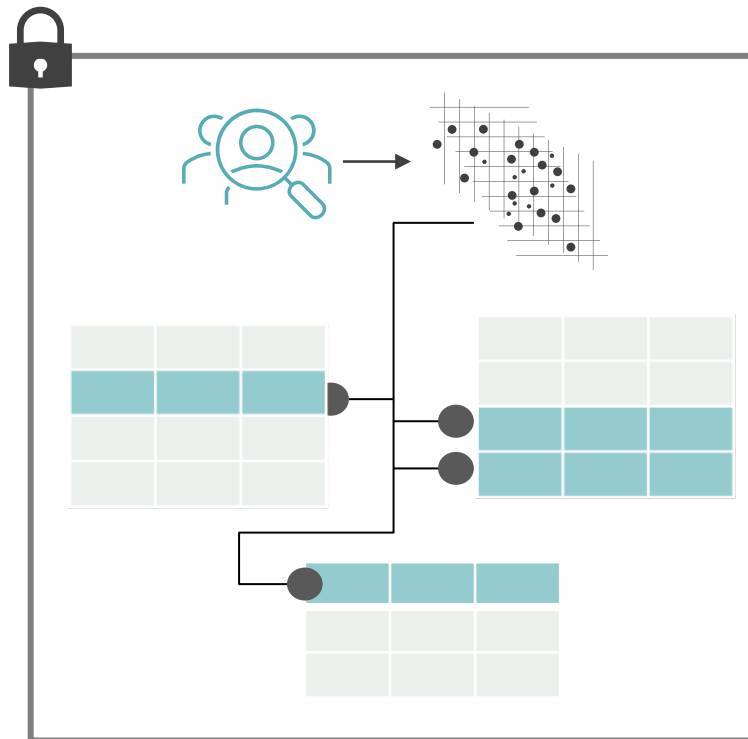
More information about this cross-agency governed program can be found at:  
<https://www.oregon.gov/highered/research/Pages/OLDC.aspx>

The goal of the OLDC is to **provide actionable data-supported policy recommendations that impact student learning, training, and workforce opportunities**

Data partner agencies share data with the OLDC



OLDC applies matching logic across data partner records



\*The program is governed by the data partners agencies who set the agenda and reporting priorities

OLDC produces files, reports, and publishes research\*



Recently published research on the nursing education shortage

**OLDC OREGON LONGITUDINAL DATA COLLABORATIVE**

Addressing the nursing shortage in Oregon:  
removing barriers in nursing education

Prepared by:  
Oregon Longitudinal Data Collaborative

Lead Researcher:  
Jesse Higgins, Ph.D., M.A.  
OLDC Senior Research & Data Analyst

Contact Information:  
Ben Tate  
OLDC Director  
ben.tate@highered.oregon.gov

Publish date tbd  
High-Level Findings and Recommendations from the Oregon Healthcare Education Shortage Study  
<https://www.oregon.gov/highered/research/Pages/OLDC.aspx>



# FEATURED STRATEGIES: LEARNER PATHWAYS

We make it easier to navigate and  
succeed in education and training, and  
link graduates with careers



# Featured **LEARNER PATHWAYS** Projects and Accomplishments 2021-23

NEW

→ Indicates more in upcoming slides

## Streamlining Learner PATHWAYS



- • Launched the [Oregon Transfer Council](#) (established in 2021 by SB 233) to develop and advance work to streamline transfer pathways.
- • Launched the [Oregon Conservation Corps](#) and the first state investments in the Oregon Youth Employment Program (OYEP) funded by the 2021 Legislature, in addition to other [workforce development grant programs serving youth and young adults](#).
- Launched investments in innovative workforce education and training pathways supporting underserved and marginalized priority populations through [Future Ready Oregon](#) (Prosperity 10,000 grants to local workforce boards, Community College Career Pathway Training Programs, Credit for Prior Learning Grants, and Workforce Ready Grants).
- Approved the first Applied Baccalaureate Programs at Oregon community colleges after developing the [approval process for these programs \(SB 3, 2019\)](#).
- Established administrative rules for a new type of [private career school](#), psilocybin training schools, after the passage of Ballot Measure 109.

# Featured LEARNER PATHWAY Projects and Accomplishments 2021-23

ONGOING

→ Indicates more in upcoming slides

## Streamlining Learner PATHWAYS



- • Administer workforce and education programs authorized by the [Workforce Innovation and Opportunity Act \(WIOA\)](#), working through the WTDB; these support training and career services—from job search support at WorkSource Oregon Centers to financial literacy, English language learning, and youth workforce programs.
- • Support [high school equivalency GED®](#) and [adult education providers](#) statewide. Convened the annual Adult Basic Skills Conference.
- • [Regulation, licensing, and authorization](#) of degree-granting institutions serving Oregonians, and private career schools in Oregon.
  - Review and approval of [new academic programs at Oregon’s public universities](#), and [review of new CTE programs at Oregon’s community colleges](#).
  - Through [OregonServes and AmerCorps programs](#) in Oregon, administered grants and opportunities for, service, volunteerism and civic engagement in Oregon communities.
- • Lead [peer review process for accelerated learning](#), maximizing opportunity for college credit while in high school.
- • Worked with ODE to implement the [Oregon CTE plan](#), and coordinate the postsecondary education of CTE education programs supported by federal funds.
- • Convening of cross-sector collaboratives to address statewide industry needs for employers and job-seekers.



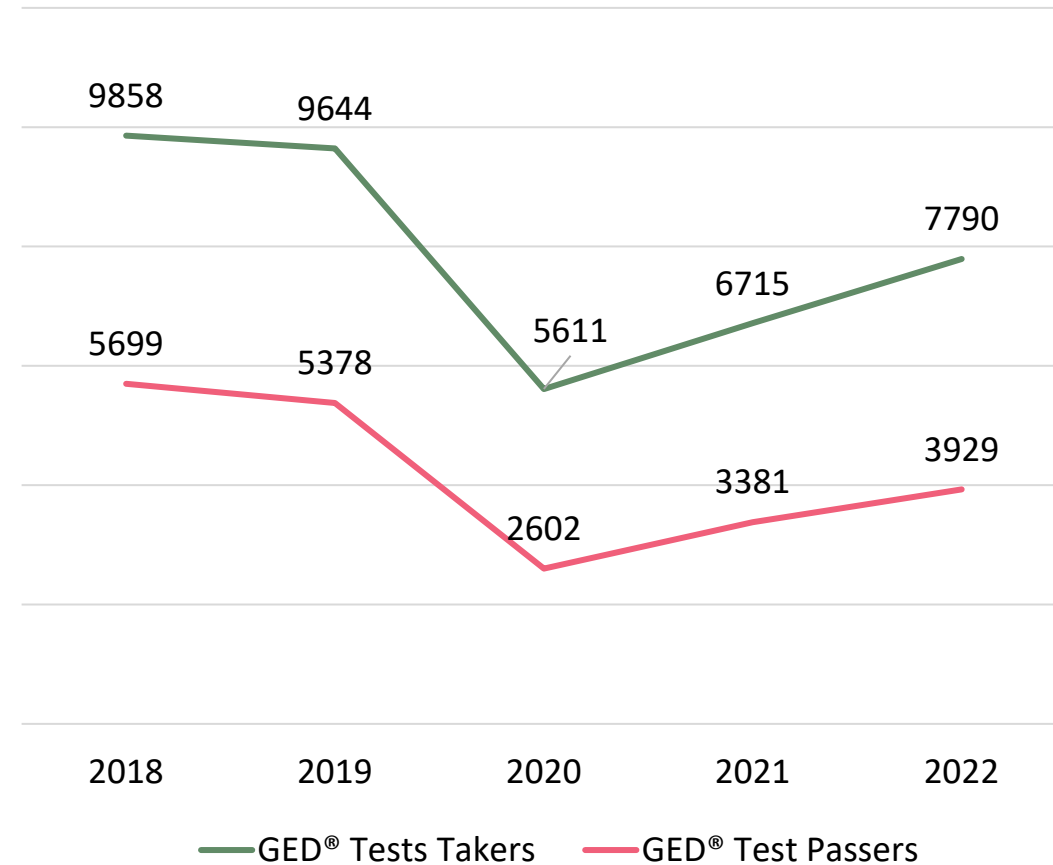
# Creating Pathways to High School Equivalency Credentials

The Oregon GED® Program is administered by HECC in partnership with: GED® Testing Service, Oregon's 17 community colleges, Department of Corrections, and professionals at over 70 test prep locations across the state.

## HECC Role:

- Provides technical assistance to GED® testing sites around the state.
- Organizes the Annual Oregon GED® Program Summit.
- In 2021-23, HECC is distributing and managing \$1.7M in state-funded grants for GED® wraparound services.

Oregon GED® Test Performance 2018-2022



# Creating Pathways That Bridge High School and College (Accelerated Learning)

## Access Points to College Courses

- Dual Credit and Related Partnerships
- Direct enrollment (such as Expanded Options for HS students)
- Articulations: Advanced Placement (AP) and International Baccalaureate (IB)

## Strong Cross Sector Partnerships

- Advocating for expansion of equitable access to college credit opportunities for all high school students
- Monitoring to ensure credits transfer and count towards degrees and certificates

## Impacts for students

- Students with accelerated college credit are more likely to graduate high school and go to college
- Students with more than 10 accelerated college credits finished college sooner, by one-half year, than students with fewer than 10 credits

## HECC Role

- HECC developed and adopted standards for high school-based college credit partnership programs in 2016 (ORS 340.310)
- HECC partners with ODE to conduct a standards based peer review process (OAR 715-017-0005)
- HECC coordinates with Oregon campuses and publishes the Statewide AP and IB Course Credit Policy (ORS 350.417)
- *HECC KPM #4 is focused on accelerated learning (see Appendix): Estimated college Credits earned by high school students*

# Creating Pathways to Career for Youth and Adults (CTE)

## Perkins V, Strengthening Career Technical Education for 21st Century Act Highlights

### Oregon's Vision for CTE:

- *Oregon will re-imagine and transform learner experiences in order to enhance their future prospects; empower their communities; and ensure equity in an inclusive sustainable, innovation-based economy.*  
—from Oregon State CTE Plan

### CTE State Plan Focus Areas:

- Tighter connections to employers and workforce
- Increased stakeholder engagement
- Statewide models for high-quality programs of study
- Rich opportunities for students to gain real-world experience and skills through work-based learning; and
- Career exploration beginning at least in middle school and extending through adult education.

### HECC Role

- Reviews and approves CTE programs, degrees and certificates at Oregon's community colleges.
- Partners with ODE in the overall federal grant management, compliance and implementation of the secondary to postsecondary transitions. Including match requirements.
- Engages and partners in workforce preparation conversations.
- Provides technical assistance to faculty and staff.

# Creating Pathways That Streamline Transfer: Legislative History

The Transfer Council's collaborative work builds on the previous work to develop **clear and comprehensive transfer pathways for community college students in Oregon as they transfer** to public universities.

## Transfer Work Before 2021

- **2013:** House Bill 2970 continued the Transfer Student Bill of Rights and Responsibilities and called for the **development of new transfer degrees** in areas such as engineering.
- **2017:** House Bill 2988 attempted to mitigate credit loss by requiring community colleges and public universities to establish **foundational curricula and statewide transfer agreements** to align pathways for community college students in Oregon as they transfer to an in-state, public university.

## Establishment of the Transfer Council in 2021, first convened in Oct 2021

- **2021:** SB 233 directs the HECC and community colleges and universities to **improve academic credit transfer and transfer pathways between Oregon's public community colleges and universities. The bill established the Transfer Council** and tasked them with developing recommendations on a common course numbering system, Major Transfer Maps, and other credit transfer-related concerns.

## Transfer Council Participation

- Transfer Council is made up of 15 voting members and includes **representation from students, faculty and administrators.**
- **20 out of 24 of Oregon's Public Institutions participated** in aligning courses and programs statewide.
- **Faculty-driven work to align courses**  
This year, 104 faculty/staff meet every 1-2 weeks.

# Creating Pathways That Streamline Transfer: Accomplishments and Next Steps

## Straighter Roads

- Aligning in demand lower division courses statewide
  - Approved the first 10 commonly numbered courses at Oregon's public postsecondary institutions to help students avoid having to retake courses when they transfer.
  - 39 more in demand courses by 2025
- Aligning in demand programs of study statewide.
  - Business, Computer Science, Elementary Education, and English Literature

## Better Maps

- Designed student facing tools that make transfer pathway guarantees clear
- Surveyed students, advisors, faculty and administrators on the needs of a statewide transfer portal



## Learn More

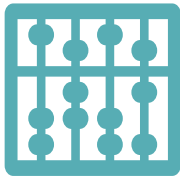
- Additional details about their accomplishment can be found in the [latest legislative report](#).
- Transfer Council and its subcommittees are public. Learn more about the Transfer Council and recent public meetings here: <https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-credit.aspx>
- Sign up for public meeting notices here: <https://public.govdelivery.com/accounts/ORHECC/subscriber/new>

# Creating Pathways That Help Diverse Oregonians Secure Basic Education and Literacy Skills (WIOA Title II)

**HECC Role:** Administer Title II Funds  
Monitoring and Compliance

Collect & Report Performance Data  
Technical Asst. and Prof. Develop.

## Skills Gained in WIOA Title II



Numeracy



Reading



Writing



Language

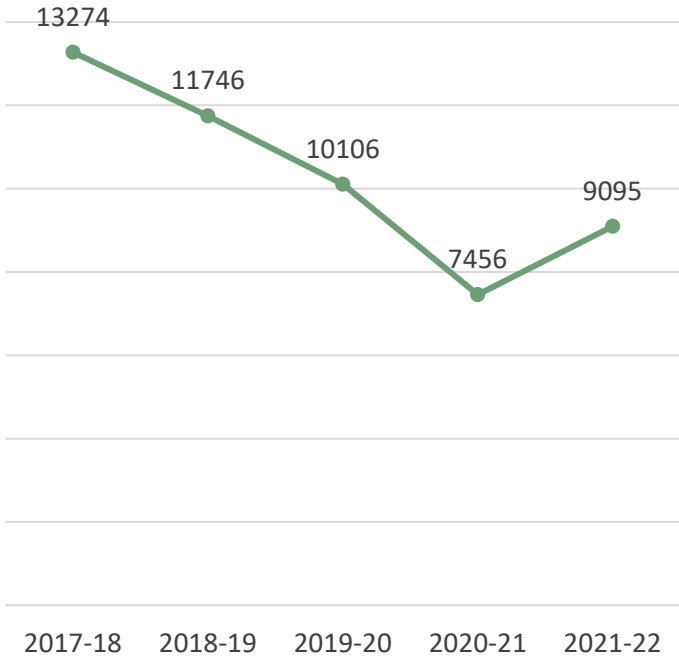


Credentials

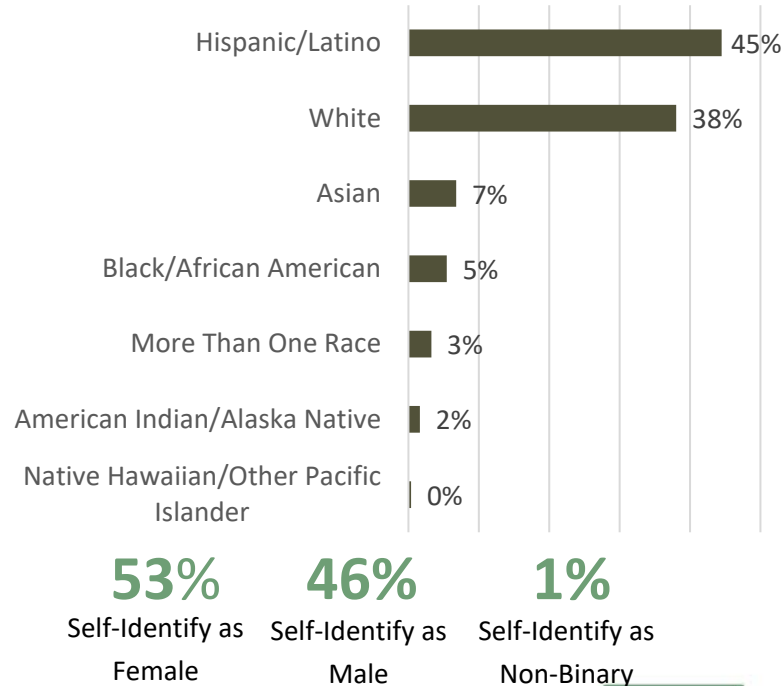


Career

## Enrollment



## How Students Identify



# Creating Workforce Pathways to Address Industry Needs

## Workforce and Talent Development Board (WTDB)

### WTDB Committees/ Taskforces

- Executive
- Continuous Improvement
- Equitable Prosperity
- Artificial Intelligence
- Work Readiness

### Industry Consortia

- Healthcare
- Manufacturing
- Technology

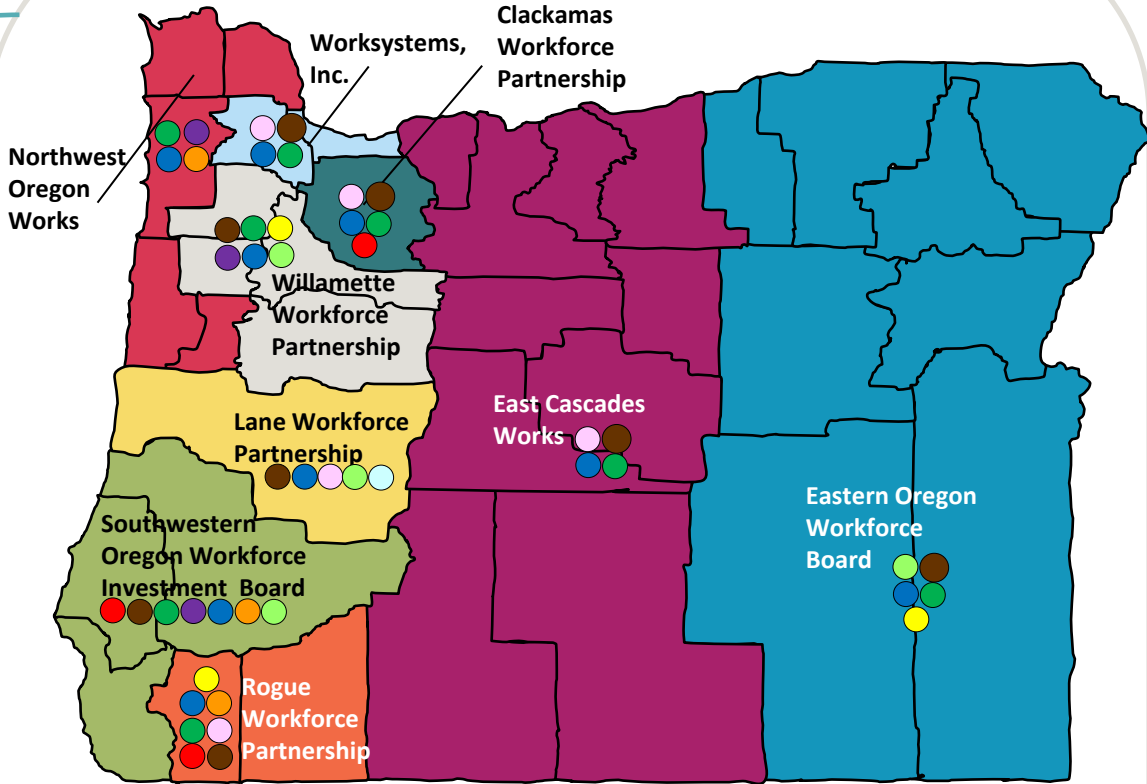
### Statewide

HECC convenes cross-sector collaboratives to address statewide industry needs for employers and job-seekers.

### Regional

LWDBs convene sector partnerships that bring together cross-sector partners from the same industry and labor market region to address industry needs for employers and job-seekers.

## Local Workforce Development Boards



### Targeted Industry Sectors

- |                               |                     |                  |
|-------------------------------|---------------------|------------------|
| ● Childcare/Early Learning/Ed | ● Manufacturing     | ● Transportation |
| ● Construction                | ● Maritime          | ● Warehousing    |
| ● Healthcare                  | ● Natural Resources | ● Wood Products  |
| ● Leisure/Hospitality         | ● Technology        |                  |

# Creating Pathways to Paid Work for Young Oregonians

Paid work experiences

Career Exposure

Career Training

Employability Skills

Community Benefit

## Oregon Youth Employment Program (OYEP)

- 66% participants from rural communities
- 1,599 youth served
- Work experiences in 11+ sectors



In Willamette Workforce Partnership's OYEP, Mychaela learned job skills and confidence; she now works in childcare & wants to go to nursing school.

## Oregon Conservation Corps (OCC)

- Continued funding not included in GRB
- 1,300 acres treated for fire prevention
- 733 structures protected from fire
- 213 youth served

Jonah, a member of a Phoenix School of Roseburg's OCC crew, shared: "I was actually thinking of starting my own fuels reduction business, so I'm building the skills and skillset that I would need to go out on my own."



## Oregon Youth Corps (OYC)

- 646 youth served
- 44K+ hrs work readiness training delivered
- 617 academic credit hours earned

Youth in Certified Personnel Service Agency, Inc.'s OYC program take part in the annual effort to trap, handle, collect biological data from & band birds in the Ladd Marsh Wildlife Area.





# HECC's Role: Private Postsecondary Education Oversight

The Private Career School and Office of Degree Authorization units (PPS) are part of the Office of Academic Policy and Authorization.

PPS is funded solely through Other Funds, collected through Private Career School license and Office of Degree Authorization certification fees.

## Office of Degree Authorization (ODA)\*

Ensures the quality of in-state, non-exempt, private higher education programs and out-of-state & online private and public higher education programs offered to Oregon students. Administers interstate reciprocity agreements for the state.

## Private Career Schools (PCS)

Ensures quality of private career schools by establishing business and fiscal standards, setting instructional and curricular requirements for cosmetology, registering teachers, and providing technical assistance.

\*Oregon also has numerous schools exempt from ODA authorization; this includes religious/ministerial schools, and accredited non-profit schools that conferred degrees for 10 years before 2005.

# Student & Consumer Protection: ODA

## Office of Degree Authorization – Degree-granting Private Colleges and Universities

### Authorization: Oregon Revised Statutes 348.602

Safeguard the public value of a college degree. Terminate substandard and fraudulent programs. Evaluate academic integrity of private degree programs, evaluate minimum qualifications of academic and administrative staff, ensure student safety with site inspections.

### ODA schools include:

- 21 in Oregon
- 52 public and private out-of-state, 32 participating in NC-SARA

HECC may refer student and consumer complaints to the Oregon Department of Justice Consumer Affairs Division, U.S. Department of Education, and Office of Civil Rights

\*Oregon also has numerous schools exempt from ODA authorization; this includes religious/ministerial schools, and accredited non-profit schools that conferred degrees for 10 years before 2005.

# Student & Consumer Protection: Private Career Schools

## Private Career Schools Unit – Non-degree granting career schools

### Licensure: Oregon Revised Statutes 345.120

Licensure ensures students are receiving quality education from experienced professionals; teacher registration monitors qualifications & criminal history; management of the curriculum with Oregon Health Authority aligns instruction with industry standards.

### Private Career Schools in Oregon include:

- 215 schools in Oregon offering career training & certificates
- Fields include cosmetology, tattooing, tax preparation, commercial trucking, and others, including the recent addition of psilocybin provider training for which HECC established administrative rules in 2022

The Private Career Schools Unit also conducts investigations of student complaints, prescribes corrective action or other sanctions as appropriate.

HECC mediation often results in solution before a formal investigation is begun.

# FEATURED STRATEGIES: OUTREACH

We work to ensure equitable access  
to college and career resources.



# Featured **OUTREACH** Projects and Accomplishments 2021-23

NEW

→ Indicates more in upcoming slides

## Expanding Opportunity through OUTREACH, Financial Aid



- Participation in the historic outreach tour of [the Interim Joint Legislative Task Force on Student Success for Underrepresented Students in Higher Education](#)
- Collaboration with Oregon Tribes to spread the word to potential applicants of the [Oregon Tribal Student Grant](#)
- Student-focused redesign of the [OregonStudentAid.gov website](#) in 2022 to better serve Oregon students, educators, and families
- [Launch of numerous e-newsletters to expand audiences & keep our audiences informed](#) on issues such as Transfer, Financial Aid, Equity, and more, expanding our audiences
- • Consultation through the Leadership Council for Equity, the Equity Advisory Committee, and other groups
- Launch of OregonServes pilot program to support affordable housing for AmeriCorps volunteers
- • Implemented inclusive, low-barrier [Future Ready Oregon](#) grant-making processes, advancing access to opportunities for organizations serving priority populations and those new to the workforce system
- Launch in 2021 of the [Adult Learner Outreach Toolkit in 8 Languages](#)
- Customer-focused redesign of the [Workforce and Talent Development Board website](#)

# Featured **OUTREACH** Projects and Accomplishments 2021-23

→ Indicates more in upcoming slides

ONGOING



## Expanding Opportunity through **OUTREACH**, Financial Aid

- Ongoing consultation with the nine federally recognized tribes through the Government to Government process
- • Implementing equity goals for the agency and specific goals for each office, thanks to the leadership and collaboration of HECC's Diversity, Equity, and Inclusion (DEI) team
- • Joint outreach with partners to encourage FAFSA/ORSAA completion.
  - ASPIRE program offering education, resource, and mentoring to students across the state
  - College Goal Oregon outreach events to support financial aid applications
- • Webinars, presentations, and publications on financial aid and college/career prep

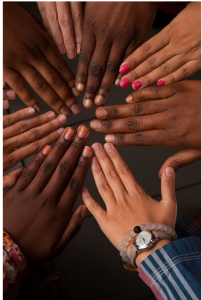
# Outreach to Diverse Communities: Agency-wide



Ongoing engagement through Racial Justice Council and through the HECC Equity Advisory Committee comprised of DEI experts and leaders from across the 17 public institutions.



Ongoing engagement and consultation with tribal representatives through the Government to Government process.



New Leadership Council for Equity comprised of community equity champions, initially started through the Lumina Foundation-supported TIE grant.



Collaboration with ODE and partners on Student Success Plans for American Indian/Alaska Native, Latino/a/x, African American/Black, LGBTQ+ students and rule making.



Agency-wide expectations to incorporate engagement strategies and operationalize through our equity impact protocol.

# Outreach to Current and Prospective Students

## Publications and Communications Activity

- Website enhancements; **OregonStudentAid.gov** has new clean look, greater accessibility, and translation capabilities
- OSAC has 26 different publications for order on our website
  - 25,663 Items ordered this year
  - 5,782 were in Spanish
- Social Media: active social media presence on Facebook, Instagram, Twitter, and YouTube

## Examples OSAC Publications





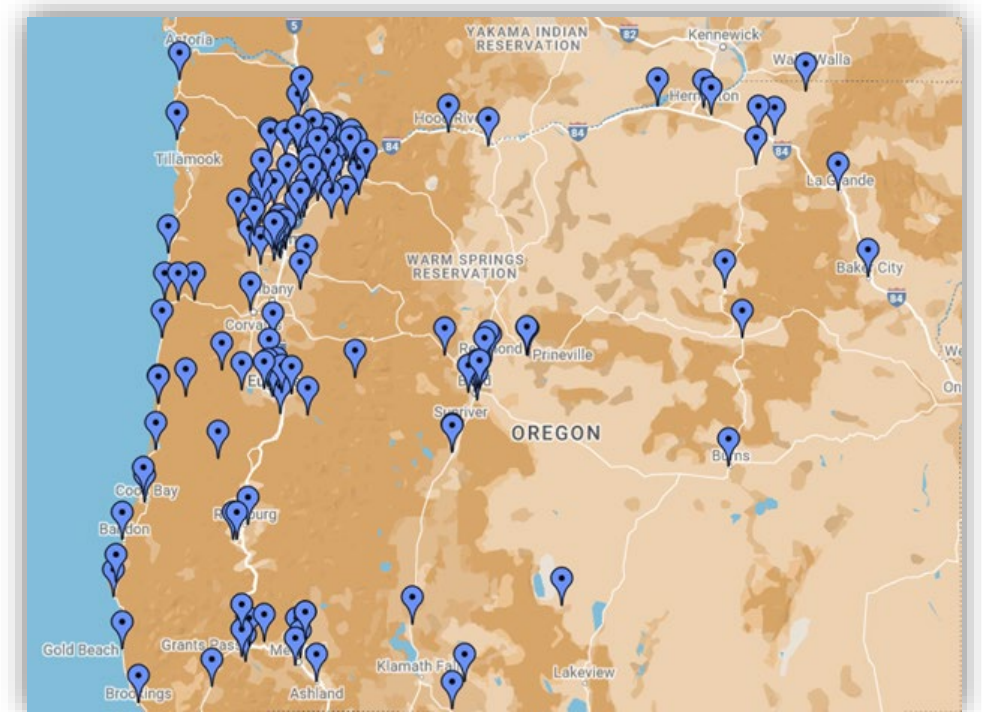
# Outreach to Middle and High School Students: ASPIRE

The ASPIRE program helps educate Oregon students to become career and college ready by offering education, resources, and mentoring. Volunteer mentors work with staff and partners at sites across Oregon.

ASPIRE Serving  
the State of  
Oregon

- ASPIRE currently serves 176 sites across Oregon
- Fall Conference: To better serve our state we hosted two ASPIRE Fall Conferences this year at:
  - Western Oregon University
  - Eastern Oregon University
- Regional meetings: ASPIRE hosts regional meetings at multiple locations across the state in the spring

Map of ASPIRE Sites for PY 22-23



# Outreach to Prospective Students: Events and Presentations

## Types of outreach support

- OSAC offers outreach support including:
  - Facilitating presentations on financial aid and career and college readiness
  - Assisting with FAFSA/ORSAA and scholarship completion events
  - Participating in career college readiness events
  - And more
- Currently 71 sites have requested outreach support from OSAC

## Outreach Requests by Location



Albany	Hillsboro	Pleasant Hill
Amity	Hood River	Portland
Beaverton	Klamath Falls	Redmond
Bend	La Grande	Rogue River
Brookings	Marcola	Roseburg
Canyonville	Milwaukie	Salem
Coos Bay	Molalla	Sandy
Estacada	Monmouth	Sixes
Elmira	Newport	Springfield
Eugene	Ontario	Tillamook
Gresham	Oregon City	Woodburn
Hermiston	Pendleton	

# Outreach for FAFSA/ORSAA Completion



Our **FAFSA Plus+** sites gain access to current student-level FAFSA data, allowing their staff to provide targeted assistance to high school seniors and their families. 250+ schools and CBOs are sites.



## College Goal Oregon (CGO) 2022-2023

- Free, on-site events where financial aid professionals help students complete the FAFSA/ORSAA, OSAC Scholarship Application, and college applications
- Open to graduating high school seniors, college students, and others interested in going to college
- 5 Universities, 12 community colleges, 55 High Schools participate
- OSAC partnership with the Oregon Department of Education is tracking completion rates by high school: <https://www.oregon.gov/highered/research/Pages/fin-aid-application-data.aspx>

## Free Application for Federal Student Aid (**FAFSA**) | Oregon Student Aid Application (**ORSAA**)

- Students apply for public and institutional aid by completing the FAFSA or ORSAA

# Outreach in Grantmaking: the Future Ready Oregon Model

## Advisory Committees, Inclusive Processes, and Lessons Learned

Focus Round One funding on **capacity-building** to advance opportunities for organizations serving priority populations and new to workforce development

Provide supports for applicants, including **technical assistance** and language translation, and accessible application materials

Emphasize direct, intentional **support for priority populations** and cultural competency, lived experience, and specific knowledge of community strengths, the impacts of discrimination, and disparities in access

Prioritize **partnerships and collaboration** to engage historically underserved and vulnerable populations, advance innovation, and build capacity

**Expand engagement efforts** to connect with organizations new to providing workforce services, specifically CBOs in rural communities, tribal governments, and culturally specific organizations

**Lead with learning** – building communities of practice, ongoing technical assistance, and training to support grant recipients

PARTNER REPORTS  
ELEVATE  
STRATEGIES FOR  
CHANGE



# The Urgency of Change for Equity: Interim Joint Task Force on Student Success for Underrepresented Students in Higher Education

## Some Key Findings:

- Oregon should dramatically expand need-based financial aid opportunities for low-income students.
- Oregon should provide consistent funding for emergency financial aid and completion grants, administered at the institutional level.
- Institutions should develop systematic, data-driven approaches to identifying students who are academically and financially at risk, and connect them with advisors and services.
- Mental health services should be made available to students. Housing and disability workgroups should be established to make recommendations in these support areas.
- Academic and student supports must see greater levels of state investment that directly result in greater service levels, including by creating more full-time lines that can help institutions diversify campuses.
- An ongoing state level examination of equity in practice should be established to support institutions and create a visible accountability mechanism.

The GRB proposes a \$100M increase in need-based aid

## HECC Role in the Historic Listening Tour:

- Collaborated and supported the Task Force by coordinating speakers on best practices, data, and national trends
- Participated in the listening sessions, and presented data, research, analysis

# Other Recommendations on Statewide Strategic Direction in Higher Education: Recent NCHEMS Report, Secretary of State Audit

## Oregon Higher Education Landscape Study



National Center for Higher Education Management Systems

### NCHEMS Oregon Higher Education Landscape Study,

- The Oregon Community College Association (OCCA) and Oregon Council of Presidents (OCOP) IN October, 2022 jointly released the NCHEMS *Oregon Higher Education Landscape Study*, a study to inform Oregon’s statewide vision for higher education and increase partners’ understanding of what is needed to effectively serve current and future students and the state and its various region: <https://nchems.org/wp-content/uploads/Oregon-Final-Report-220923-Submitted-With-Fig-References.pdf>



### Oregon Secretary of State Community College Audit

- The Oregon Secretary of State released the audit titled *Oregon Must Improve Community College Performance, Student Support, and Sustainability Amid Persistent Enrollment Declines* in December, 2022: <https://sos.oregon.gov/audits/Documents/2022-35.pdf>

# NCHEMS Landscape Study Recommends an Increased Focus on Economic Development, Among Other Recommendations

HECC and the public institutions can work together to positively impact Oregon's economy and communities.

- Oregon needs to not only address the critical education and workforce needs of today, but also focus boldly on the big picture of driving advancement for a thriving future.

Among the numerous findings, some key findings and recommendations with implications for the HECC include:

- Oregon needs a statewide economic development strategy that includes postsecondary education as a critical driver
- Continued urgent focus on equity
- Increased financial aid and affordability, including for adult learners
- Systemic transformation to serve learner needs – HECC has an important role to play in supporting pathways between institutions and sectors
- Commitment to coordinated and collective strategies, collaborations, and shared services among public institutions
- Investment in programs, research, and infrastructure to meet state goals
- Continued strategic focus on funding models to address state and student needs



# The Secretary of State Audit of Community College Recommends Actions Focused on Authority, Capacity, and Expanded Reporting

Recommendation	HECC Response
<b>1. Support HECC and colleges with needed authority, staff, and funding</b>	<ul style="list-style-type: none"><li>• Aimed at Governor and Legislature</li></ul>
<b>2a. Publish student success metrics</b>	<ul style="list-style-type: none"><li>• HECC plans to publish what is currently calculated</li><li>• Additional resources needed for interactive publishing</li></ul>
<b>2b. Establish student success metrics</b>	<ul style="list-style-type: none"><li>• Many agreed-upon metrics exist currently</li><li>• HECC is not reporting authority for all activities or entities</li></ul>
<b>2c. Benchmark outcomes &amp; early indicators; create early indicator KPMs</b>	<ul style="list-style-type: none"><li>• HECC plans to publish benchmarks on existing metrics</li><li>• Additional resources needed to expand</li></ul>
<b>2d. Consolidate data collections</b>	<ul style="list-style-type: none"><li>• Streamline current HECC requests if possible</li><li>• Clarify which collections come from HECC</li></ul>

# The Secretary of State Audit of Community College Recommends Actions Focused on Authority, Capacity, and Expanded Reporting

Recommendation	HECC Response
<b>2e. Identify staffing needs and make legislative request.</b>	<ul style="list-style-type: none"><li>• Existing staff struggle to meet the current expectations</li><li>• Expanded funding for data analysis would support both HECC &amp; colleges</li></ul>
<b>3. If performance-based funding is adopted, develop a plan to analyze results</b>	<ul style="list-style-type: none"><li>• OAR approval of newly revised formula is anticipated this spring</li></ul>
<b>4. Evaluate student support programs and academic advising</b>	<ul style="list-style-type: none"><li>• HECC plans evaluation of future student-focused wrap-around grants</li></ul>
<b>5. Continue to improve Oregon's financial aid efforts</b>	<ul style="list-style-type: none"><li>• HECC analyzes and reports on the return of financial aid investments</li><li>• Current POPs include expanded financial aid</li></ul>
<b>6. Report on community college fiscal sustainability</b>	<ul style="list-style-type: none"><li>• Role of local Boards and HECC's statutory authority limit reporting</li></ul>



# STATE FUNDING HISTORY AND OVERVIEW

- OVERVIEW OF THE POSTSECONDARY EDUCATION AND WORKFORCE BUDGET, FUNDING HISTORY
- PUBLIC UNIVERSITY FUNDING OVERVIEW AND FUNDING FORMULA
- COMMUNITY COLLEGE FUNDING OVERVIEW AND FUNDING FORMULA
- WORKFORCE FUNDING

POSTSECONDARY  
EDUCATION AND  
WORKFORCE STATE  
FUNDING HISTORY  
AND NATIONAL  
COMPARISONS



# Oregon's Public Investment in Higher Education has Increased in Recent Years but Remains Well Below the National Average, Ranking 32<sup>nd</sup> Among States

Higher Education Appropriations per FTE Student (inflation adjusted)



Oregon's largest budget categories included in this:

- Community College Support Fund
- Public University Support Fund
- State Financial Aid to Students (Oregon Opportunity Grant, others)

# Oregon Ranks Low Nationally in Appropriations per Student

## Rankings Based on SHEF Report FY2022

Funding per student (FTE) in Oregon is 21% below the national average, even with large increases during the past decade.

- Since FY 2012, Oregon has increased public funding per FTE student by 79.9%.
- Since FY 2017, Oregon has increased public funding per FTE student by 44.6%.

Oregon continues to rank low (32<sup>nd</sup>) for public appropriations per FTE student: \$8,068 vs. \$10,229 for the U.S. in FY 2022.

- For the community colleges, Oregon ranks 15<sup>th</sup> in public appropriations per FTE.
- For the universities, Oregon ranks 39<sup>th</sup>.

### How does Oregon Rank? SHEF National Data for Fiscal Year 2022

	Increase in appropriations per FTE since 2012	Increase in appropriations per FTE since 2017	Educational appropriations per FTE nationally
Oregon Rank	<b>4<sup>th</sup></b>	<b>4<sup>th</sup></b>	<b>32<sup>nd</sup></b>

# Oregon's National Position in Funding Student Grant Aid is Significantly Lower than Average, and Trails our Neighbors

FY 2022	U.S. Average	Oregon amount	Oregon rank
State Financial Aid per FTE	\$990	\$699	24th

**Oregon's investment is significantly lower than border states Washington and California, and is lower than the national average.**

**92.8%** of Oregon's financial aid investments go to students attending public institutions.\*

Other States

Tennessee amount	Georgia amount	Louisiana amount	Washington amount	California amount
\$3,234	\$2,418	\$2,358	\$1,753	\$1,113

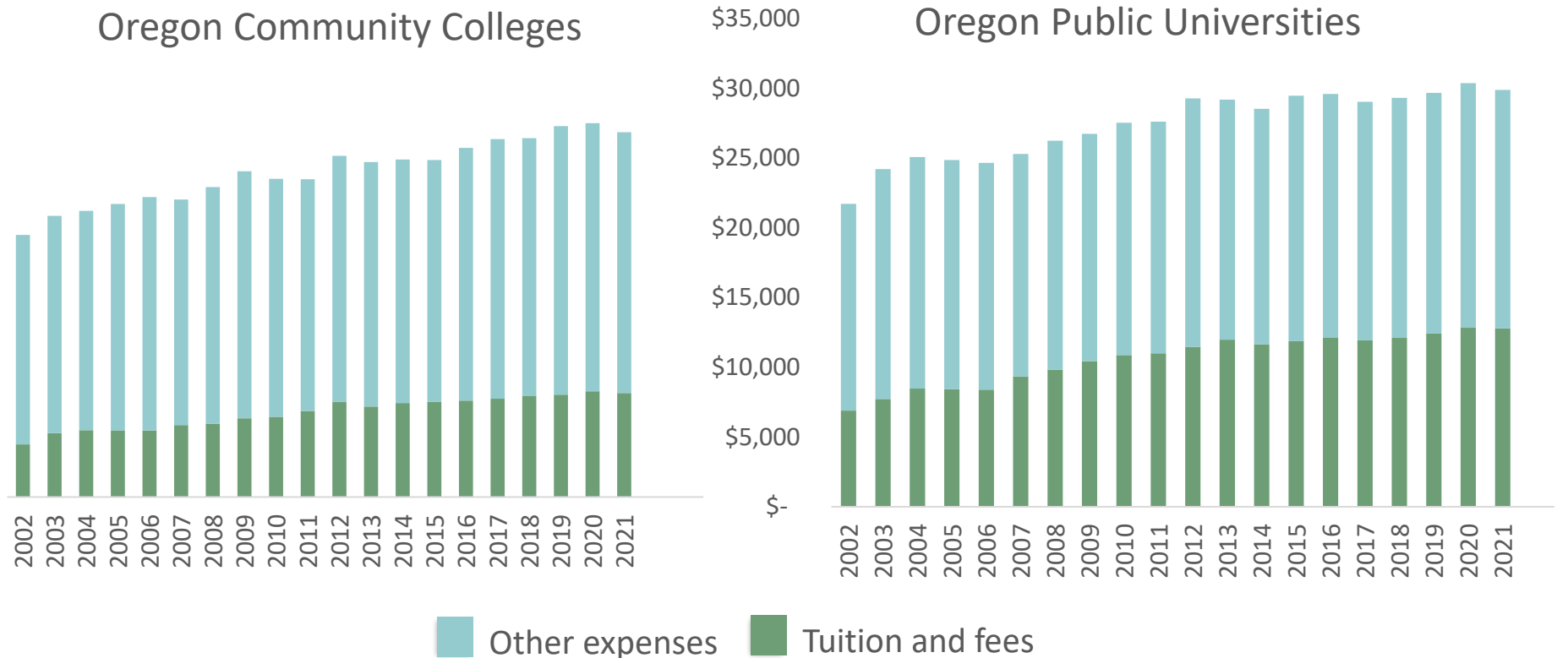
# Over the Last 20 Years In Oregon, the State's Investment in Postsecondary Has Cycled Down and Up, but the Cost of Attendance Has Risen 38%

The cost of attendance includes tuition & fees, room & board, books, transportation, and other expenses

From 2002 to 2021—

Community college  
tuition & fees **↑ 97%**  
other costs **↑ 25%**

Public university  
tuition & fees **↑ 86%**  
other costs **↑ 15%**

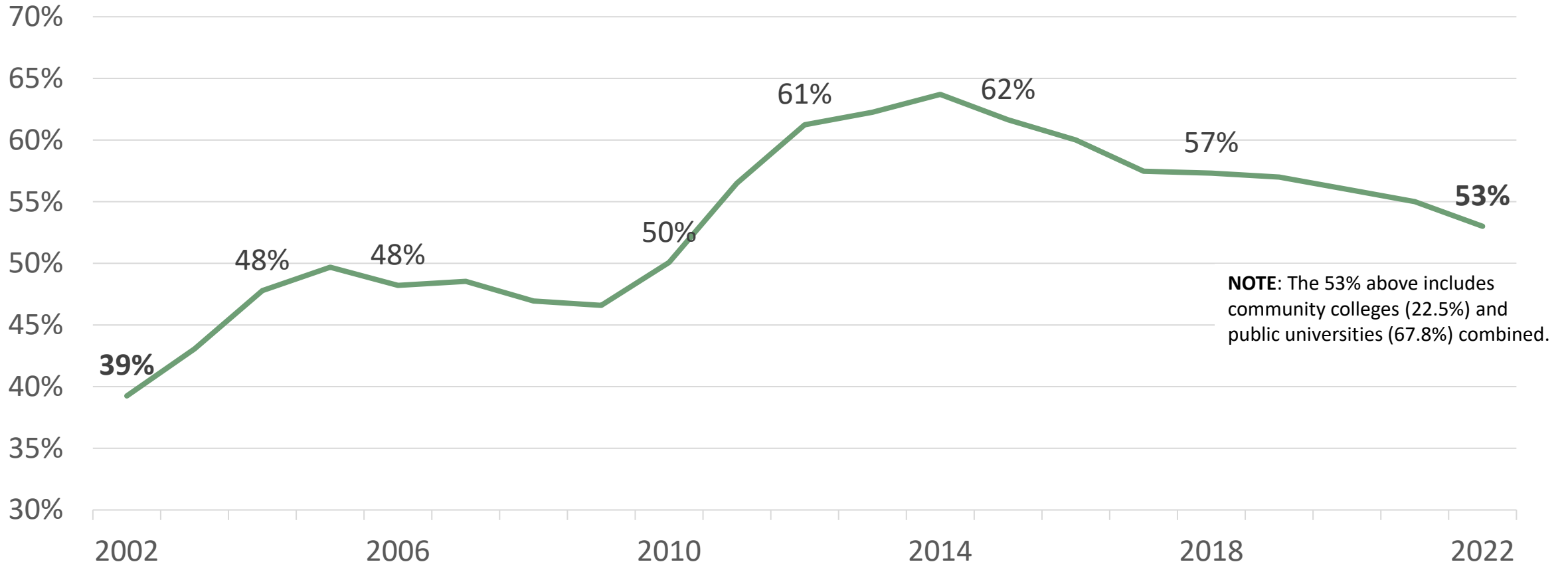


Data adjusted for inflation; all costs shown in 2021 dollars.



# The Result of State Investment: Students and Families Are Taking on an Increased Share of College Costs

## Student Share of Total Educational Cost



# With Limited State Funding, Students and Families Have Taken on a Higher Proportion of Costs

## Limited State Funding:

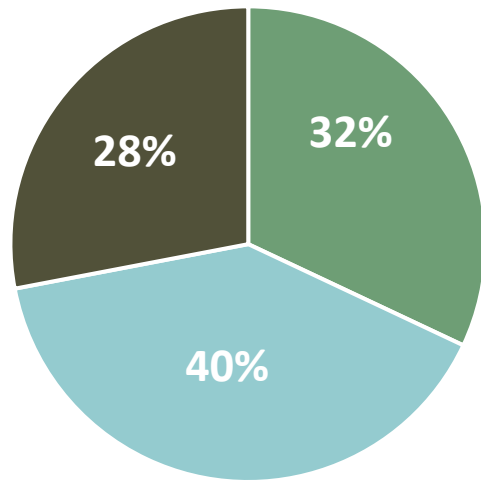
- Public funding per FTE 32<sup>nd</sup> in nation
- 21% below national average
- 3.4% reduction in per FTE funding since 2001 (adjusted for inflation)

### Tuition as Share of Total Education Revenue

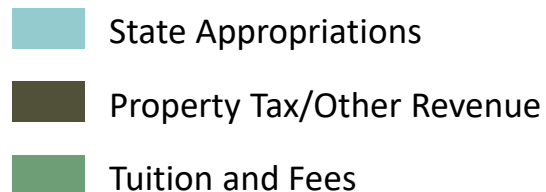
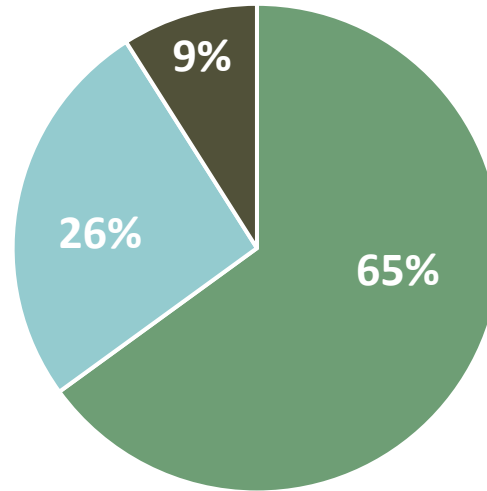


# Proportion of Institution Costs Covered by Student/Families by Sector

## Community Colleges (2021)



## Public Universities (2022)



Students, through tuition and fees, are paying for a much larger proportion of total education and general expenses over time.

The State of Oregon provided 75% of the operating revenue of public universities during the 1960s. This dropped to about 60% by the 1990s, and 40% by the early 2000s.

# Fiscal Impact of Pandemic on Institutions

## Added cost and lost revenue

Added costs for technology and support, emergency paid leave; PPE and cleaning, among others. Lost revenue due to reduced enrollment and no housing, dining, etc.

## Spending reductions but federal aid

Spending reductions like hiring freezes, use of fund balances, and other measures. Impacts were blunted largely due to federal revenue through Higher Education Emergency Relief Fund (HEERF).

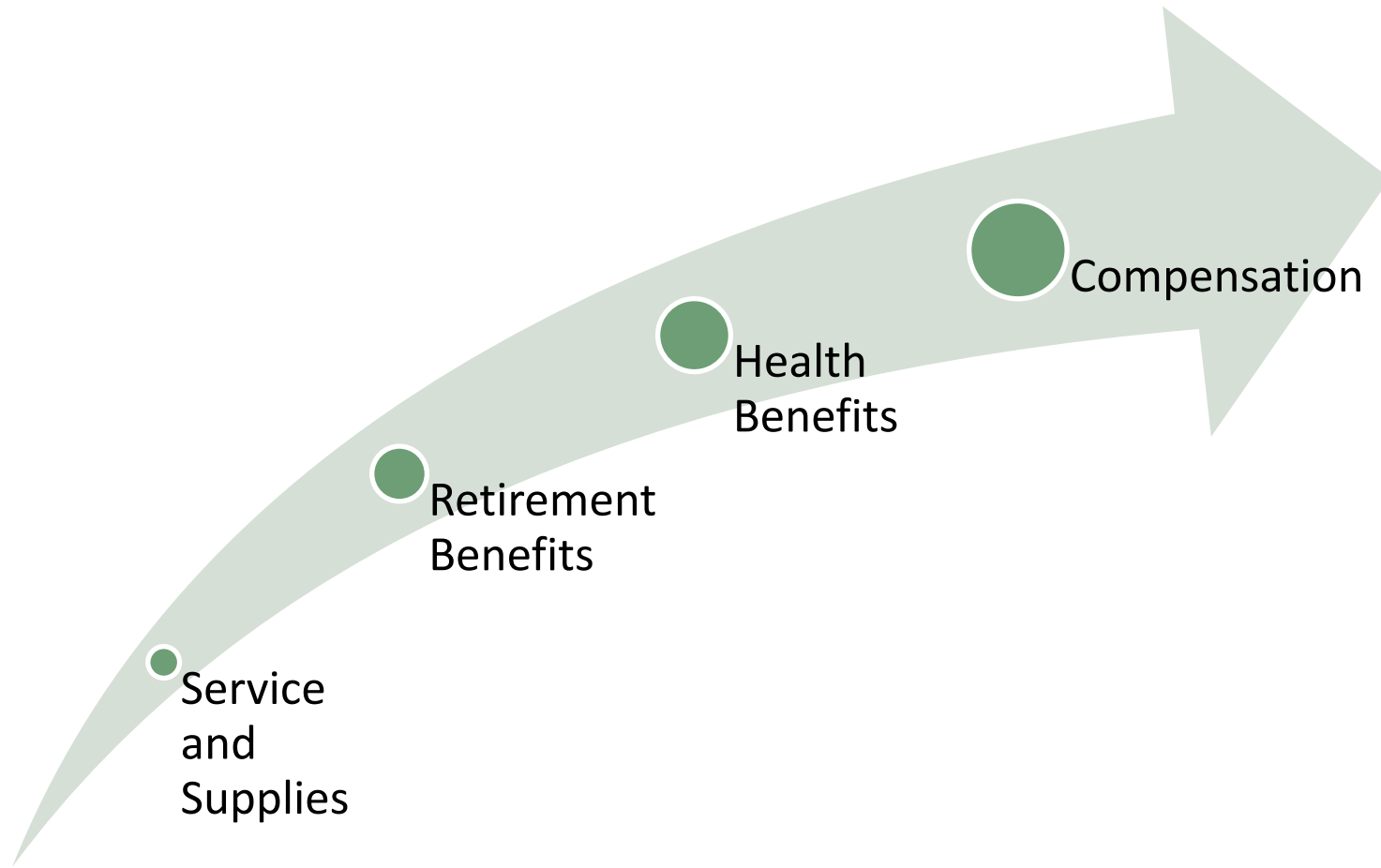
## Disaster averted but issues remain

*“Oregon’s public institutions are caught in a financial bind. Demographic decline in traditional age students will cause this bind to become more constricting in a manner that hinders the state’s ability to achieve its goals.”\**

## Relief Funding

- ✓ 58 Oregon colleges and universities received HEERF
- ✓ 147,167 students received emergency grant aid
- ✓ \$161.2 million awarded to students
- ✓ Average emergency financial aid grant of \$1,100

# Oregon's Public Institutions Face Significant Cost Drivers



## Budget Cost Drivers

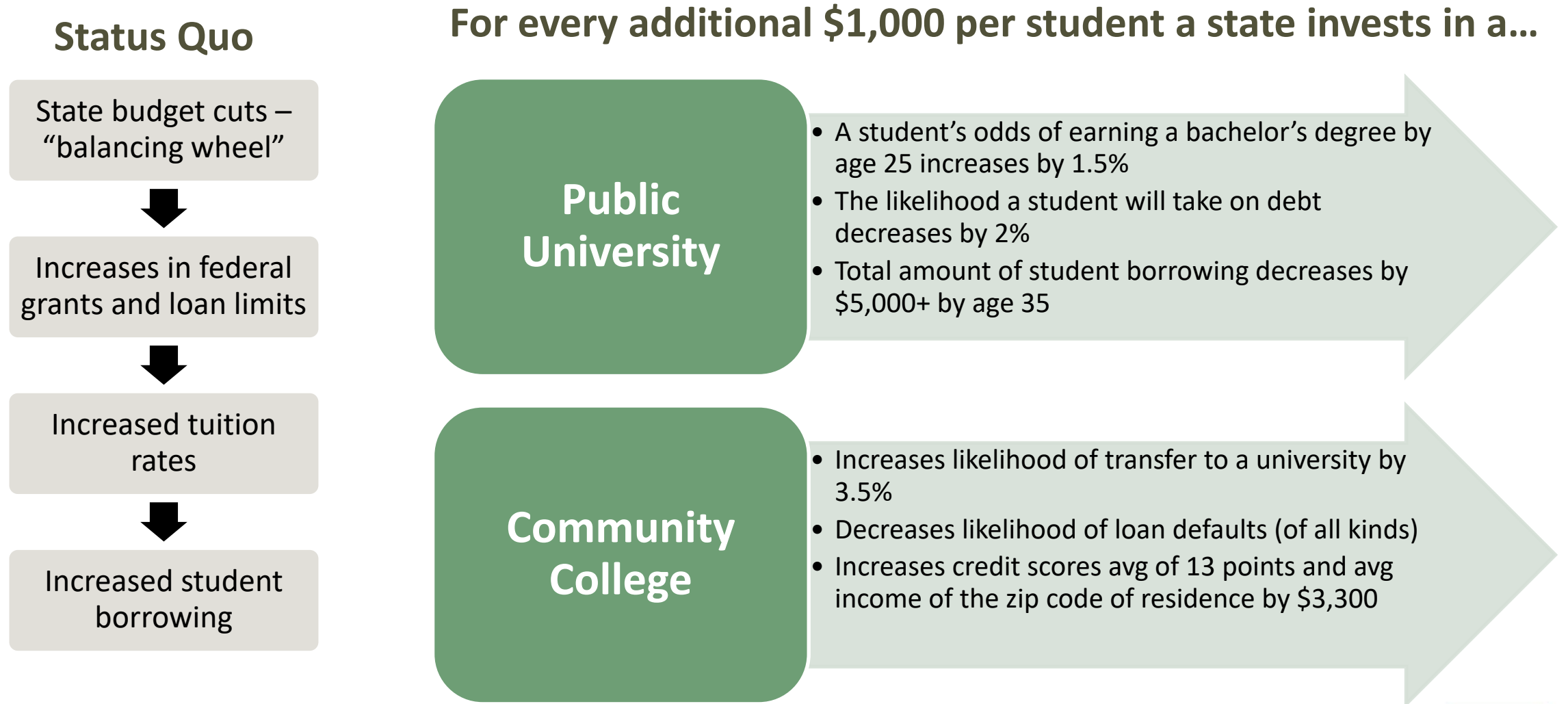
Projected Increase over  
2021-23

Universities	Community Colleges
--------------	--------------------

**8.7%**

**12.2%**

# The Benefit of State Support

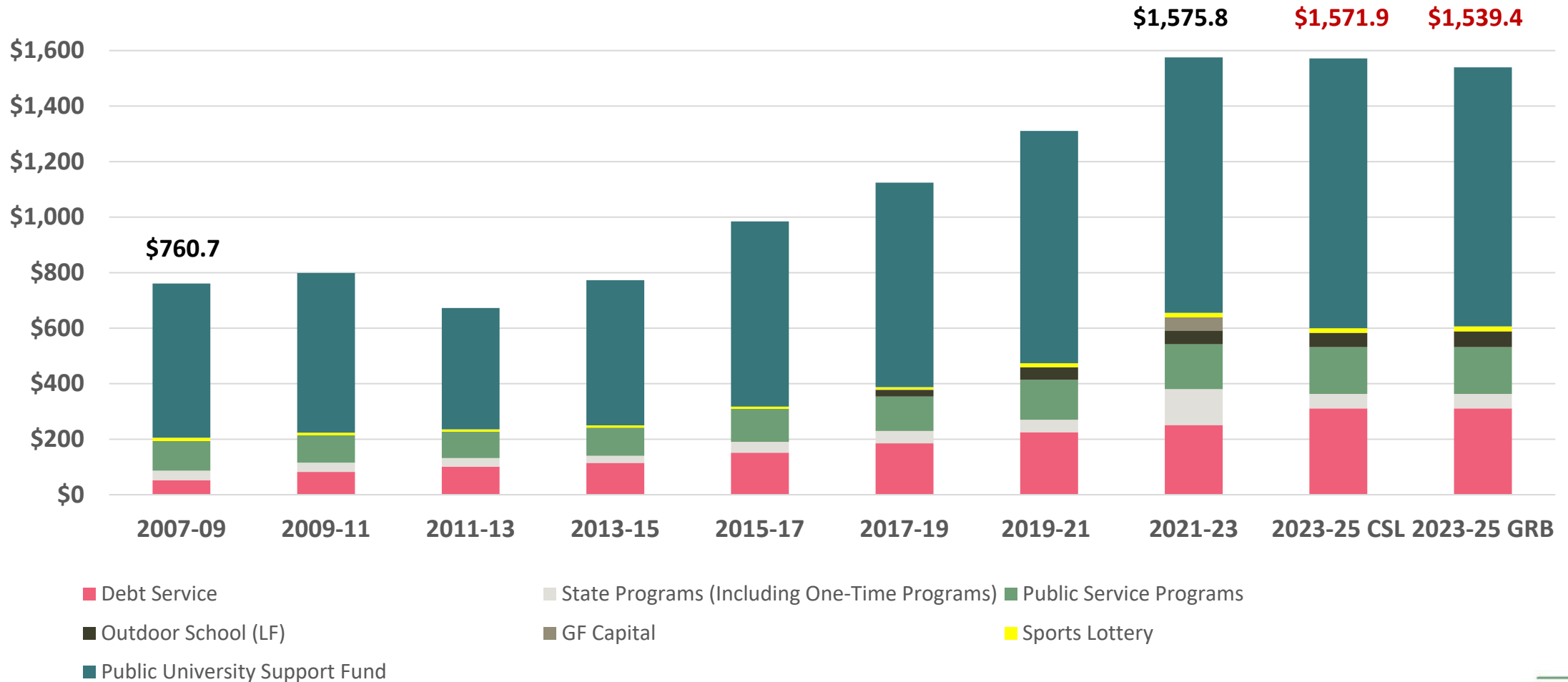


# PUBLIC UNIVERSITY FUNDING: PUSF



# Public University Funding Has Increased in Recent Years

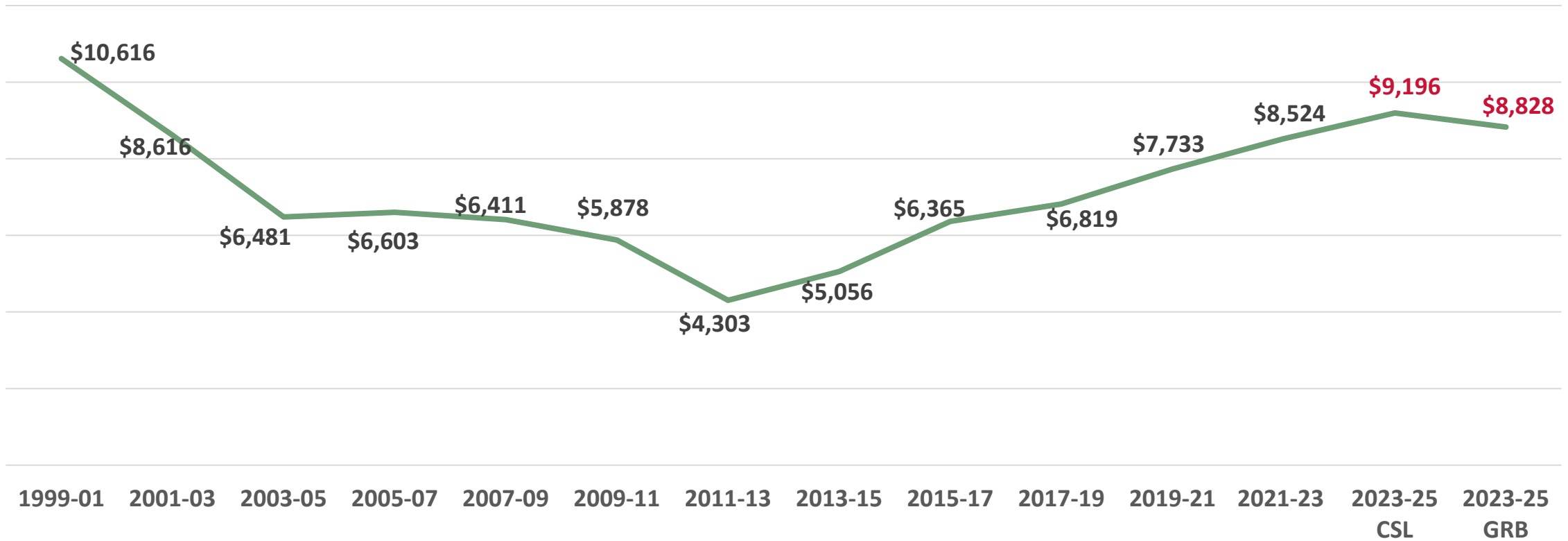
Total State Funding (in millions), not inflation adjusted





# The Decline and Recovery of Per-Student State Funding for Universities

## PUSF per Resident Student FTE (Adjusted for Inflation)

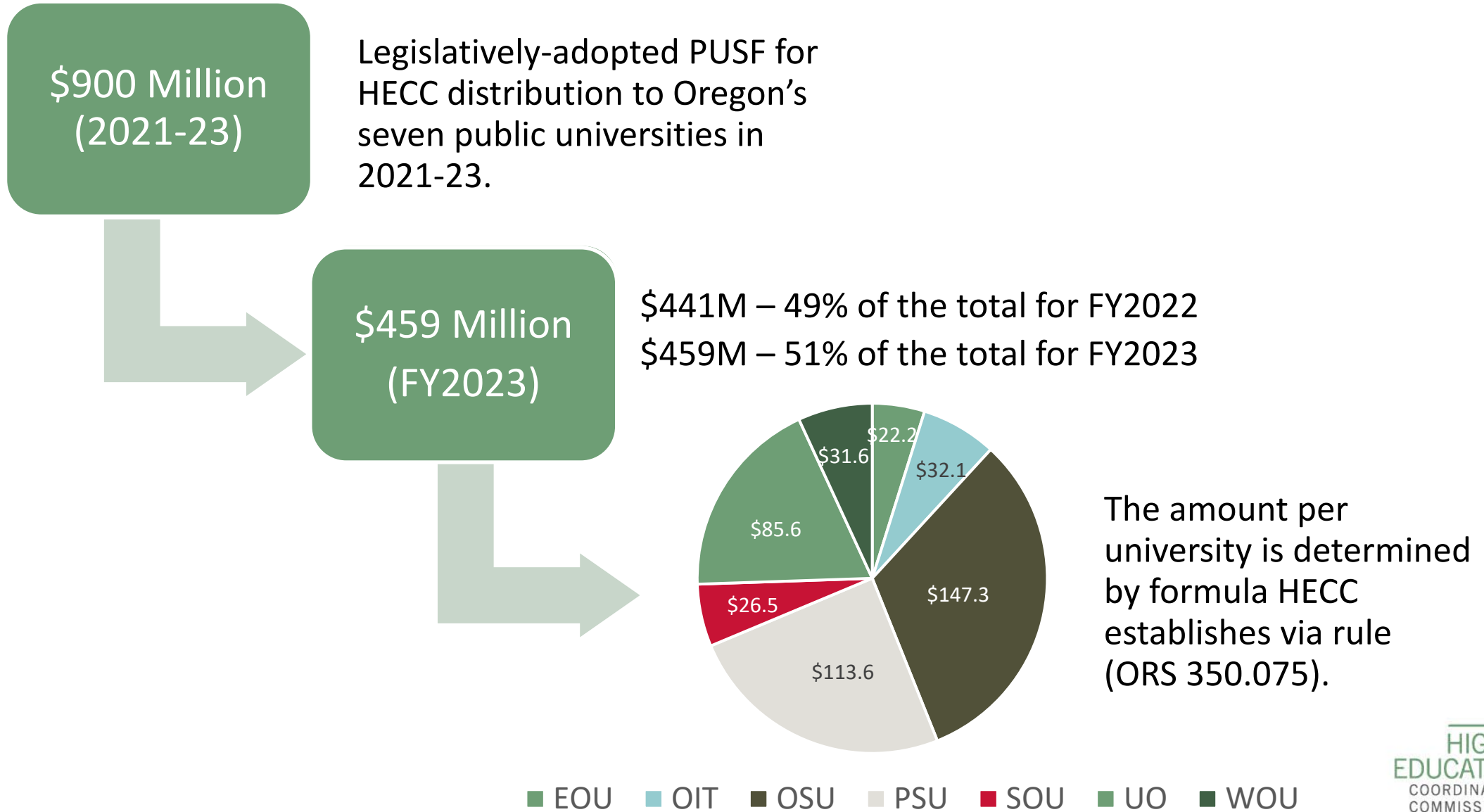


### Notes:

- PUSF only. Enrollment for 2023, 2024, 2025 assumed at 2022 levels.
- Inflation adjustment based on HECA.
- Excludes non-resident university enrollment.

# After the Legislature Determines Total Investment, HECC Distributes

## Overview of the Public University Support Fund (PUSF) Distribution



# Components of the PUSF Distribution Formula

**MISSION SUPPORT**

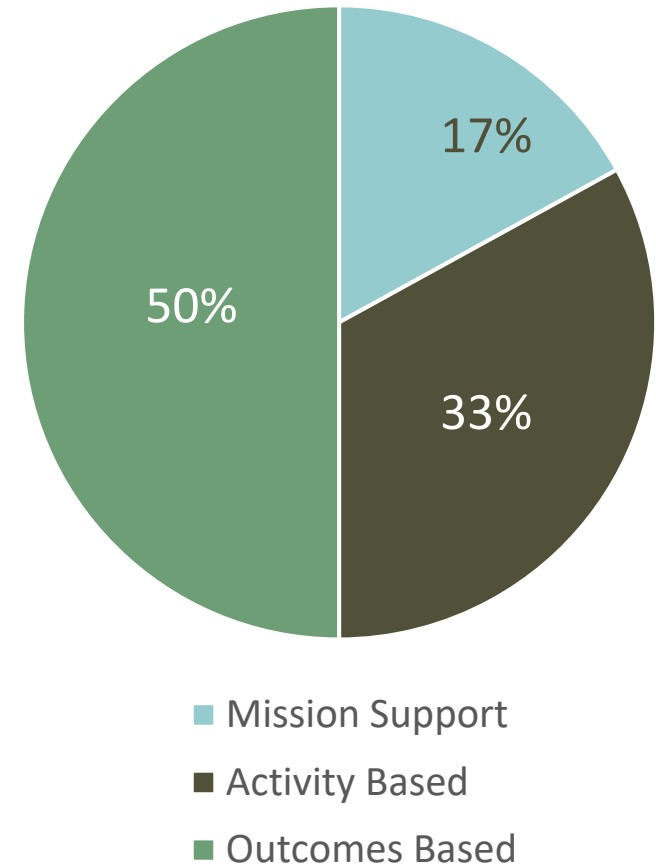
Taken off the top for base funding, regional access, public service, and research support, to acknowledge mission specific needs

**ACTIVITY BASED FUNDING**

Funding allocated based on course completions with cost weighting of courses by discipline and level of instruction.

**OUTCOMES BASED FUNDING**

Funding allocated based on degree completions at all levels with additional weights for underserved students and completions in critical areas.

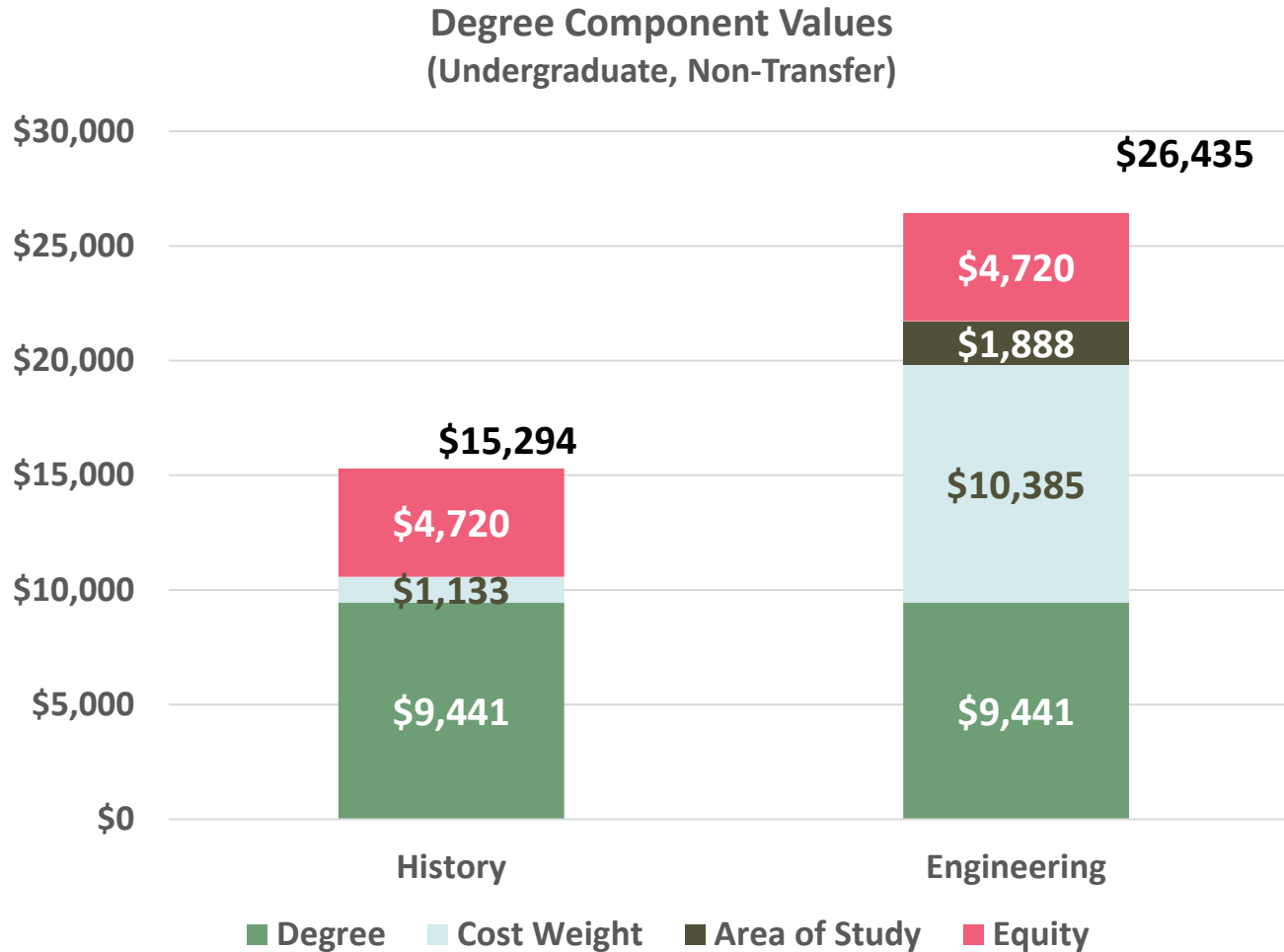


Principles of the formula are:

- Promote resident student success
- Support public service and regional missions
- Provide funding stability

# How does the PUSF Formula Treat Different Types of Degrees?

## An example of degrees in two majors



### A focus on Equity (FY 2022)

- \$34.0 million for equity
- 5,277 average graduates
- Avg incentive of \$6,453

# University Cost Drivers (Mandates)

The universities identified nearly 475 mandates they are required to fulfill.

- Nearly 300 of these are federal, ranging from discrimination provisions to financial aid provisions to copyright requirements.
- Approximately 112 state mandates apply to all universities and 32 to specific universities with an additional 33 imposed by OAR.
  - ✓ These state level (or OAR) mandates range from health care to veterans to underrepresented students to faculty and beyond.

82% of increased costs are salary and related benefits

## Budget Cost Drivers – Educational & General

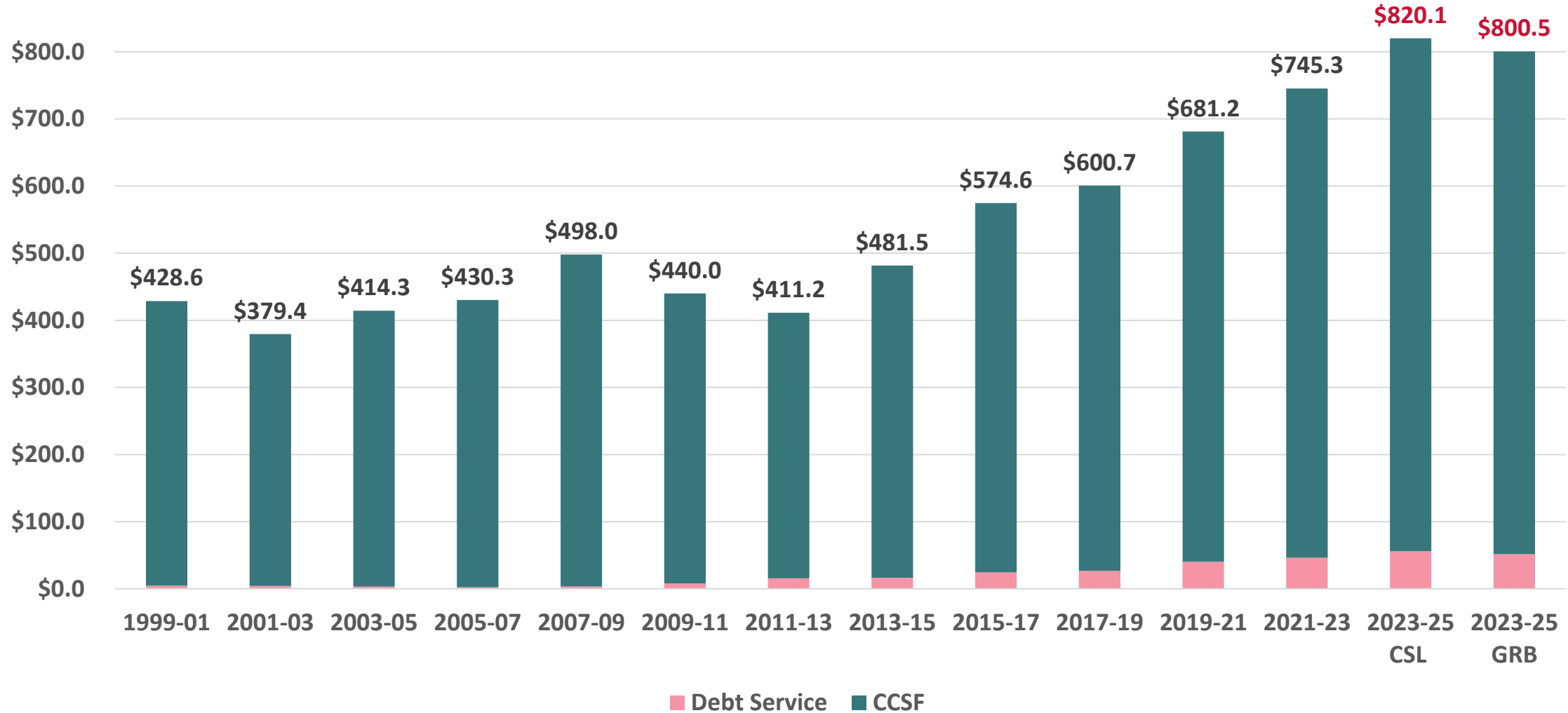
	Projected Increase over 2021-23	
Compensation	143,009,280	7.7%
Health Benefits	30,463,683	7.8%
Retirement Benefits	72,959,933	17.4%
Other Personnel Costs	18,343,380	7.4%
Services & Supplies	57,021,436	7.2%
<b>Total</b>	<b>\$321,797,712</b>	<b>8.7%</b>

# COMMUNITY COLLEGE FUNDING: CCSF



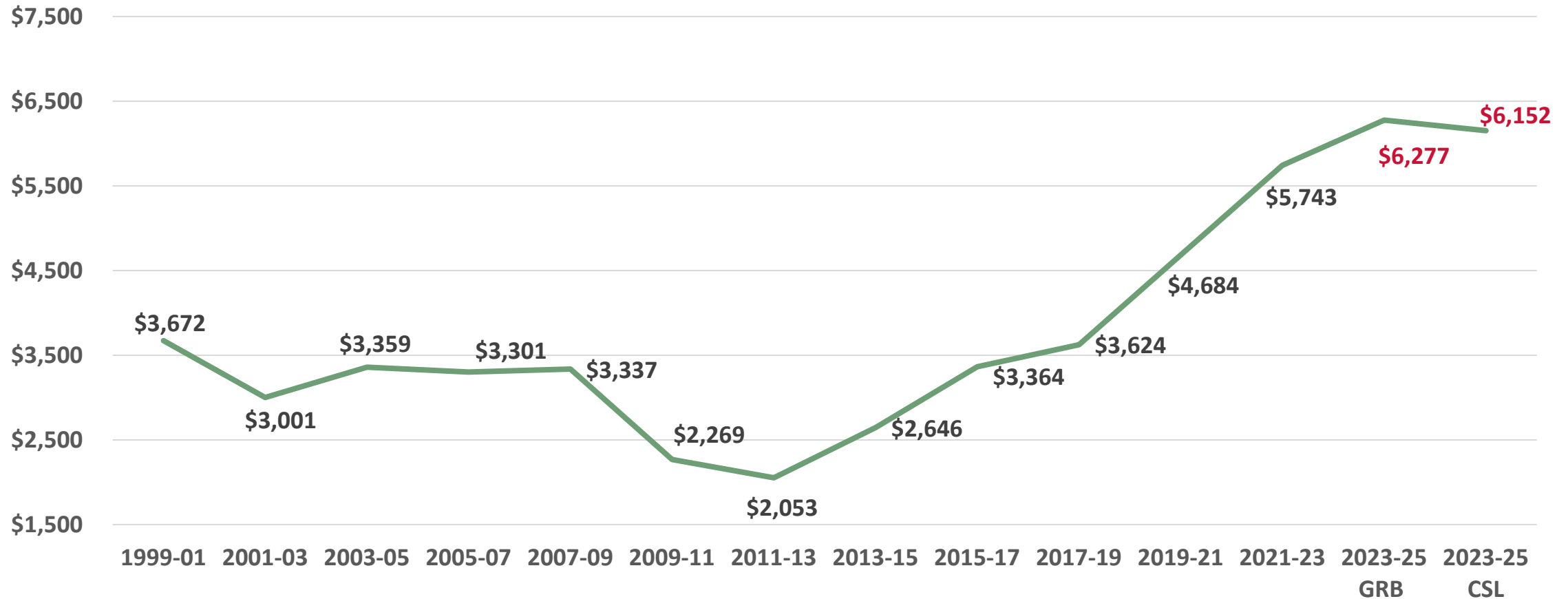
# Community College Funding Has Increased in Recent Years

State Funding (in \$ millions), Not Inflation Adjusted



# Community College Funding per Student Has Also Increased

## CCSF per Student FTE (Adjusted for Inflation)

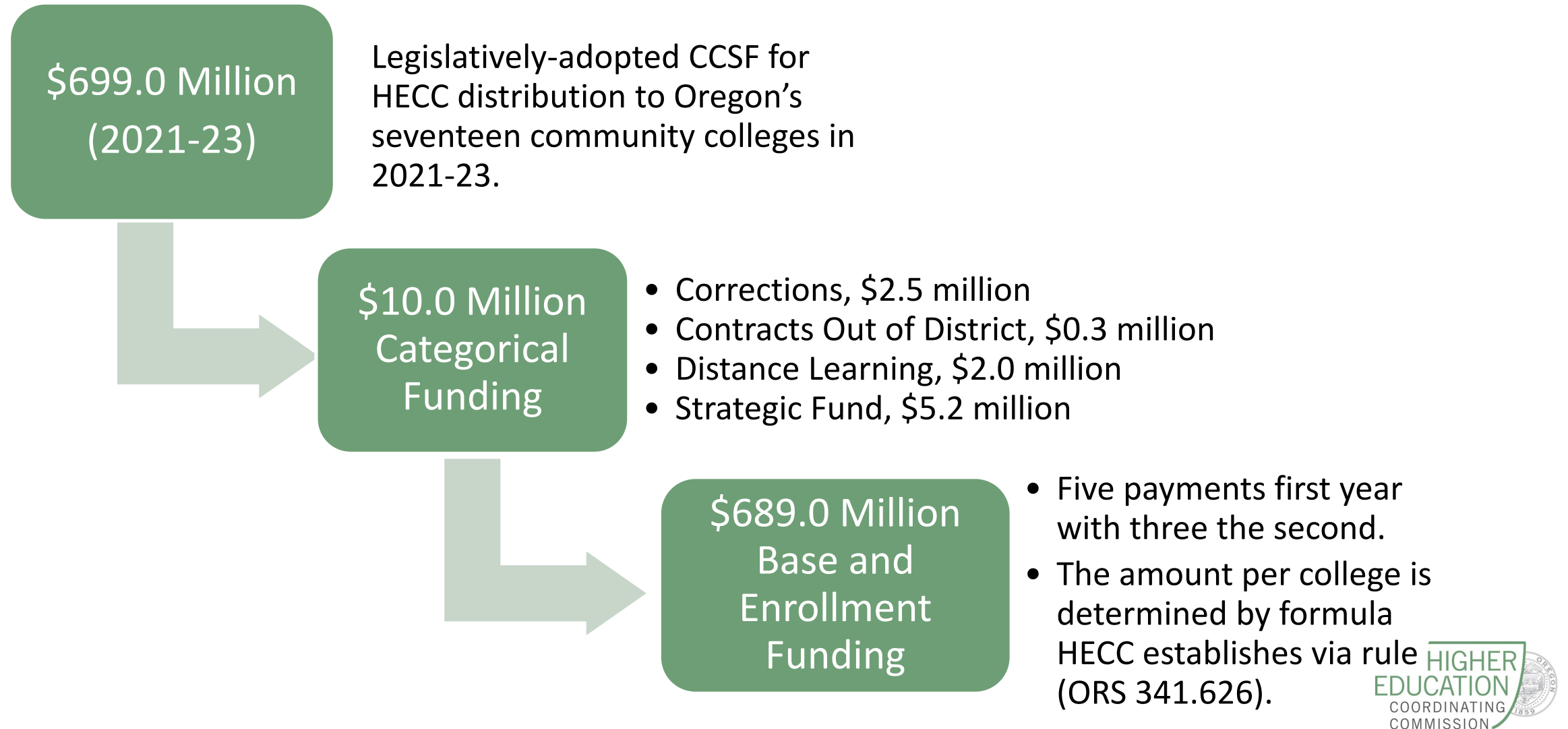


**Notes:** Includes CCSF only. Enrollment for 2022-23 assumed at 2021-22 levels.  
Inflation adjustment based on HECA.



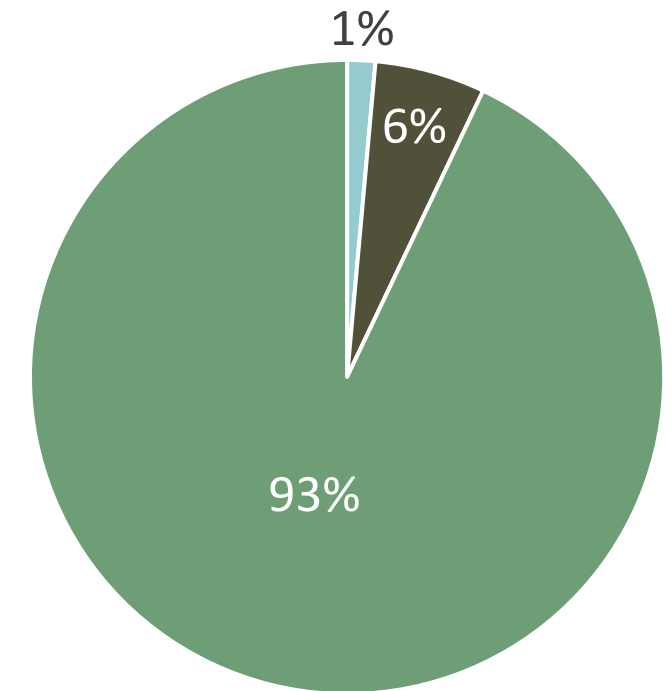
# After the Legislature Determines Total Investment, HECC Distributes

## Overview of the Community College Support Fund (CCSF) Distribution



# Components of the Current CCSF Formula

CATEGORICAL FUNDING	BASE FUNDING	ENROLLMENT FUNDING
Taken off the top to support contracts out of district, corrections education, distance learning and strategic fund.	Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.	Considers Total Public Resources to ensure <u>equality</u> , three-year weighted average to ensure <u>stability</u> , and Growth Management to prevent erosion of funding to provide <u>predictability</u> .



- Categorical Funding
- Base Funding
- Enrollment Funding

Principles of the formula are:

- Access and quality, meaning adequate funding per student.
- Equality meaning equalization of funding between state and local.
- Stability by using a base payment and three-year average.

# CCSF Formula Review Process



Last review was 10+ years ago



26 Workgroup members appointed Fall 2021 including institutional reps, staff/faculty (OEA & AFT-Oregon), OCCA, and HECC staff



13 Meetings: March 2022 to February 2023

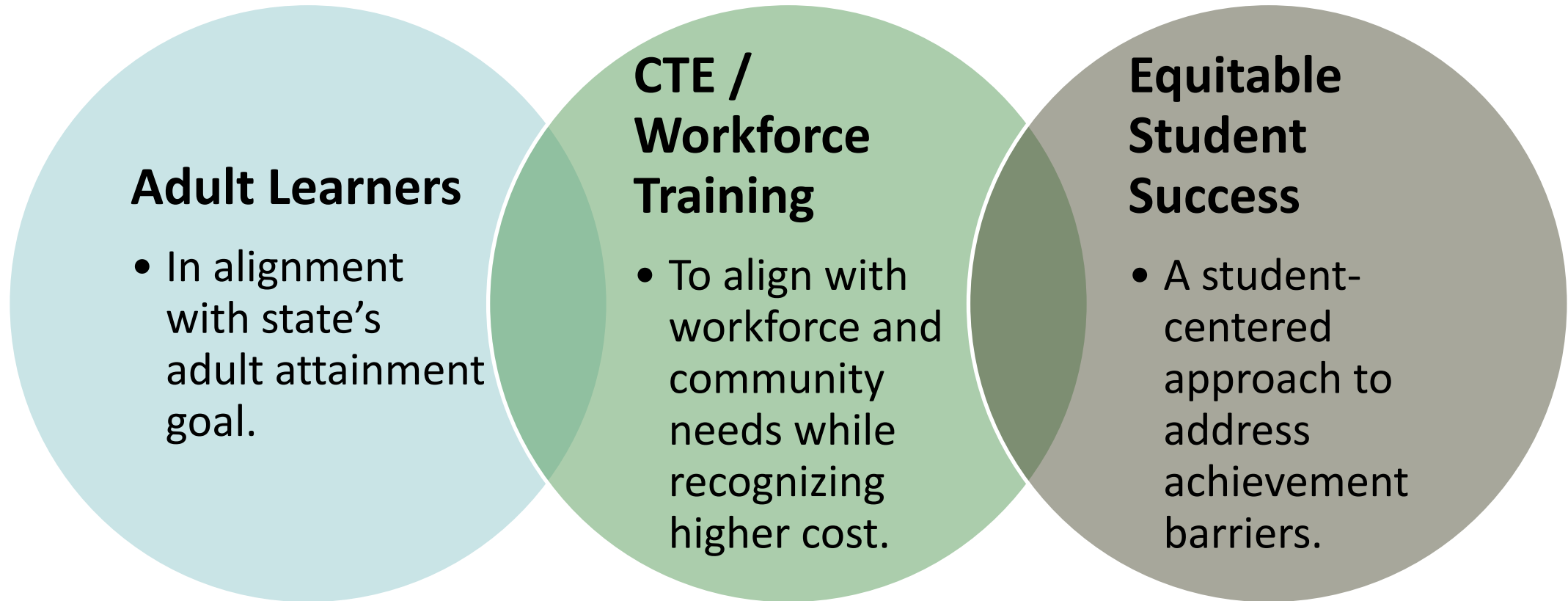


Consensus determined by group discussion, survey, and polling; focused on relative level of agreement

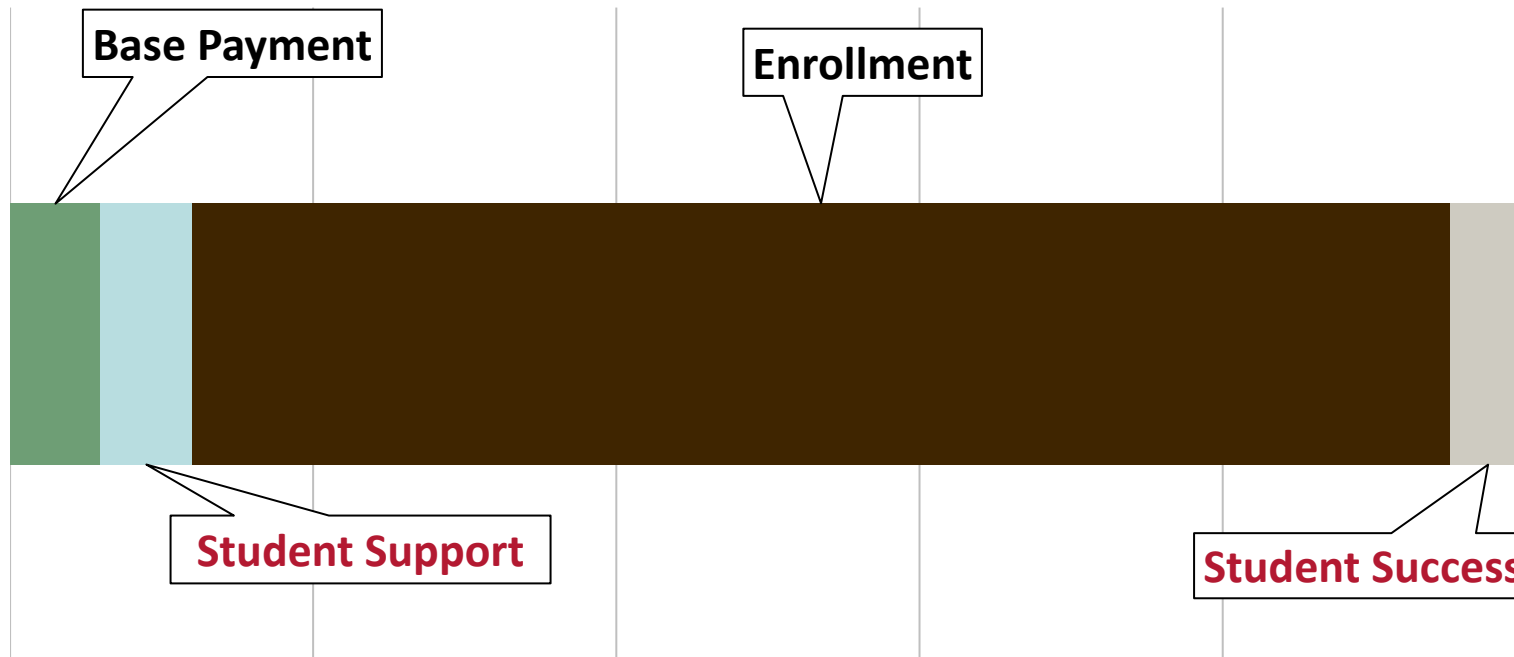
## Additional Details

- Members appointed by institution/association
- Workgroup advisory to HECC Staff with recommendations from HECC staff
- Updates and discussion occurred during 9 public meetings of HECC F&A subcommittee

# CCSF Formula Review: Common Ground



# CCSF Formula Review: Proposed Model



- ✓ Keep base payment and equalized enrollment components.
- ✓ Add a component to provide additional funding for student support.
- ✓ Add a component for student success to incentivize progression and completion.

Both components will focus on populations who face the highest barriers to success including low-income, adults, CTE/Workforce Training, and underrepresented students.

# HECC Staff Recommendations for Revisions to the CCSF Formula

## Commission Action Planned for June 2023

Adopt the proposed model. Call it the Student Focused Funding Model (SFFM). Based on current data, the variances to the current model are no more than +/- 0.5% by college.

Focus on four prioritized populations. Limit student focused funding to no more than 10% of total biennial CCSF amount.

Implement the changes over three biennia starting with 2023-25, review every five years, and commit to an implementation review as well.

*“Research suggests that for CC funding systems to be equitable, they must account for the different levels of support needed to provide students from different backgrounds an equal opportunity to succeed.”*

Jesse Levin, Bruce Baker, Jason Lee, Drew Atchison, and Robert Kelchen, *An Examination of the Costs of Texas Community Colleges*, Institute of Education Sciences, October 2022.

# Community College Cost Drivers

Personnel costs will add \$193M to college budgets in 2023-25.

New unfunded requirements will add \$4M.

## Budget Cost Drivers

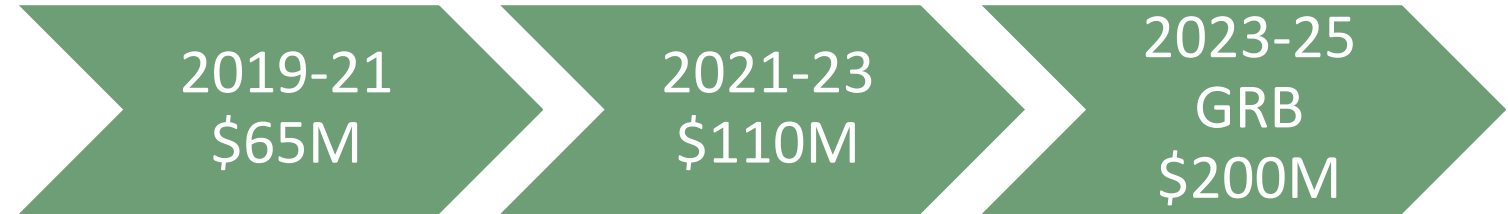
	Projected Increase over 2021-23	
Compensation	136,862,165	12.9%
Health Benefits	20,662,521	11.4%
Retirement Benefits	35,545,307	15.2%
Services & Supplies	22,787,696	9.8%
Other (transfers, etc.)	5,302,402	5.1%
<b>Total</b>	<b>\$221,160,091</b>	<b>12.2%</b>

# Capital Improvement and Renewal (CIR) Funding: Public Universities

✓ For code compliance, ADA/safety related issues, critical deferred maintenance

✓ Allocated by adjusted E&G GSF and density factor

✓ Benefits all public universities



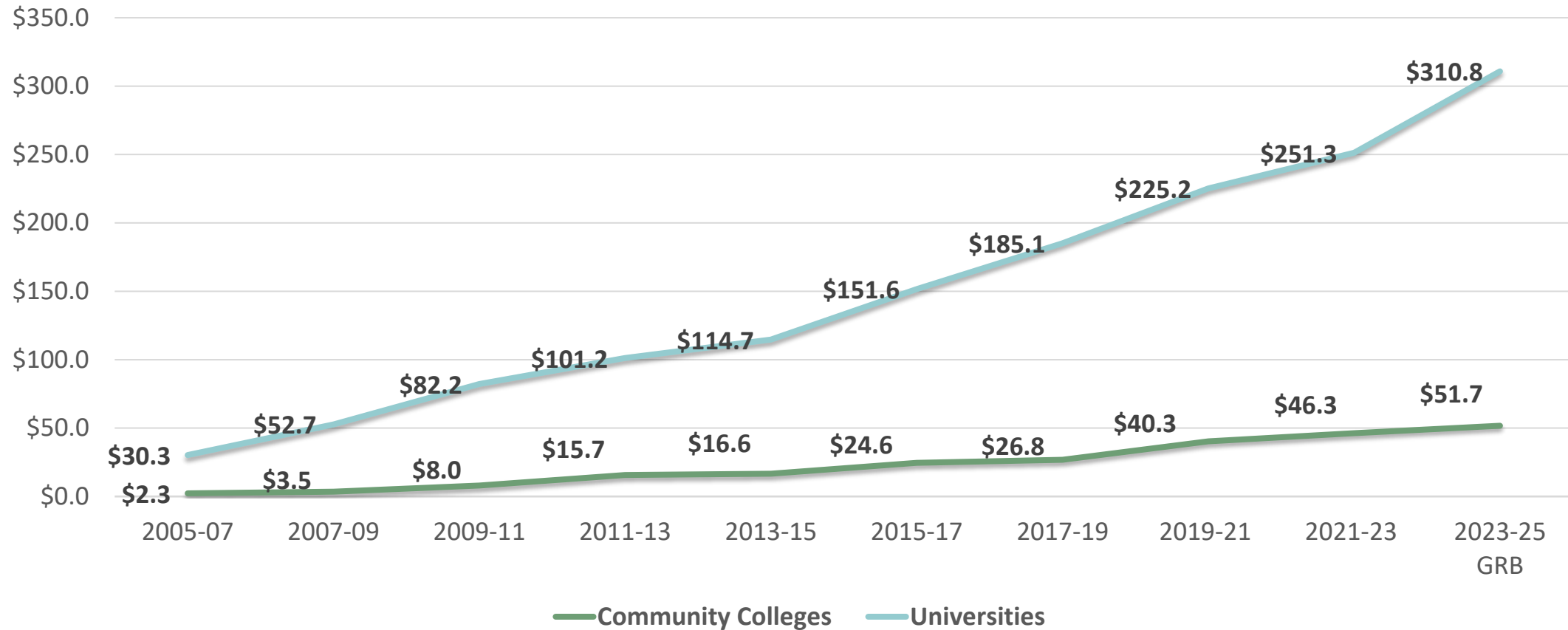
## CIR-eligible projects vs. projects that receive specific legislative authorization

	CIR Projects	Named Projects
Bondable?	Yes	Yes
Involves Renewal and Improvement?	<u>Must</u> Involve	<u>May</u> Involve
Cost Structure?	Lower cost projects	Higher cost projects
Who decides?	Institution chooses priority consistent with bond requirements	Each project must be authorized by the Legislature
Funding distributed?	Legislature determines total funding amount; Funding allocated	Funding is appropriated by project



# State-Funded Debt Service History

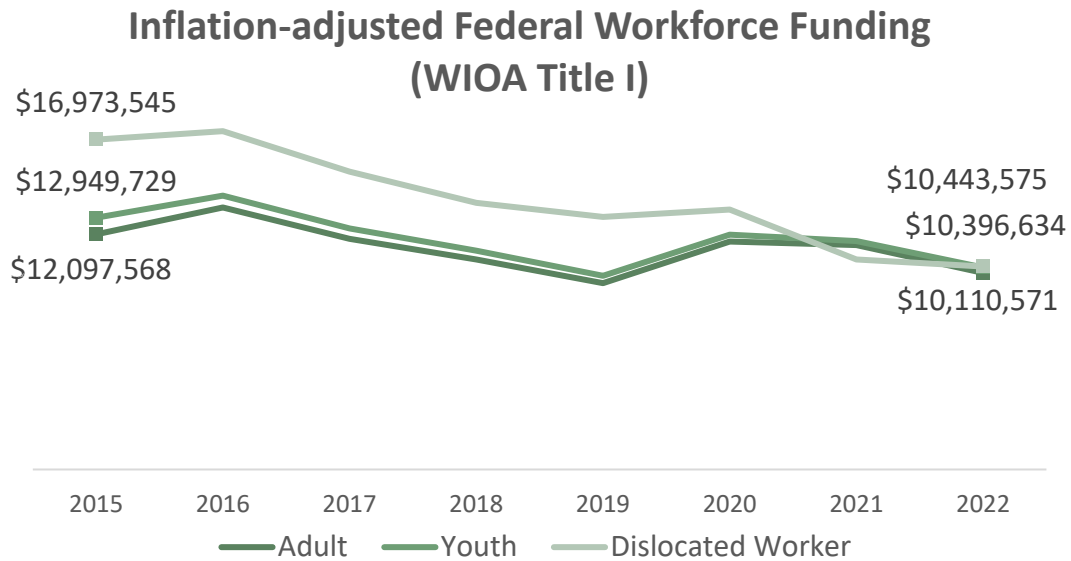
## Total State Funded Debt Service GF + LF (in millions)



# WORKFORCE FUNDING

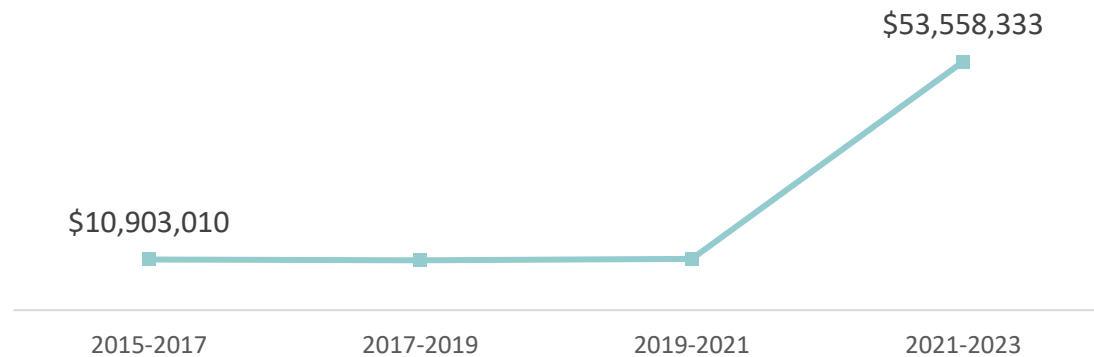


# Workforce Funding Over the Years



\* Funding for 2015-2021 is inflation-adjusted in terms of July 2022 using the CPI

### State General Fund Workforce Funding



Federal workforce funding in Oregon through the **Workforce Innovation and Opportunity Act (WIOA) Title I**, when adjusted for inflation,\* has decreased by 36% since 2015. The WIOA funding formula also means that funding is volatile from year to year.

State funding for workforce development between was flat from 2015-2021. During the 2021-2023 biennium, state workforce funding saw a large increase, driven by the establishment of the **Oregon Youth Employment Program, Oregon Conservation Corps, and Future Ready Oregon Initiative.**

In the 2021-23 biennium, HECC also received:

- \$115M in federal American Rescue Plan Act funding for **Future Ready Oregon**
- \$17M from the U.S. Dept. of Labor for **workforce-related pandemic and wildfire response**



# THE 2023-25 GOVERNOR'S RECOMMENDED BUDGET

- BUDGET THEMES AND TOTAL INVESTMENT
- COMPONENTS OF THE COMPREHENSIVE BUDGET
- NEW FUNDING AND KEY CHANGES IN THE GRB
- HECC-SPONSORED LEGISLATION

# BUDGET THEMES AND TOTAL INVESTMENT



# Budget Themes: ECONOMIC MOBILITY



## Drive **Equitable Economic Mobility** and Meet Critical Workforce Needs

- Expand access to the many forms of postsecondary education and training—from apprenticeships to college degrees. Meet critical current and emerging workforce needs, prepare Oregonians for family-wage careers, transform the lives of individuals and their families, drive equitable economic mobility and resiliency, strengthen communities, and fuel a thriving economy.

# Budget Themes: EQUITY



## Apply the Equity Lens and Intentionally Fund Equity Strategies

- Invest to ensure the profound benefits of a credential, training, or degree are attainable for students of color, low-income and rural communities, and all Oregonians. Act on the Interim Joint Legislative Task Force’s historic listening tour to support intentional strategies and innovations that address longstanding disparities in higher education and support the success of underrepresented Oregonians at every level, from pre-college to employment.

# Budget Themes: AFFORDABILITY



## Prioritize College Affordability, **Bolstering Financial Aid** for Those with the Greatest Financial Need

- Address the true extent of need for those struggling most with rising college costs and food or housing instability to prevent pricing out Oregonians or overburdening them with debt. Scale up and carefully design Oregon's financial aid to better support students of today, including youth & adults.



# Budget Themes: INSTITUTIONS EQUIPPED FOR STUDENT SUCCESS



## **Sustain Investment in Institutions to Serve Student, State Needs**

- Sustain the momentum of recent state reinvestments to ensure our public postsecondary education/training system is strong and nimble to meet evolving statewide societal and economic needs. Invest to keep tuition increases moderate and reverse the decades-long shift from the state to the student in absorbing college costs.

# HECC: Total State Postsecondary Education and Training Budget

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Higher Education Coordinating Commission Budget</b>	Includes all special payments, personal services, services and supplies, and debt service funds for all HECC programs.	<b>\$3.92 Billion Total</b> \$2.66B GF \$139.8M LF \$967.1M OF \$155.6M FF	<b>\$3.32 Billion Total</b> \$2.74B GF \$125.9M LF \$297.0M OF \$160.3M FF	<b>\$3.76 Billion Total</b> \$2.49B GF \$486.2M LF \$628.3M OF \$160.3M FF

Change from  
LAB and CSL

**-4.4% from LAB**  
**+13.2% from CSL**

COMPONENTS  
OF THE  
COMPREHENSIVE  
BUDGET FOR  
POSTSECONDARY  
EDUCATION AND  
TRAINING



# Key Investments Impacting Our Service to Oregonians

We will present on these components of funding in the Governor's Recommended Budget; a summary of the GRB is also available on our website here:

[www.oregon.gov/highered/policy-collaboration/Pages/2023-Session.aspx](http://www.oregon.gov/highered/policy-collaboration/Pages/2023-Session.aspx)

**Full GRB:**

[https://www.oregon.gov/das/Financial/documents/2023-25\\_gb.pdf](https://www.oregon.gov/das/Financial/documents/2023-25_gb.pdf)

**Institution support funds for the 24 public postsecondary institutions:** Community College Support Fund (CCSF) and Public University Support Fund (PUSF)

**State Financial Aid Programs:** Oregon Opportunity Grant, Oregon Tribal Student Grant, Oregon Promise, other financial aid programs

**Workforce System State Investments:** Funds to local workforce boards, the WTDB, OregonServes, and youth workforce programs

**Other University Funding:** Statewide Programs and Services, Sports Action Lottery, OHSU

**Future Ready Oregon investments:** Reauthorization

**Capital Funding and Debt Service** for public institutions

**HECC Agency Funding:** Statewide policy and funding coordination

# HECC Budget Expenditure Categories (GRB)



**82.4%** of HECC's \$3.76 billion budget (GRB) is distributed directly to community colleges, public universities, workforce partners including local workforce development boards, and students through financial aid.

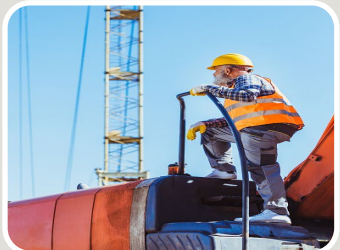
Oregon's 17 community colleges

Oregon's seven public universities

Oregon Health & Science University (OHSU)

Workforce support and other special payments, including Future Ready Oregon investments and support for Oregon's nine local workforce development boards

Student assistance (state financial aid programs)



**15.4%** of HECC's budget funds debt service on current and past capital construction projects at colleges and universities.

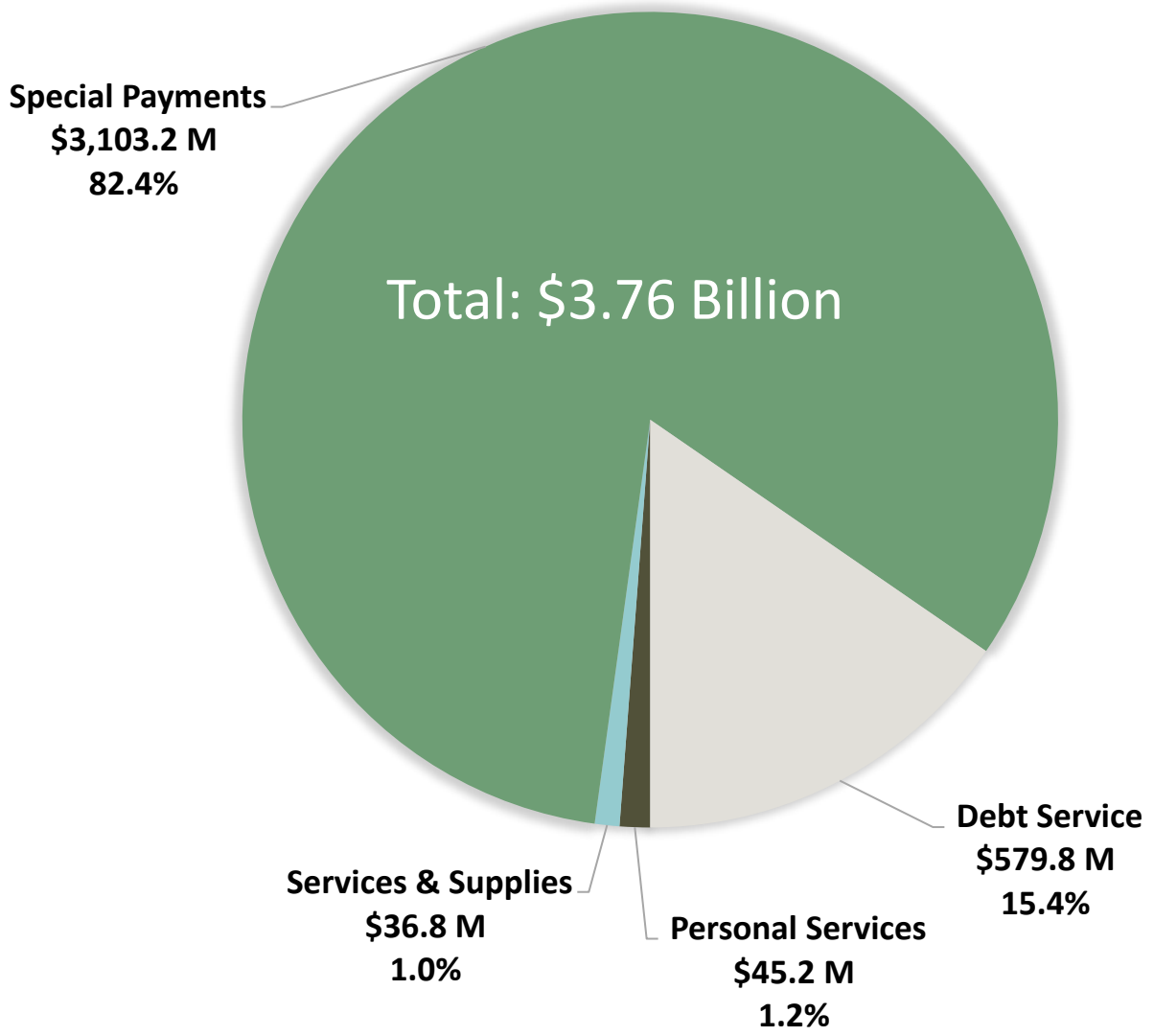
Capital construction bonding for the public institutions

Debt service for previous capital projects of the public institutions

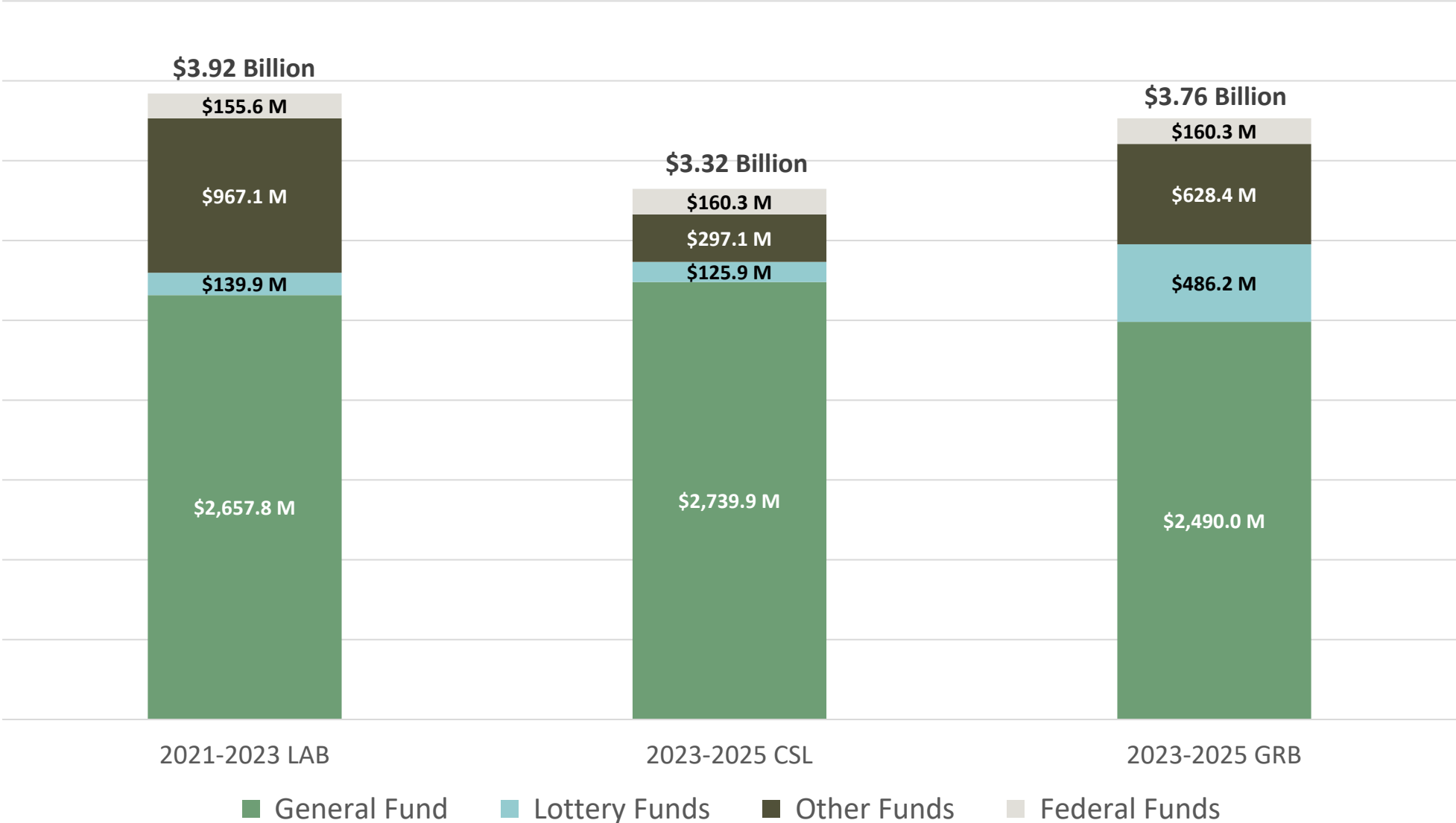


**2.2%** includes HECC agency administration, including all personnel and services and supplies.

# GRB Budget By Expenditure



# HECC Budget By Fund Type



# State Support for Community Colleges

The CCSF is 20.3% of the HECC budget.

Repeated slide: for review

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Community College Support Fund (CCSF)</b>	Funds critical investments made to public community colleges to support educational and operational expenses	<b>\$719M Total</b> \$707.8M GF \$11.1M OF	<b>\$779.4M Total</b> \$768.4M GF \$10.9M OF	<b>\$764.1 Total</b> \$753.1M GF \$10.9 OF
Change from 2021-23				<b>+6.3% from LAB</b> <b>-1.9% from CSL</b>
<b>Debt Service on Previous Community College Capital Projects</b>	Supports debt service on previously approved capital infrastructure projects for the community colleges	<b>\$46.8M Total</b> \$34.5M GF \$11.8M LF \$0.5M OF	<b>\$51.7M Total</b> \$39.9M GF \$11.8M LF	<b>\$51.7M Total</b> \$39.9M GF \$11.8M LF
Change from LAB and CSL				<b>+10.5% from LAB</b> <b>0.0% from CSL</b>



# Potential Funding Scenarios – CCSF

## A Range of Options

Reduction	2021-23	2023-25 GRB	CSL	Institution Request	40-40-20 Plan
<p><b>-10.0% to \$629.1M</b></p> <p>Potentially large tuition increases</p> <p>Reduction of programs; layoffs, furloughs and other staffing reductions</p> <p>Magnitude and mix dependent on reduction amount</p>	<p><b>\$699.0 million</b></p> <p>Use of fund balances ongoing</p> <p>Existing enrollment declines assumed</p> <p>Completion improvement over time</p>	<p><b>+6.3% to \$748.8 million</b></p> <p>Potentially larger than normal tuition increases even with small enrollment growth</p> <p>Use of fund balance</p> <p>The potential for program and staffing changes</p>	<p><b>+9.3% to \$764.1M</b></p> <p>As calculated by DAS using weighted approach</p> <p>Begins with non-state employee rate and is adjusted for actual growth in benefits and pension bonds</p>	<p><b>+43.8% to \$1,005.2M</b></p> <p>Annual average tuition increases of 3.2%</p> <p>Annual enrollment growth of 1.3%</p> <p>No use of fund balance</p> <p>No new programs or staffing increases</p>	<p><b>+69% to \$1,181.3M</b></p> <p>Amount needed to reach 40-40-20 state higher education plan by 2030</p> <p>Includes the production of 3,800 additional certificates and 10,200 additional associate degrees</p>

# State Support for Public Universities

The PUSF is 24.8% of the HECC budget.

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Public University Support Fund</b>	Funds critical investments to public universities to support educational and operational expenses	<b>\$920.2M Total</b> \$912.7M GF \$7.5M OF	<b>\$972.0M GF</b>	<b>\$933.1M Total</b> \$852.6M GF \$80.5M LF
Change from 2021-23				<b>+1.4% from LAB</b> <b>-4.0% from CSL</b>
<b>Debt Service on Previous University Capital Projects</b>	Supports debt service on previously approved capital projects for the universities	<b>\$414.4M Total</b> \$219.1M GF \$ 32.3M LF \$159.1M OF \$ 4.0M FF	<b>\$509.9M Total</b> \$277.4M GF \$ 33.3M LF \$195.1M OF \$ 4.0M FF	<b>\$509.9M Total</b> \$277.4M GF \$ 33.3M LF \$195.1M OF \$ 4.0M FF
Change from LAB and CSL				<b>+18.7% from LAB</b> <b>0.0% from CSL</b>

# Potential Funding Scenarios – PUSF

## A Range of Options

Reductions	Current	2023-25 GRB	CSL	Institution Request	40-40-20 Plan
<p><b>-10.0% to \$810.0M</b></p> <p>Annual, double-digit tuition increases for resident, UG tuition</p> <p>Potential reduction of programs; layoffs, furloughs and other staffing actions</p> <p>Magnitude and mix of actions dependent on reduction amount</p>	<p><b>\$900.0 million</b></p> <p>Use of fund balances ongoing</p> <p>Existing enrollment declines for some</p> <p>Completion improvement over time</p>	<p><b>+3.6% to \$932.1M</b></p> <p>Potentially larger than normal tuition increases even with small enrollment growth</p> <p>Use of fund balance</p> <p>The potential for program and staffing changes</p>	<p><b>+7.9% to \$970.9M</b></p> <p>Tuition increases above 5% on most campuses</p> <p>Reduced student affordability</p> <p>Potential use of fund balances</p>	<p><b>+14.2% to \$1,028.0M</b></p> <p>Increased student affordability; tuition below 5%</p> <p>Enhances student support and equity-based investments</p> <p>Promotes additional progress toward statewide goals</p>	<p><b>+25% to \$1,125.0M</b></p> <p>Amount needed to reach 40-40-20 state higher education plan by 2030</p> <p>Would include the production of 2,800 additional bachelor's degrees annually</p>

# Oregon's Largest State Financial Aid Programs

These financial aid programs are 10.4% of the HECC budget

Description		2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Oregon Opportunity Grant (OOG)</b>	Funds the Oregon Opportunity Grant, Oregon's primary need-based financial aid program serving the lowest-income Oregonians.	<b>\$199.9M Total</b> \$148.8M GF \$ 29.8M LF \$ 21.3M OF	<b>\$208.4 Total</b> \$173.4M GF \$ 12.8M LF \$ 22.2M OF	<b>\$308.3M Total</b>  \$286.2M LF \$ 22.1M OF
Change from LAB and CSL				<b>+54% from LAB</b> <b>+48% from CSL</b>
<b>Oregon Promise Grant</b>	Funds the Oregon Promise grant program for the first year of the biennium, serving recent high school graduates and GED recipients of all income levels.	<b>\$42.3M Total</b> \$42.3M GF	<b>\$44.2M Total</b> \$44.2M GF	<b>\$44.2M Total</b> \$44.2M GF
Change from LAB and CSL				<b>+4.5% from LAB</b> <b>0.0% from CSL</b>
<b>Oregon Tribal Student Grant</b>	Funds the Oregon Tribal Student grant program, serving all eligible members of Oregon's nine federally recognized tribes	<b>\$19M Total</b> \$19M GF	\$0	<b>\$40.2M Total</b> \$40.2M GF
Change from LAB and CSL				<b>+111% from LAB</b> <b>N/A</b>

# Employment and Workforce Activities

The HECC Office of Workforce Investments responsible for implementing the Governor’s vision for workforce development, convening partnerships across the workforce system, and supporting and providing technical assistance to several citizen advisory boards, local workforce development boards (LWDBs), and local providers. OWI administers the adult, youth, and dislocated worker programs under Title I of the federal Workforce Innovation and Opportunity Act (WIOA), as well as other federal discretionary and state general fund grants to LWDBs. OWI also administers programs that provide paid work experiences to young Oregonians. In addition, OWI administers Oregon’s AmeriCorps State Grant Program (OregonServes). Finally, OWI provides staff support to four citizen advisory boards. Future Ready funding appears here in 21-23 LAB and 23-25 GRB but is not part of CSL.

Employment and workforce activities are 7% of the Total HECC Budget.  
48% of the workforce budget is Federally Funded.

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Employment and workforce activities</b>	Includes funding for HECC employment and workforce activities.	<b>\$306.4M Total</b>	<b>\$162.7M Total</b>	<b>\$272.2M Total</b>
		\$ 53.5M GF	\$ 18.8M GF	\$ 18.8M GF
		\$127.2M OF	\$ 13.8M OF	\$123.3M OF
		\$125.7M FF	\$130.1M FF	\$130.1M FF
Change from LAB and CSL				<b>-11.2% from LAB</b> <b>67.3% from CSL</b>

# HECC Agency Administration Budget

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Higher Education Coordinating Commission (HECC) agency Administration</b>	Supports HECC’s agency office operations including 171 staff members performing policy and funding coordination across all sectors of postsecondary education and workforce.	<b>\$76.5M Total</b>	<b>\$69.9M Total</b>	<b>\$73.3M Total</b>
		\$40.1M GF	\$41.9M GF	\$40.3M GF
		\$21.1M OF	\$12.9M OF	\$17.8M OF
		\$15.3M FF	\$15.1M FF	\$15.1M FF
	Budget growth in GRB over CSL comes from:			
	<ul style="list-style-type: none"> <li>A gain of 14 new positions (14.0 FTE). Overall growth reflected includes inflation.</li> </ul>			
Change from LAB and CSL				<b>-4.18% from LAB</b> <b>+5.29% from CSL</b>

# HECC's Key Responsibilities and Examples

## Setting a strategic vision

- Strategic planning to achieve state goals, and advising state leaders
- Postsecondary enterprise budgetary recommendations
- Support of HECC Commission, the Transfer Council, and 6 other leadership or advisory boards (WTDB, OYC, OCC, STEM Investment, OregonServes, PCS Advisory)

## Administering institutional support funding

- Local Workforce Board Funding
- Community College Funding
- Public University Funding

## Approving and licensing programs

- Approval of new academic programs
- Authorization of degree-granting colleges and universities
- Licensing of private career schools

## Administering financial aid, other programs

- Financial aid awards to students
- OregonServes, Oregon Youth Corps, others
- Adult Basic Skills, GED, CTE

## Evaluating and reporting

- Statewide data collection, analysis, research, and reporting
- Institutional evaluations
- Legislative reports and research as directed

Learn more about the Agency's roles here: <https://www.oregon.gov/highered/about/Pages/hecc.aspx>

# HECC 2023-25 Organizational Chart and Positions

		Positions at LAB	Positions at CSL	Positions at GRB
Executive Director	Office of the Executive Director	16 /14.89 FTE	13 /13.0 FTE	14 /14.0 FTE
	Office of Operations	42 /38.7 FTE	36 /35.0 FTE	39 /37.88 FTE
	Office of Research & Data	17 /15.51 FTE	17 /15.0 FTE	17 /15.75 FTE
	Office of Academic Policy and Authorization	14 /11.87 FTE	15 /13.24 FTE	15 /13.24 FTE
	Office of Postsecondary Finance & Capital	5 /5.0 FTE	5 /5.0 FTE	5 /5.0 FTE
	Community Colleges & Workforce Development	20 /17.58 FTE	16 /15.7 FTE	16 /15.7 FTE
	Office of Workforce Investments	41 /35.32 FTE	30 /29.5 FTE	39 /38.5 FTE
	Office of Student Access & Completion	25 /22.0 FTE	25 /22.5 FTE	26 /23.26 FTE

2021-23 LAB		2023-25 CSL		2023-25 GRB	
Positions	FTE	Positions	FTE	Positions	FTE
<b>180</b>	<b>160.87</b>	<b>157</b>	<b>148.94</b>	<b>171</b>	<b>163.33</b>



# Public Universities: State Programs

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Public University State Programs</b>	<p>Continues investments to the universities for Dispute Resolution Center, Oregon Solutions, Signature Research Centers, and other programs.</p> <p>Several one-time spending items phased out: UO Child Abuse Prevalence Study, WOU Steam line replacement, UO equip for Knight Campus, Strong Start etc.</p>	\$129.1M GF	\$52.5M GF	\$52.5M GF
Change from LAB and CSL				<b>-59.3% from LAB</b> <b>0.0% from CSL</b>

# Public Universities: Statewide Services

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Agricultural Experiment Station</b>	Provides funding for the Agricultural Experiment Station.	<b>\$80.8M GF</b>	<b>\$87.1M GF</b>	<b>\$87.1M GF</b>
Change from 2021-23				<b>7.9% from LAB 0.0% from CSL</b>
<b>Forest Research Laboratory</b>	Preserves funding for the Forest Research Laboratory.	<b>\$12.1M GF</b>	<b>\$13.1M GF</b>	<b>\$13.1M GF</b>
Change from 2021-23				<b>7.9% from LAB 0.0% from CSL</b>
<b>OSU Extension Service</b>	Preserves General Funds OSU Extension Service, and continues Lottery Funds for the Outdoor Schools Program.	<b>\$118.1M Total</b>	<b>\$119.9M Total</b>	<b>\$125.0M Total</b>
		\$68.7M GF \$49.4M LF	\$68.4M GF \$51.5M LF	<b>\$68.4M GF \$56.6M LF</b>
Change from LAB and CSL				<b>1.4% from LAB 4.2% from CSL</b>

# Public University Sports Action Lottery

Activity	Description	20-21-23 LAB	2023-25 CSL	2023-25 GRB
<b>Sports Lottery Program</b>	The Sports Action Lottery was established in ORS 461.535 and ORS 461.543 to provide funding for intercollegiate athletics at public universities. The statute sets aside 12% of funds for non-athletic graduate student scholarships. The remaining 88% is distributed to the intercollegiate athletic departments at public universities.	<b>\$16.5M LF</b>	<b>\$16.5M LF</b>	<b>\$17.8M LF</b>
Change from LAB and CSL				<b>7.8% from LAB</b> <b>7.8% from CSL</b>

# Oregon Health & Science University (OHSU)

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Oregon Health &amp; Science University programs</b>	Provides funding for education and rural programs, the Child Development and Rehabilitation Center, and the Oregon Poison Center.	<b>\$129.0M GF</b>	<b>\$130.0M GF</b>	<b>\$129.0M GF</b>
Change from LAB and CSL				<b>0.0% from LAB -0.8% from CSL</b>

# Public Universities: Capital Funding

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>University Capital Funding</b>	General obligation bond proceeds funding one new capital construction project and capital improvement and renewal distributions for the public universities.	<b>\$475.9M OF Limitation</b>	<b>N/A</b>	<b>\$208.2M OF Limitation</b>
Change from LAB and CSL				<b>-55.9% from LAB 100% from CSL</b>

# Community Colleges: Capital Funding

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
<b>Community College Capital Funding</b>	There are not any new capital infrastructure projects approved in the GRB. However, 3 projects were reauthorized: Chemeketa Building 7 Remodel, Klamath Childcare Resource Learning, Rogue Transportation Technology Center. XI-G Bonds will be sold March 2025	<b>\$56.5M OF Limitation</b>	<b>\$0</b>	<b>\$250K OF</b> (for bond issuance)
Change from LAB and CSL				<b>-99.6% from LAB</b> <b>100% from CSL</b>

NEW FUNDING  
AND KEY CHANGES  
PROPOSED IN THE  
GOVERNOR'S  
RECOMMENDED  
BUDGET



# Highlights of the Governor's Recommended Budget (GRB)

The GRB for HECC is \$3.76 B Total Funds, a 4.56% decrease from the 2021-23 LAB and a 13.3% increase from 2023-25 CSL

The state's largest need-based financial aid program, the Oregon Opportunity Grant, is increased by \$100 million, and the primary fund source is shifted from General Funds to Lottery Funds

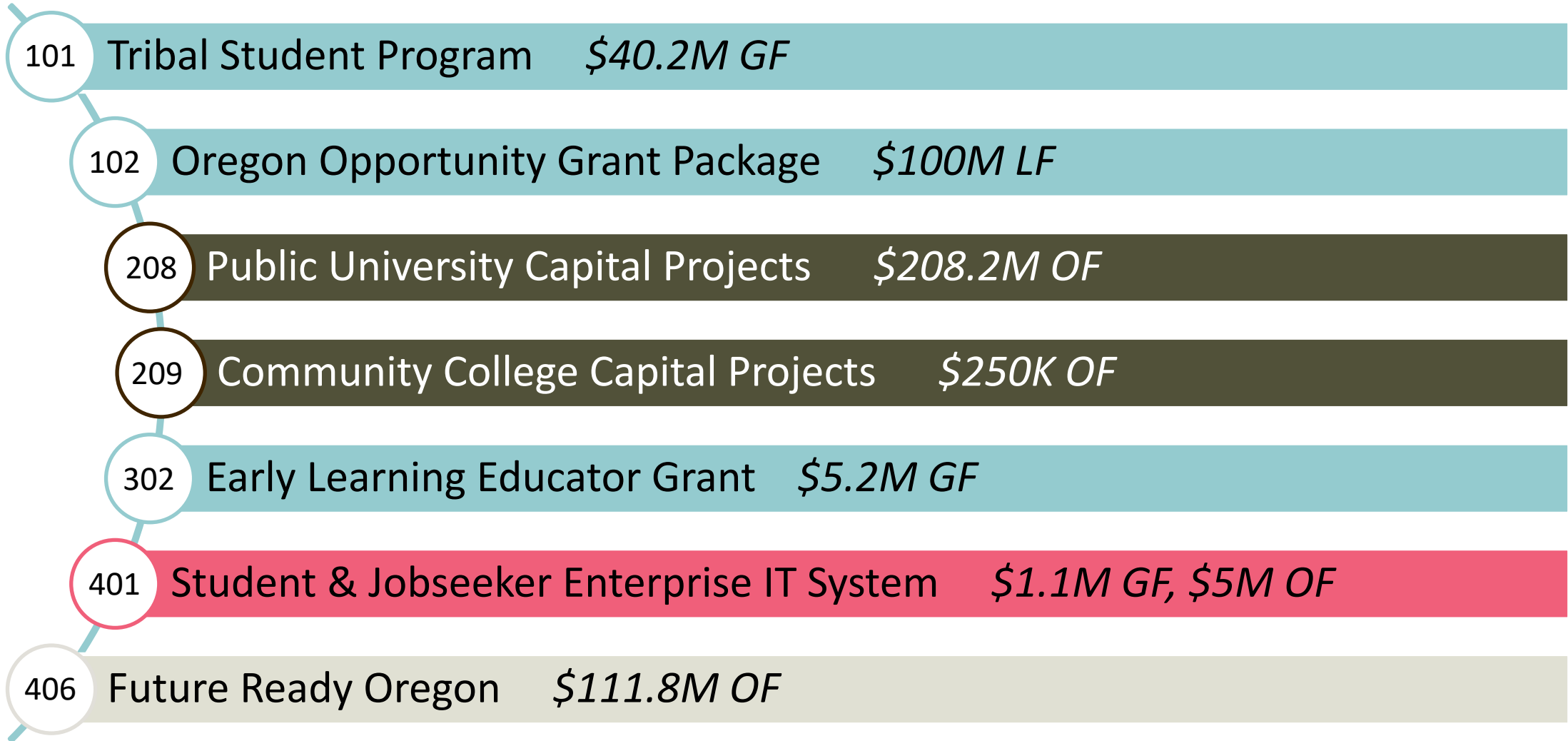
The Oregon Tribal Student Grant Program is funded at \$40.2M GF

New, one-time funding of \$15M GF to technical and regional universities to help support discrete investments increasing their fiscal sustainability

The GRB funds continuation of HECC's IT Modernization Project (LEARN), to replace legacy systems for financial aid and other programs



# HECC Policy Option Packages in GRB



# POP 101: Oregon Tribal Student Grant

## Challenge:

In 2022, the Oregon Legislature funded the Oregon Tribal Student Grant to provide equitable college access and opportunities for Native American students through a special purpose appropriation that approved one time funding for this historic program.

The challenge is to continue this funding so that new and current awardees may afford the cost of higher education in Oregon.



## Solution: POP 101

- POP 101 in the GRB will allow the students who received Oregon Tribal Student Grant funding to continue their education and complete their degrees. It will also provide access to newly eligible tribal students and continue Oregon's commitment to tribal students.

**Cost: \$40.25M GF, .88 FTE**

# POP 102: Oregon Opportunity Grant

## Challenge:

Currently, about one out of every two Oregon postsecondary students struggle to pay their costs of education.

These affordability challenges negatively impact completion rates, disproportionately impact underrepresented students, and can often saddle students who have not completed their credential with large amounts of debt.



## Solution: POP 102

- POP 102 in the GRB increases funding in the Oregon Opportunity Grant. The increased investment would allow HECC to increase award amounts to students and cover up to 75% of tuition at the 2-year and 4-year public sector for the highest need Oregonians, increasing their purchasing power and supporting their success.

**Cost: \$100M OF**

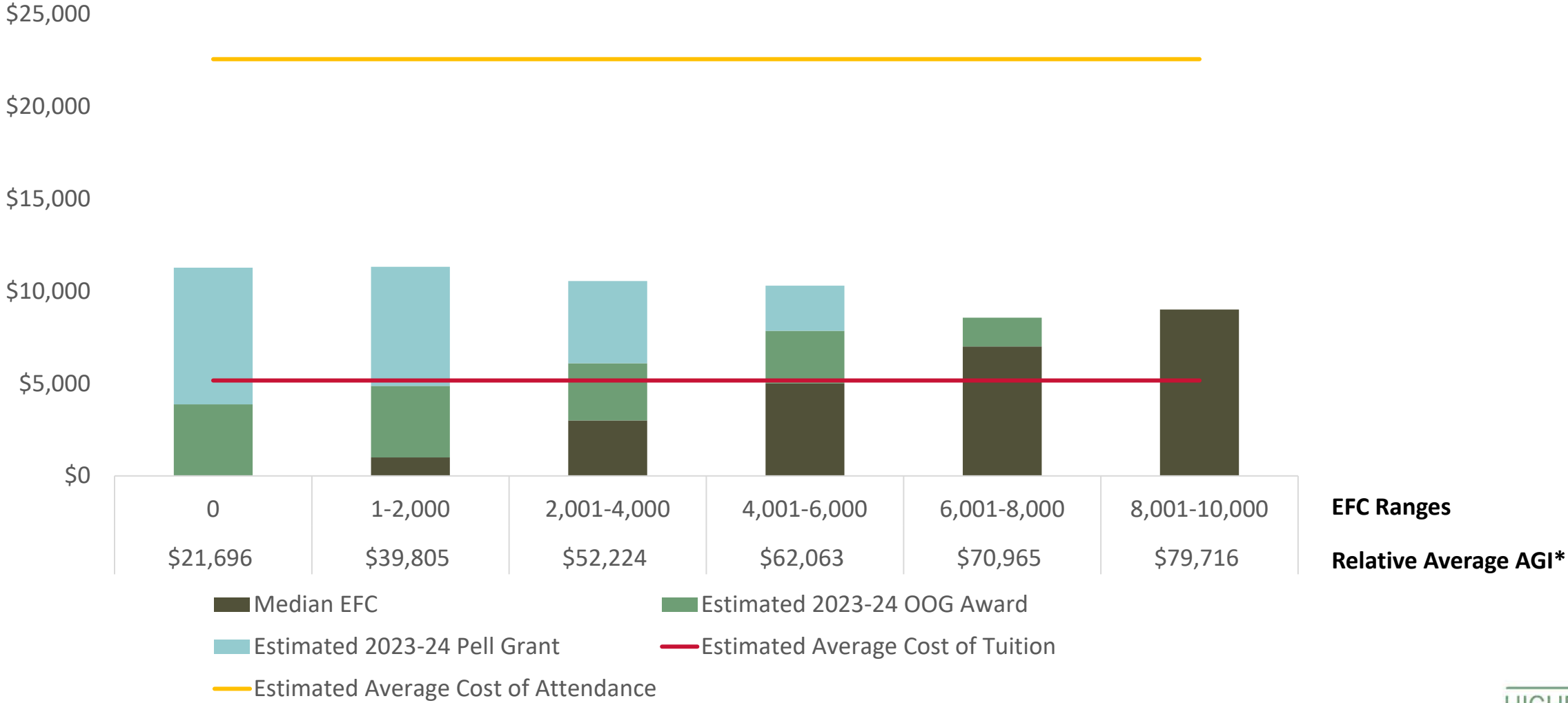
# What will the \$100M OOG Increase Recommended by the Governor Mean for Students?

Increases the OOG biennium budget to \$308M and elevates the maximum award amounts to cover up to 75% of tuition

Estimated that approximately 79,100 students will be awarded, and about 33,700 will be disbursed grants in each academic year of the biennium

# Impact of \$100M Increase Students at Community Colleges

## Community College

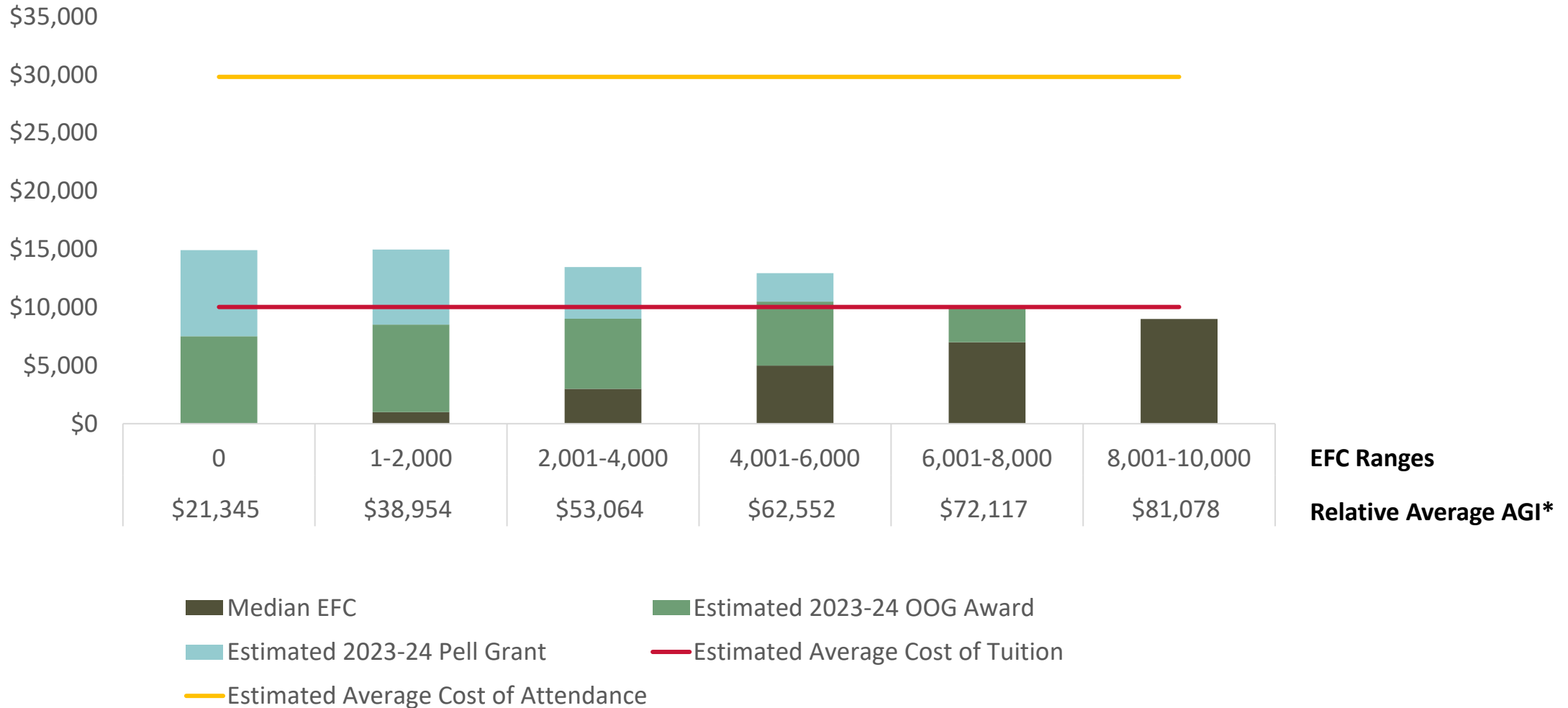


220 \*NOTE: Relative average AGI is based on 2020-21 FAFSA filing year



# Impact of \$100M Increase Students at 4-Year Institutions

## 4 Year Public and Private Institutions



# Oregon Would Benefit from Additional Investment in the OOG

Completion of a postsecondary certificate or degree benefits Oregonians and communities: higher incomes, upward economic mobility lifelong health, family, and civic benefits

The OOG directly serves Oregon's historically underserved low-income populations and is linked to student success

Primary limitation to expanding the positive OOG impacts:  
**insufficient resources**

Read more from an in-depth evaluation of the impacts of the OOG in the Annual Evaluation of the Oregon Opportunity Grant:

- <https://www.oregon.gov/highered/research/Documents/Reports/2022-HB2407-Oregon-Opportunity-Grant-Report.pdf>

# POP 208: Public University Capital Projects

## Challenge:

- Deferred maintenance is a challenge for any entity with infrastructure. The universities have struggled with keeping up with deferred maintenance for their aging infrastructures.



## Solution: POP 208

POP 208 in the GRB provides \$200M for a Public University Capital Improvement and Renewal Fund to be used mainly for deferred maintenance. It also provides funds for the PSU Smith Memorial Student Union.

**Cost: \$208.2M OF**



# Public University Capital Construction Projects

2023-25 GRB, in \$ millions			
	Project	XI-Q Bonds	XI-F Bonds
Public Univ	Capital Improvement and Renewal (CIR)	\$200.0	-
PSU	Smith Memorial Student Union	-	\$8.2
	<b>TOTALS</b>	<b>\$200.0</b>	<b>\$8.2</b>

## XI-F(1) BONDS

Backed by university revenues; can be utilized for non education projects; university pays debt service

## XI-Q BONDS

Fully state paid; restricted to state-owned buildings only; State pays debt service

- CIR funding was the top ranked capital priority for the public universities. Article XI-F bond requests are not prioritized but are analyzed for revenue sufficiency.
- The GRB includes no new state funding for community college capital construction projects, but reauthorizes three existing projects (Chemeketa, Klamath, and Rogue).

# POP 209: Community College Capital Projects

## Challenge:

- For community colleges to qualify for state capital project bonds, they must meet certain matching requirements which have been difficult to meet in recent times.



## Solution: POP 209

POP 209 in the GRB funds the bond issuance cost for three previously authorized capital projects at community colleges.

**Cost: \$250K OF**

# POP 302: Early Learning Educator Grant

## Challenge:

Oregon does not have an adequate supply of highly qualified early childhood care and educational professionals to meet the needs of the state.



## Solution: POP 302

- This POP will encourage students to pursue degrees in early childhood care, education, and/or behavioral mental health by providing; scholarships to students working toward such a degree, and grants to institutions of higher learning to develop high-quality degree programs.

**Cost: \$5.2M GF, .88 FTE**

# HB 3561 – Early Learning Educator Grant, Proposed Modifications

## Existing Program

- While the program is currently in statute, it has never been funded
- Jointly operated scholarship program between HECC and ELD/DELC
- Incentivizes students to choose early childhood care and education as a profession
- Provides additional financial resources to increase the likelihood of success in higher education

## Modifications Proposed

- Expands the definition of eligible program recipients for clarity that aspiring early childhood behavioral and mental health service professionals can access the program
- The program would start as a stipend, and the bill language allows for a last-dollar structure option, for more flexibility in managing the program overtime, as key aid programs like the Oregon Opportunity Grant evolve

# POP 401: Student & Jobseeker Enterprise IT System

## Challenge:

- HECC's financial aid (FAMIS) and private career school (PCSVets) operate on legacy systems that are decades old and no longer supported by the vendor.
- OWI's Federally funded Eligible Trainer Provider List (ETPL) does not meet federal requirements.
- HECC has more than 24 different IT systems that do not interact with one another.



## Solution: POP 401

- HECC is in the beginning stages of consolidating and replacing the FAMIS, PCSVets, and ETPL systems. POP 401 in the GRB is to fund the second stage. It asks for:
  - \$5M in expenditure limitation authority for existing Q-Bond funds
  - \$5M in a new Q-Bond to fund the second stage (this will include 2 LD positions)
  - \$279K GF for a permanent position.

# POP 406: Future Ready Oregon

## Challenge:

- In 2022, the Oregon State Legislature passed Senate Bill 1545 (Future Ready Oregon), a comprehensive \$200 million package of investments that work together to advance an equitable workforce system.



## Solution: POP 406

- Future Ready Oregon included both State General Fund (2021-2023) and Federal ARPA funding to support people with the education, training, and resources they need to get into good-paying jobs.
- **POP 406 in the GRB reauthorizes \$115 million in Federal ARPA funding for HECC to continue investments in Prosperity 10,000, Workforce Ready Grants, and Workforce Benefits Navigators.**

# Regional/Technical University Planning and Support Fund

## Challenge:

On a relative basis, flagship public universities are prospering while regional public universities are suffering. The regional need for affordable higher education is more important than ever. Managing the financial viability of regional institutions while addressing student affordability in the face of enrollment headwinds will be a key challenge for governing boards going forward.



## Solution:

- A fund to support regional university planning intended to identify innovative approaches to financial sustainability.

This one-time funding is intended for discrete investments, not to support ongoing operational costs or offset losses on a one-time basis. The goal is to support the regional universities in becoming more effective and financially sustainable.

**Cost: \$15.0M GF**

# Other New Investments in the Governor's Recommended Budget

One-time funding of \$15M GF to technical and regional universities to help support discrete investments increasing their fiscal sustainability

The Governor's budget adds a position to work with organic farmers engaged with the Center for Small Farms and Community Food Systems.



# Budget Drivers (GRB)

## Expanding Student Financial Aid to Meet Affordability Challenge

Increase in the need-based OOG of \$100M expands grant support for high-need students to help Oregonians afford and succeed in college. The Oregon Tribal Student Grant investment of \$40.2M continues the program launched in 2022.

## Workforce Opportunity for Underserved Populations

\$111M in Future Ready Reauthorization provides resources to local residents and communities, with a focus on underserved and priority populations, so they can thrive in the future.

## Infrastructure Protection

While few new capital projects were funded, \$200M was invested in deferred maintenance to protect existing infrastructure.

# One-time Funding That is Not Included in GRB

Several 2021-23 investments included within the HECC operations budget were supported with one-time funding and are not included in the 2023-25 GRB.

- Oregon Conservation Corps\*
- Part-Time Faculty health care\*
- Strong Start
- College access programs: supplementary support
- Federal relief (GEER) funded projects

\*Despite no new funding, some program activities may be supported by other funding strategies in 2023-25.

# HECC-SPONSORED LEGISLATION



# HECC-Sponsored Legislation: Priority Legislation

## HB 3565 – Oregon Tribal Student Grant Program

- Adopted as a budget appropriation in 2022, the Oregon Tribal Student Grant program provides awards up to the cost of attendance for enrolled members of a federally-recognized Oregon tribe. As of March 15, 2023, the program serves 365 students, with 535 total students authorized to receive awards. **The legislation codifies the program for the first time, following program parameters HECC established at the time of program creation.**

## HB 3561 – Early Childhood Care and Education Scholarship

- Modifies the scholarship program for early childhood care and education professionals to ensure that individuals studying early childhood behavioral and mental health qualify for scholarships. The bill is supported by a \$5M appropriation in the GRB.

# HECC-Sponsored Legislation: Other Agency Concepts

## **SB 217 – Cosmetology Curriculum**

Transfers oversight and development of standards for curriculum in the cosmetology field from HECC to the Health Licensing Office. Today, cosmetology is the only field of dozens where HECC has curriculum responsibility. In all other areas, particularly areas governed by licensing boards, it is the responsibility of an accrediting body or a licensing board to develop standards.

## **HB 3563 – Oregon Youth Works**

HECC operates both the Oregon Youth Corps and Oregon Conservation Corps, and each program has its own advisory board. HECC also operates the Oregon Youth Employment Program, which does not have an advisory board. Due to these programs' similar missions and populations served, the existing boards can be combined into one board that is advisory to all three programs, creating a simpler administrative structure and increased alignment.

## **HB 3560 – Statutory Immunity**

Fixes an oversight in Ballot Measure 109, where all state agencies with a regulatory role in the therapeutic administration of psilocybin are immune from civil liability, except for HECC. The authors of the measure did not envision HECC would be required to license and regulate career schools offering a training program to aspiring psilocybin facilitators.

# HECC-Sponsored Legislation: Other Agency Concepts

## HB 3564 – **Commission Membership and Other Minor Revisions:**

Accounts for the addition of the 6<sup>th</sup> congressional district in allocating seats on the Higher Education Coordinating Commission.

Ensures that the ASPIRE program, as one of its central goals, is to help students prepare for a college or career pathway, and clarifies the rule of community-based organizations as entities with a role in mentorship to students preparing for education and training post-high school.

The USDOE has updated language it uses around accreditation and accreditors. This bill updates state language to match the federal language, ensuring no conflicts and allowing the agency to update its applicable rules.

Allows students who cannot fill out the federal financial aid analysis form to qualify for foster student tuition and fee waivers.