



# 2023 Legislative Concept Proposal LC 425 - Financial Aid Modifications

## Problem

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. Currently, *one out of every two* Oregon postsecondary students struggle to pay their costs of education. We must do better. 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. As the cost of attending colleges and universities has significantly increased over the past decade, the ability to pay for higher education has become a major issue for all students that we need to address.

Students struggle not only with the cost of tuition and fees, but also with the cost of supporting themselves while attending higher education institutions. Nationwide, 65% of community college students and 51% of university students reported being food or housing insecure at some point in their studies. Just over 15% of both college and university students reported experiences with homelessness.<sup>1</sup>

The average graduate from a public college or university in Oregon leaves school \$19,465 in debt, as of 2020. This figure excludes those who, for affordability or other reasons, leave school prior to graduation. For students of color, this debt remains a life-burden far longer than it does for white students, who are more likely to benefit from inter-generational wealth and face fewer barriers attaining adequate, stable, career trajectory employment after graduation.

## Background

Fundamentally, the affordability challenge is the result of many factors. High tuition and fee costs, steep housing costs, and relatively low levels of financial aid all contribute to the affordability crisis. Cost increases for students accelerated in the late 2000s when, like other states facing unprecedented economic conditions, Oregon cut funding to colleges and universities, funding that only recently has been restored to pre-Great Recession levels. Additionally, Oregon provides relatively little state-based financial aid. While Oregon provides \$575 in aid per full time equivalent student, California provides \$971, and Washington provides \$1,145 (2019 figures). In most ways, the answer to this problem is financial: A dramatic scale-up of appropriations for the Oregon Opportunity Grant (OOG funding) would do more to alleviate the affordability challenges that low income students face more than

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<sup>1</sup> “#RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity, based on a survey of 167,000 students at 227 colleges and universities nationwide”. By C. Baker-Smith, V. Coca, S. Goldrick-Rab, E. Looker, B. Richardson, and T. Williams. The Hope Center for College, Community, and Justice. February 2020. [https://hope4college.com/wp-content/uploads/2020/02/84\\_2019\\_RealCollege\\_Survey\\_Report.pdf](https://hope4college.com/wp-content/uploads/2020/02/84_2019_RealCollege_Survey_Report.pdf)

any other policy proposal. HECC has proposed such an investment, requesting an additional \$734 M in Oregon Opportunity Grant funding. This would significantly increase award amounts, serve more students, and provide targeted completion grants.

In addition to this request, HECC has developed a legislative concept designed to open up educational opportunities to students.

## Proposed Solution

The solution to the problem is both statutory and budgetary. On the statutory side, HECC proposes a number of modifications to the Opportunity Grant and Oregon Promise programs to better serve students. Starting with the Oregon Promise, this legislative concept:

- Expands Promise eligibility to students attending public universities – The LC offers Promise grants to students attending universities, for two years, and at the same funding levels for those attending colleges. With this change, students who would have chosen to attend community college purely for financial reasons, likely prior to transferring to university, now have an opportunity to start their studies at the school at which they intend to finish.
- Eliminates the GPA requirement – Under the LC, any student academically qualified to attend a public university or community college in Oregon would be eligible for an award. Merit based awards have been shown to disproportionately affect underrepresented populations, particularly students such as English language learners, who may have had initial challenges in their studies they have since overcome
- Streamlines Administration – The LC aligns eligibility requirements to Pell grant and OOG requirements by eliminating the counting of credits, and counting eligibility on a term-by-term basis
- Ends the accelerated learning penalty – Currently, college credits earned in high school reduce a student's eligibility for Promise grants. The LC would amend the program to exclude these credits in making eligibility determination, ensuring a full two years of college experience are grant-eligible.
- Establishes a permissive retention grant – Under this authority, the Commission would gain the ability to use unspent Promise dollars to award students for the purpose of encouraging retention and completion.

For the Opportunity Grant, the program fixes a donut hole in student eligibility, where in a resident Oregon student who does not meet tuition equity criteria established in ORS 352.287 is eligible for all other forms of state aide except the Opportunity Grant, provided they have been a resident of Oregon for 12 months.



# 2023 Legislative Concept Proposal LC 426 - Oregon Tribal Student Grant

## Problem

Only 36% of Oregon resident Native American students who enroll in high school ever enroll at a higher education institution, and only 12% of Native American identifying students graduate. These rates are significantly lower than for white students (55% and 28% respectively). In light of these statistics, and owing to the historical relationship that exists between Oregon and sovereign tribal nations upon whose lands Oregon is built, Gov. Brown pushed to create the Oregon Tribal Student Grant, providing an award up to the cost of attendance for enrolled members of the nine federally recognized tribes based in Oregon.

Due to the nature of the short legislative session, this program did not receive full statutory and budgetary authorization, and expires without further legislative action. This would create an affordability disaster for the over 450 tribal students currently enrolled and receiving funds through the program.

## Background

The Oregon Tribal Student Grant was first supported by the Oregon Legislature's 2022 historic investment in equitable college access and success for tribal students. The Oregon Tribal Student Grant is expected to pay for most or all public undergraduate college-related expenses—including tuition, housing, books, and other costs not covered by other grants—for eligible students who are enrolled members of Oregon's nine federally recognized Tribes and pursuing their first associate, bachelor's, or graduate degree. The grant is intended to cover the average cost of undergraduate attendance after all federal and state grants/scholarships have been applied. The 2022 Legislature funded the Oregon Tribal Student Grant for 2022-23 via a special purpose appropriation that the Legislative Emergency Board released to HECC in May, 2022.

The Oregon Tribal Student Grant eliminates college affordability barriers and provides more college access for students who are registered members of Oregon's nine federally recognized Tribes. This grant has received very positive feedback from Oregon Tribes, College Access Networks/NGOs, financial aid officials, high school counseling staff and coordinators, high school administrators, the Ford Family Foundation and Oregon Community Foundation, the Oregon Student Association, and others.

## Proposed Solution

HECC proposes statutory authorization for the Oregon Tribal Grant program and the concurrent establishment of the program in the CSL budget. The concept proposes providing awards equating to the average costs of attendance to enrolled members of Oregon based tribes, for both undergraduate and graduate study. For students in graduate programs or attending private institutions, the award is capped at the cost of attendance rate for the

highest cost institution at the undergraduate level. In all instances, awards are reduced by other state and federal grant aid students receive.

The bill also establishes prerogatives for the Commission to limit costs by prioritizing undergraduate awards or altering the award calculation as necessary to abide by appropriations limitations.



# 2023 Legislative Concept Proposal LC 429 - Office of Degree Authorization Fees

## Problem

The HECC's Office of Degree Authorization (ODA) receives no state general fund appropriations, and is entirely dependent on service and authorization fees it collects from institutions of higher education seeking to offer degrees within the State. These fees are limited to a statutory schedule, meaning that the Office is unable to adapt its fees to market conditions and agency needs without seeking prior legislative authorization.

## Background

Oregon statute charges HECC's Office of Degree Authorization with determining whether degree-granting schools may operate in Oregon because they are public institutions, private independent institutions that are exempt from state oversight, or because they meet the authorization standards established in state law and HECC administrative rule. To review applications for authorization, especially for schools in the latter category, is labor-intensive. Under the Legislature's budget for HECC, funding for ODA staff depends entirely on fee revenue that can vary widely depending on how many institutions apply to receive or renew authorization in a given year. This can leave the office with revenues that are insufficient to carry out the responsibilities of the unit, and that cannot be increased as needed due to the statutory fee schedule.

## Proposed Solution

The legislative concept allows the Office to publish fees in rule, only for the activities for which the Office already charges fees. This subjects the office to the standard retroactive fee approval process from DAS and the legislature, vs a proactive process, and allows the office to realize necessary revenue sooner.



# 2023 Legislative Concept Proposal LC 446 - Transferring Responsibilities for Cosmetology Curriculum

## Problem

The Higher Education Coordinating Commission is responsible for approving curricular standards for cosmetology schools. Of all areas of student in Oregon, cosmetology is the only area over which HECC exercises curricular oversight, and does so despite the existence of the Board of Cosmetology.

## Background

HECC's Private Career Schools Unit (PCS) has managed cosmetology curriculum rules since the unit was transferred to HECC from the Oregon Department of Education in 2014. However, the PCS unit has no staff with relevant expertise in the teaching or training of barbers, hairdressers, estheticians, or nail technicians. It relies upon the voluntary assistance of practitioners within the field to maintain and interpret these rules.

HECC PCS manages no other field of study or professional curricular standards. These fields, such as massage, tattoo artistry, trucking, and other professions have their educational standards managed by an appropriate licensure board (e.g. Oregon Board of Massage Therapists, Oregon Tax Board, etc.). Where no relevant board or authority exists, they are managed by the schools themselves in voluntary associations.

The Board of Cosmetology meets under the authority of the Oregon Health Authority's Health Licensing Office (HLO). In addition, HLO has recently taken on the regulation of the "Advanced Esthetics," a relatively new discipline. The Board of Cosmetology creates, and HLO administers, all relevant statewide licensing exams for which the schools and their curriculum prepare cosmetology and barbering students.

## Proposed Solution

Repeal and/or amend portions of ORS 345.400-450. Transfer these authorities and responsibilities to HLO and the Board of Cosmetology.

HECC should retain the authority to license cosmetology and barbering schools as schools to make sure they meet the state minimum standards for student safety, teacher qualification, consumer protection, and financial responsibility as currently outlined in statute (ORS 345, generally) and rule (OAR 715-045, generally). In particular, HECC should maintain its consumer and student protection role in the receipt and investigation of student complaints against schools, where a school's possible violation of standards under ORS 345 or OAR 715-045 is at issue.

## 2023 Legislative Concept Proposal LC 449 - Academic/Financial Holds

### Problem

Students who owe money or have other unfulfilled financial and material obligations to their college or university are refused official transcripts of their academic work, including diplomas. This practice has been shown to impact lower income students disproportionately. Institutional policies that withhold student transcripts for unpaid fees have a devastating impact on completion and employment options especially on under-resourced/underserved students.

Additionally, institutions often apply academic and student success holds that require students to take specific action to unlock their ability to fully engage with the university—including registering for courses. These holds may be worthwhile, necessary to call a student’s attention to the need to meet with a counselor. However, they can be confusing for students to navigate.

### Background

In October 2020, the non-profit research and strategy organization Ithaka S+R estimated that 6.6 million people in the US owe a debt to a college or university they previously attended and, for that reason, cannot access their transcripts or credentials. This insidious and understudied form of student debt not only saddles individuals with collections, credit rating issues, and other typical consequences of debt, but also prevents them from using academic credits and credentials they’ve earned to continue their education or land a job that would help them pay down the debt.

Some of the brief’s key findings include:

- Stranded credits disproportionately affect students of color and those from low socioeconomic backgrounds.
- Stranded credits impact students’ academic and career trajectories, can mean the difference between stopping out and dropping out, affect financial aid eligibility, and have a detrimental impact on students’ psychological well-being.
- Stranded credits prevent students from taking advantage of the financial and career opportunities that could help settle their institutional debt.
- Institutional bureaucracy sometimes contributes to the accumulation of institutional debt, particularly for first generation students who are unfamiliar with how to navigate the collegiate environment.
- Because there are restrictions on the use of federal aid and very few financing options, students usually have to settle their outstanding debt with personal funding.
- Payment plans to settle institutional debt are not necessarily helpful for students who are experiencing financial instability.

- Debt relief programs offer students an opportunity to address their institutional debt while also continuing their matriculation.

## Proposed Solution

The concepts calls on HECC to develop a rule regarding academic and financial holds on students accounts that prevent their ability to fully engage with the institution or to request official transcripts. In developing the rule, which must be evidence-based, the commission must engage in a consultative process with students, institutions, and other relevant institutions. The rule must be adopted by June 1, 2024, and institutions must be in full compliance by January 30, 2025.





# 2023 Legislative Concept Proposal LC 452 - Minor and Technical Revisions

## Problem

Over time, through organizational shifts, changes in budgeting, evolution in preferred terminology, and other reasons, statutes require minor and technical revisions to preserve legislative intent and to allow agencies and programs to operate smoothly. HECC has required a significant number of these kinds of revisions in the last decade due to the profound organizational shifts that have occurred in Oregon higher education since 2012.

## Background

Minor and technical revisions are those that have no substantive impact on programs and services currently offered (though they may repeal programs that have not been funded for some time), no equity impacts, and no fiscal impacts. They often allow for statutes to be read more clearly.

## Proposed Solution

The concept proposes minor and technical revisions. Currently, the concept contains the following changes; however, typically this bill receives amendments upon introduction. The concept:

- Accounts for the addition of a 6<sup>th</sup> congressional district in the distribution of Commission voting membership
- Replaces the names of offices within the HECC to the name of the agency (these types of changes allow HECC to implement programs over time as the structure of the agency shifts)
- Adds Oregon tribes to a list of entities eligible to apply for Oregon Conservation Corps grants



# 2023 Legislative Concept Proposal LC 458 - Youth Employment Programs

## Problem

Youth employment and engagement opportunities in HECC have expanded significantly in recent years. In 2021, the Legislature appropriated \$9 M for the Oregon Youth Employment Program (OYEP) and ensured that the Oregon Youth Corps (OYC), a conservation corps-style program also housed at HECC, was eligible for OYEP funding. In the same year, the Legislature also established within its landmark wildfire mitigation package the Oregon Conservation Corps (OCC), another youth-oriented program specifically aimed at providing youth an opportunity to engage in forest management. While each of these programs is housed at HECC, they operate with their own administrative structure and advisory boards. This is inefficient for staff and can lead to discontinuity between two programs largely serving the same population of youth with somewhat similar strategies and opportunities.

## Background

While the youth programs are similar in scope, they are siloed as they were created independent of one another. The data collected for each program is similar but there is no common data set and no common reporting portal. Each program focuses on populations that have traditionally been left behind, however the equity language, requirements, and definitions are inconsistent. The Oregon Youth Corps and the Oregon Conservation Corps have advisory bodies defined in separate statutes and the Oregon Youth Employment Program has no citizen advisory board at all.

Additionally, the pool of individuals interested in serving in an advisory capacity is limited, and for the two current boards, is overlapping. Often time, months will pass with significant vacancies before additional appointments can be made. By combining boards, the hope is to create a strong, fully populated board capable of providing stewardship for all HECC-located youth employment programming.

## Proposed Solution

The concept proposes to merge the Oregon Youth Employment Program advisory board and the Oregon Conservation Corps advisory board into one board consisting of between 7 and 12 members appointed by the Governor, and requiring all HECC youth employment programs to operate in consultation with the advisory board.



# 2023 Legislative Concept Proposal LC 460 - Federal Accreditation Alignment

## Problem

Under the prior federal administration, the US Department of Education altered terminology used to define and describe accreditation. Prior terminology regarding ‘regional’ and ‘national’ accreditation was replaced with ‘institutional’ and ‘programmatic’ accreditation. The intent of these changes was to reduce the influence of regional accrediting bodies, generally the most rigorous accreditation entities, in the higher education landscape. The alteration of terminology brings HECC statutes and rules out of alignment with current federal terms.

## Background

Accreditation is a process of quality assurance for institutions and programs. Accreditation of an institution by an approved accreditor is required by US DOE as a condition of an institution being eligible for federal financial aid programs. Accreditation is also a requirement of state authorization to offer degrees. Accreditation and authorization together help ensure that institutions offer quality programs and exist to serve the best interests of students. It is important for state authorization policies to work in conjunction with the federal framework on accreditation.

## Proposed Solution

The concept proposes amending relevant sections in ORS 348 to:

- Expand the definition of diploma mill to include unaccredited entities offering fee-for-degree arrangements
- Delete outdated accreditation terminology
- Add a new definition of ‘post-secondary accrediting agency’
- Make conforming changes necessary to implement the new definition

Altering the statutes in these ways will allow the Commission to further update its agency rules.



# 2023 Legislative Concept Proposal LC 464 - HECC/Institutional Collaboration

## Problem

While HECC staff engages frequently with institutions of higher education in Oregon, rarely do institutional leaders and boards, and the Commission's leaders and boards engage on the topic of a shared agenda of institutional and state interest. Opportunities exist to continue to build trust between HECC and institutions for the benefit of Oregon and Oregon learners.

## Background

The following background is taken from the National Center for Higher Education Management Systems (NCHEMS) Oregon Higher Education Landscape Study, prepared for the Oregon Council of Presidents and the Oregon Community College Association and released in October 2022:

Oregon's public four-year sector is not far removed from major governance reform—the dissolution of the Oregon University System and the creation of the HECC. Such fundamental change is inevitably disruptive, and the impacts routinely linger for years as leaders change, practices and processes are reimagined, implemented, and revised. Institutions recently granted their independence resent the authority of a statewide entity when they perceive it to encroach on their flexibility, particularly when it exercises regulatory authority or takes up consideration of institutional funding streams. While this upheaval did not have the same profound effect on the community colleges, HECC absorbed the Department of Community Colleges and Workforce Development at the same time.

Research shows that coordinating boards, which sit between state policymakers and institutions, have a delicate assignment. They must urge sometimes uncomfortable change on institutions, including through their duty to make budget recommendations to the legislature, and simultaneously be a champion of the essential role that institutions (collectively and each in its own way) play in ensuring a healthy society and economy. Oregon is still adapting to its new way of managing its public investments in higher education, and given the challenge of the task, it is no surprise to us that there is room to improve the spirit of collaboration and mutual trust. Moreover, when the interests of independent institutions diverge, the fractures are more evident to the general public—or at least to key stakeholders—rather than being mediated within the confines of a single governing body. This raises the stakes for finding common ground and coherent ways forward. This spirit of collaboration is needed not just between the Coordinating Commission and the institutions, but also in the spaces between institutions and between the two- and four-year sectors.

## Proposed Solution

The concept creates placeholder legislation, for use in amending with legislative language to improve the collaboration between HECC and institutions, if any is identified at a later date.



## 2023 Legislative Concept Proposal LC 466 - ASPIRE Program

### Problem

Very few Oregonians truly understand how to access resources for postsecondary education training, and the various avenues available for career and college success. Low income and ethnic minority students have the least amount of access to information, guidance, and support structures that would enable them to equitably access career training and/or a college education. As HECC looks to systematize equity-oriented outreach, there are opportunities to improve the ASPIRE statutes.

### Background

The ASPIRE program helps educate Oregon students to become career and college ready. ASPIRE offers education, resources, and mentoring opportunities including 1:1 and group mentoring, activities or events that focus on career exploration, career and college research, admissions applications, scholarships, and financial aid. The program is designed to create a career and college readiness culture in middle schools, high schools, and community-based organizations (CBOs) statewide and is currently in more than 155 sites across Oregon. More than 1,100 mentors and 10,000 students participate each year.

ASPIRE staff develop and maintain information, resources, and trainings for Site Coordinators (who manage the program at each site), mentors (who work directly to support students), students, and families. The program provides printed materials, online resources and information, and in-person presentations and trainings to engage students and families around financial aid and postsecondary planning, train mentors on content to support students, and inform coordinators on how to recruit and train mentors for all participating sites. ASPIRE staff train new Site Coordinators and act as the primary OSAC customer service contact for the sites for the ASPIRE program. They also support sites through community outreach and increase program fidelity through oversight, data collection and data-sharing. Finally, ASPIRE provides annual educational opportunities for participating sites: a statewide conference for Site Coordinators and mentors, which offers training delivered by postsecondary access partner organizations, and regional meetings that bring together Site Coordinators from the various regions of the state to learn from each other about how best to engage students and volunteers in their local program.

### Proposed Solution

The concept adds “encouraging the completion of a college or career pathway” as a goal of the ASPIRE program. The concept also requires the program to work directly with community-based organizations and other entities directly service underserved communities in all outreach activities it conducts. It makes such organizations eligible for grants to deliver culturally competent, multilingual programming and training.



# 2023 Legislative Concept Proposal LC 469 - Early Childhood Care and Education Grants

## Problem

Oregon faces a shortage of qualified early childhood care and education professionals, including those trained in behavioral and mental health for young children. Currently, Oregon statutes authorize HECC to administer a grant program for early childhood care and education professionals, but do not explicitly establish that the program is available for those serving in non-instructional capacities focusing on behavioral and mental health.

While HECC has a wide latitude to adopt rules governing the program, it cannot adopt rules requiring FAFSA/ORSA completion or allocating funds on a last dollar basis. This authority is necessary to meet the Early Learning Division and HECC's intent to increase award amounts within anticipated budgetary constraints.

## Background

In 2019, the Legislature adopted legislation establishing a grant program providing funds for students training for careers in early childhood care and education, in partnership with the Early Learning Division of the Oregon Department of Education (soon to be a standalone agency, the Department of Early Learning and Care). This program has not been funded, but HECC has requested \$5.2 M in its Agency Request Budget to provide funding for the program under the policy adopted by this legislative concept.

## Proposed Solution

The concept clarifies the definition of early childhood care and education to include early childhood care and education, and further requires HECC to award funds on a last-dollar basis. Funds awarded on a last dollar basis are awarded after other state, federal, and institutional awards are issued, if there is remaining need on the part of the student.



# 2023 Legislative Concept Proposal LC 472 - Psilocybin School Regulation

## Problem

In its role as licensing entity for private career schools operating in Oregon, HECC is responsible for licensing entities offering training preparing students for careers in facilitating psilocybin administration, pursuant to Ballot Measure 109 passed by Oregon voters in 2020. For these activities, HECC is not provided statutory immunity against civil suit. This creates risk for the agency, as Oregon Health Authority, Department of Agriculture, and Oregon Liquor Control Commission all enjoy this protection as provided directly by the ballot measure.

## Background

In consultation with the Oregon Department of Justice, HECC has determined that its omission from the list of protected entities increases litigation risk for the agency. Even though HECC's role in the implementation of Ballot Measure 109 is limited to the licensure of psilocybin facilitation training schools, and not the oversight of any aspect of the production or administration of psilocybin, the fact that HECC was not included in the list of protected state entities makes it more likely the agency will be subject to civil suits.

This omission was not purposeful. Ballot Measure 109 did not envision any role for HECC. HECC involvement became necessary with the adoption of Oregon Health Authority regulations establishing minimum training requirements for individuals seeking licensure as psilocybin facilitators. Because these regulations require 160 hours of instruction and practical experience, schools that offer the training become subject to state licensure via the HECC.

## Proposed Solution

The legislative concept amends ORS 475A.558 to include HECC in the list of public agencies protected from suit for performing duties, functions, or powers, in the psilocybin space.





## 2023 Legislative Concept Proposal LC 473 - Instate Tuition for AmeriCorps

### Problem

After successful completion of service, AmeriCorps members earn a Segal AmeriCorps Education Award to pay for qualified educational costs. Annually, upwards of 1,000 members earn education awards each year in Oregon. Ideally, after their service, AmeriCorps members serving in Oregon continue their education in Oregon and contribute their skills to the Oregon economy and workforce, contributing to the state's economic vitality.

However, the rise in cost of living and education threatens the successful recruitment and retention of AmeriCorps members, as they may choose to serve in other states where cost of living and education are more affordable. Following on the success of the education award state tax exemption passed in 2021, with Oregon becoming only the fifth state to pass such legislation, OregonServes proposes to continue to make service more desirable in Oregon by 1) offering instate tuition to AmeriCorps alumni and 2) providing a state match to the Segal Education Award.

These benefits provide the opportunity for Oregon to offer incentives to AmeriCorps members coming to Oregon to serve, to continue their education in Oregon, and contribute their skills to the Oregon economy and workforce, contributing to the state's economic vitality. These benefits would also further break down barriers for skilled, dedicated, public-service minded service members to achieve their educational and career goals.

### Background

According to OregonServes' internal data collected by survey in 2021, almost half of the AmeriCorps members who responded stated that they moved to Oregon from another state in order to complete their service term. Furthermore, 40% of respondents have not yet redeemed their Segal Education Award and an additional 17% used their education award at universities outside the state. Alumni also identified in-state tuition and increased education benefits as the top benefits that would help them reach their educational and employment goals.

While data regarding the use of the Segal Education Award is not available on a national scale, HECC's informal survey responses and anecdotes confirm that too many AmeriCorps alumni are not utilizing their awards at all or are utilizing them out of state.

According to the AmeriCorps Alumni Outcome Survey (2017), AmeriCorps alumni are more likely to attain a bachelor's degree or higher than the average adult – with 70 percent of alumni saying that AmeriCorps helped them achieve their educational goals, thanks to the Segal AmeriCorps Education Award received after service. Additionally, seventy-nine percent of AmeriCorps alumni plan to become actively engaged in their community post-service.

## Proposed Solution

The concept establishes that AmeriCorps members that complete a full-time term of national service in Oregon and primarily for the benefit of residents of Oregon are eligible for in-state tuition at Oregon public institutions, provided that the member does not, prior to enrolling in an Oregon institution, establish or reestablish residency in another state.

The concept also establishes a Segal Education Award Match program for students completing full-time service terms. This matching grant is available to students that enroll in any Title IV eligible program, provided the student submits an application within 12 months after completion of their service term. The Commission shall provide the equivalent of \$10,000 minus the value of any aid the student receives owing to their AmeriCorps service, and would be appropriately prorated on the basis of attendance. Students are eligible for one year of match per full-time service year completed. The award expires four years after first eligibility.

The concept provides the commission with cost control authority to alter grant award order as needed to live within available appropriations.

The match program takes effect on Jan 1, 2024.



# 2023 Legislative Concept Proposal LC 478 - SB 623 Workforce Recommendations

## Problem

SB 623 (2021) required that the Oregon Workforce and Talent Development Board (WTDB), in consultation with state workforce agencies and local workforce development boards, establish the Continuous Improvement Committee (CIC) to assess the effectiveness of Oregon’s public workforce development system immediately and every even year into the future. The findings of the Committee may include legislative recommendations, but the recommendations are not available to meet drafting deadlines.

## Background

No additional background.

## Proposed Solution

The concept creates placeholder legislation, a bill with a broad relating clause for use in amending with necessary legislative language to implement any findings of the CIC that HECC believes require legislative action.



# 2023 Legislative Concept Proposal LC 482 - Future Ready Oregon Placeholder

## Problem

Future Ready Oregon is a major legislative initiative being primarily managed out of the HECC. As with any piece of complex, novel legislation, as implementation progresses there may be needs or opportunities to arise that were not known during the legislative session. Such items can be tricky to address without a dedicated legislative vehicle.

## Background

No additional background.

## Proposed Solution

The concept creates placeholder legislation, a bill with a broad relating clause for use in amending with necessary legislative language to improve the implementation of Future Ready Oregon, if any is identified at a later date.