African American/Black Student Success Advisory Group

May 11, 2022

Agenda

- Gavel In, Welcome, Roll Call
- OEDI Assistant Superintendent & Director Welcome and Updates
- Social Emotional Learning (SEL)
- For the Good of the Order
- Latino/a/x & Indigenous Student Success Plan Overview
- Break
- AABSS Grantee Cohort 3 Update
- New Grantee Organization Presentation
- Request for Feedback: Post Secondary (HECC) Proposals for 2023-25 Legislative Session
- Community Announcements & Updates
- Adjourn

OEDI Assistant Superintendent & Director Welcome & Updates

Deborah Lange, OEDI Assistant Superintendent

Laura Lien, OEDI Director

HB 2166 SEL & Student Success Plans

Vanessa Martinez, SEL Education Specialist
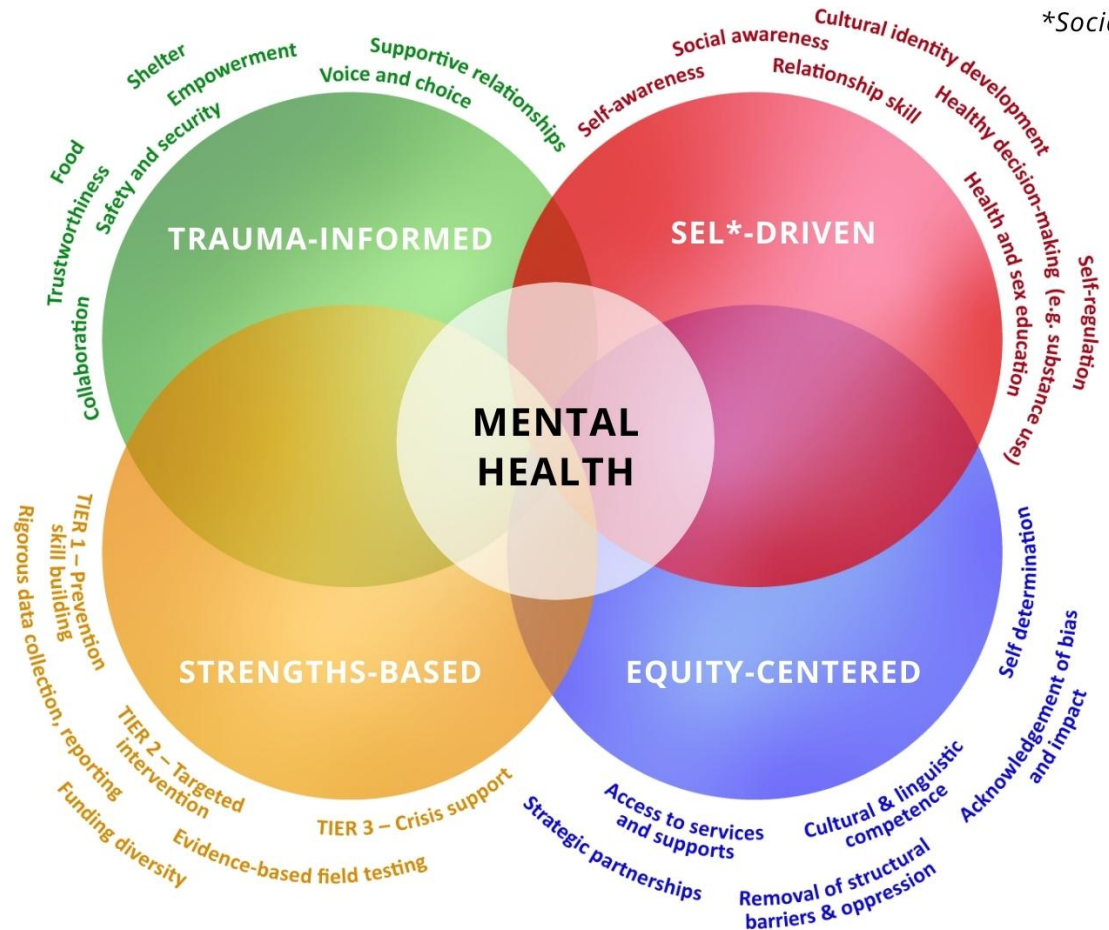
Thank you!

Intentions

To share a little about…

- [House Bill (HB) 2166](#)

- Social Emotional Learning

- Crosswalk of components of Student Success Plans & SEL
- An invitation to provide feedback on SEL Framework and Standards recommendations

Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities

*Social-emotional learning

CONTINUUM OF CARE

Physiological needs → Safety & security → Relationships, connections, community → Purpose & self-efficacy → Self-actualization

Oregon Department of Education, Safe and Inclusive Schools, 2020

HB 2166

The SEL Advisory Group is tasked by ODE with developing a framework and standards recommendations for Social Emotional Learning. These recommendations are to go to the State Board of Education by September 15th, 2022

Core Features of Standards & Framework

- Developmentally Appropriate
- Align with ODE models related to mental health
- Racial equity principles
- Trauma-informed principles
- Strengths-based
- Increase students' social emotional development

Components of Social Emotional Learning

- Self Awareness
- Awareness of Others
- Critical Thinking
- Understanding of interaction between systemic social structures and histories
- Contributions & perspective of diverse populations

Increase understanding of diverse populations to prepare for life

- Alaska Native, Native American, Black, African American, Asian, Native Hawaiian, Pacific Islander, Latinx, or Middle Eastern
- Women
- People with disabilities
- Immigrants and refugees
- LGBTQ2IA+
- Others who have experienced disproportionate results in education

Timeline for Implementation

- By **September 1, 2021** - Advisory Group convenes

- By **September 15, 2022** - Recommendation in a report to SBE on SEL Framework and Student Standards

- By **September 15, 2023** - SBE adopts SEL Framework and Student Standards

- By **July 1, 2024** - School districts are required to implement SEL Framework and Student Standards

From HB 2166

"Individuals who are American Indian/Alaska Native Black/African American, Asian, Native Hawaiian, Pacific Islander, Latinx, or Middle Eastern; women; people with disabilities; immigrants and refugees; LGBTQ2IA+; and others who experience disproportionalities in the education system."

What is Social Emotional Learning (SEL)?

- All learning is Social and Emotional
- The conditions in which students learn are as important as the academic content they are learning.
- SEL is about shifting our frame to think about SEL as an approach to teaching and learning that must be integrated throughout how adults and students show up for themselves and each other

Truths & Myths about SEL

Truths	Myths
SEL, when implemented with fidelity through a equity-driven approach...	
Is not colorblind. Instead, approaches to learning recognize power and privilege and honor history and contributions of all peoples, and cultural similarity and difference.	**Is not an effort to shame or blame anyone** because of any aspect of their identity. It is possible to recognize historical and current institutions while also recognizing that individuals do not create these institutions on their own.
Is centered on the adults' own social and emotional capacity, school climate, and a full range of conditions needed for students	**Is not centered solely on students** or driven by mindsets that call children to be "fixed."
Is an approach that calls for intentionally integrating SEL throughout all content areas	**Is not a checklist**
Requires educators, school staff, parents, and community members to have strong partnerships, resources, and support for building their own capacity to work with each other and with students	**Is not a replacement for mental health care**

Student Success Plan Framework of SEL Components

How to read the following slides

Each column represents what that specific Student Success Plan has as key elements.

- If the cell is green, it means that that plan has that component.
- If it is not green, it means that it <u>does not</u> have that component.

The column on the far right indicates what it would look like if the Advisory Group's recommendations incorporate all these components for the SEL framework. This is simply a proposal to help show what is possible and is up for group discussion.

The intent is that the text can be adapted/translated into a standard for the system as whole in our next series of recommendation about standards.

Domains for each slide include:

1) School conditions: Supporting educators
2) School conditions: Education & program licensure
3) School conditions: Positive identity development
4) School conditions: School culture
5) Community collaboration: Collaboration between parents, families, communities, and districts
6) State Role in creating the conditions for local implementation

	American Indian/ Alaska Native	African American/ Black	Latinx	LGBTQ2IA+	Included in Recommended SEL Framework?
School Conditions: *Supporting Educators*					
Recruit & retain teachers, administrators, and paraprofessionals at rates comparable to state population of identity group (e.g AI/AN students is included in the AI/AN plan)					
Provide professional development and technical assistance to educators, schools, and districts to create a supportive culture to foster student success specific to all students and antiracism					
Develop and implement a professional learning environment for educators of identity group to promote their own social and emotional wellness					
Increase use of culturally responsive pedagogy and practice					

	American Indian/ Alaska Native	African American/ Black	Latinx	LGBTQ2IA+	Included in Recommended SEL Framework
School Conditions: *Educator & Educator Program Licensure*					
Ensure educator certification processes result in educators who understand both the Essential Understandings related to tribes in Oregon and, more broadly, culturally sustaining approaches to supporting social, emotional, and academic needs	▢			▢	▢
Teacher preparation programs integrate experiences of diverse racial, ethnic, sexual orientation and gender minorities into pedagogy & model what intersectional inclusion is and trauma-informed care looks like in all classrooms				▢	▢

	American Indian/ Alaska Native	African American/ Black	Latinx	LGBTQ2IA+	Included in Recommended SEL Framework
School Conditions: *Positive identity development*					
Increase access to culturally responsive curriculum to represent student groups	▓	▓	▓	▓	▓
Provide access to students for project-based, hands-on learning experiences through which their identity is affirmed and valued				▓	▓
Adopt and support accurate data collection of students in identity group	▓		▓		▓
Promote positive connections to culturally responsive mental and behavioral health	▓	▓			▓
Develop inclusive student voice networks to regularly assess school climate data and develop recommendations to survey findings to build inclusive and safe school environments				▓	▓
Develop, train for, and communicate clear protocols for adding chosen names and pronouns in school information system				▓	▓

	American Indian/ Alaska Native	African American/ Black	Latinx	LGBTQ2IA+	Included in Recommended SEL Framework
School Conditions: *School Culture*					
Cultivate a culture where students in the identity group are welcomed at schools	■	■	■	■	■
Administer annual school climate surveys to students, school staff, parents		■		■	■
Reduce number of suspensions, expulsion, and pushout incidents	■	■	■		■
Invest in asset-based, developmentally appropriate discipline and restorative justice practices and implementation		■	■		■
Schools are funded to create time and space for educators and students to build relationships and trust				■	■

	American Indian/ Alaska Native	African American/ Black	Latinx	LGBTQ2IA+	Included in Recommended SEL Framework
Community Conditions: *Collaborations between parents, families, communities, and districts*					
Collaborate with culturally specific community-based organizations to provide wrap-around services and supports		✓	✓	✓	✓
Districts collaborate with tribes and cultural organizations to identify and advocate for culturally responsive approaches	✓	✓			✓
Engage community in leadership and decision-making for systems and policy change			✓	✓	✓
Increase amount of culturally-specific information supports and services available to newly-arrived African/Black immigrants regarding social, emotional, cultural and educational needs at family level		✓			✓
State Role *(addresses state-level implementation needs to create conditions for local implementation)*					
Build and sustain meaningful relationships to encourage tribal education sovereignty with regular consultation and communication	✓				✓
Work with community partners, tribes, and school districts to address adverse childhood experiences by developing protective factors for positive academic and health outcomes	✓				✓
Continue to build internal ODE capacity to strengthen organizational infrastructure to implement the student success plan	✓			✓	✓
Invest in culturally specific programs to mitigate historical limitations in access to funding	✓			✓	✓
ODE is funded to develop and share case studies	✓				✓

An Invitation to HB 2166 Engagement Sessions

June 7 from 7:30-8:30:

When: Jun 7, 2022 07:30 AM Pacific Time (US and Canada)

Register in advance for this meeting: https://www.zoomgov.com/meeting/register/vJItf-isqDspHLttFlChTSvfsUBXTTPlFxs

After registering, you will receive a confirmation email containing information about joining the meeting.

June 8 from 12-1:

When: Jun 8, 2022 12:00 PM Pacific Time (US and Canada)

Register in advance for this meeting:
https://www.zoomgov.com/meeting/register/vJItdeCprzIpEsvImFhdlfdmnLw8iPVj_fw

After registering, you will receive a confirmation email containing information about joining the meeting.

June 9 from 4:30-5:30

When: May 9, 2022 04:30 PM Pacific Time (US and Canada)

Register in advance for this meeting:
https://www.zoomgov.com/meeting/register/vJItd-2qqToiE0zSJnXjkFoEbPlY48dXQEw

After registering, you will receive a confirmation email containing information about joining the meeting.

Thank you!

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

— Bell Hooks —

AZ QUOTES

For the Good of the Order

Shelaswau Crier, AABSS Coordinator

For the Good of the Order

- 2022-2023 Meeting Dates

- AABSS Plan Updates Workgroup

- Supplemental Funds

- 2022-2023 RFA

- Competitive Grants and Administrative Rules

Latino/a/x & Indigenous Student Success Program Overview

AABSS Advisory Group   May 11, 2022

Michael Reyes Andrillón
Education Specialist, Latinx Student Plan Coordinator
Michael.reyes@ode.oregon.gov

Latino/a/x & Indigenous Student Success Plan

Latino/a/x & Indigenous* Student Success Plan

The Latino/a/x & Indigenous* Student Success Plan seeks to address historic and current systemic inequities in educational systems.

The plan centers equity and community by ensuring those closest to the problem help develop solutions.

Three components:

- Advisory Group
- Grants
- Informing educational practices statewide

Indigenous Mexican, Central, South American, and Caribbean

Latino/a/x & Indigenous* Student Success Plan

The Latino/a/x and Indigenous* Student Success Plan requires that we address the following:

1. Educational **disparities** experienced by Latino/a/x and Indigenous* students

2. **Historical practices** leading to disproportionate outcomes

3. **Culturally appropriate best practices** from early childhood through post-secondary education

Latino/a/x & Indigenous* Student Success Plan

Values:

- Student Centered

- Policy and Systems Change

- Centering Cultural and Community Assets

Oregon Department of Education

Latino/a/x & Indigenous* Student Success Plan

Objectives:

- Address the disproportionate rate of disciplinary incidents involving Latinx students

- Increase parental engagement

- Increase engagement in before and after school activities

- Increase early childhood education and kindergarten readiness

Latino/a/x & Indigenous* Student Success Plan

- Improve literacy and numeracy between kindergarten and grade three

- Support Latinx student transitions to middle school and through the middle school and into high school

- Support culturally responsive pedagogy and practices from early childhood through post-secondary education

Latino/a/x & Indigenous* Student Success Plan

- Support the development of culturally responsive curricula from early childhood through post-secondary education

- Increase attendance of Latinx students in community colleges and professional certification programs

- Increase attendance of Latinx students in four-year post-secondary institutions of education

Oregon Department of Education

Latino/a/x & Indigenous* Student Success Plan

Approach:

- **People** - Direct programs and services

- **Practice** - Culturally responsive professional development

- **Policy** - Supporting local policy recommendations

Oregon Department of Education

Advisory Group

Provides knowledge, suggestions, and recommendations to advise the department for the development and implementation of the Plan.

The Advisory Group <u>establishes eligibility criteria</u> for grants and funding, and helps <u>develop outcomes to measure success</u>.

Advisory Group

- Urban and rural communities

- Indigenous and immigrant populations

- English language learners

- Individuals with disabilities

- Parents and students

- LGBTQ2SIA+ Youth

- Community-based organizations serving Latino or

- Hispanic youth and families

- Education stakeholders, including representatives of the <u>Early Learning Division</u>, the <u>Youth Development Division</u> and the <u>Higher Education Coordinating Commission</u>

Grant Funding

Legislature approved $6 million for 2021-2023 biennium

Funding currently open to community-based orgs, school districts, early learning providers, ESDs, colleges and universities, and tribes.

Grantees will develop Projects to address Plan strategies

Funded projects must use Plan Values and Approach to accomplish their goals.

Contact!

michael.reyes@ode.oregon.gov

Break

AABSS Grantee Cohort 3 Update

Mark Chapman, Center of African Immigration and Refugees (CAIRO)

Airway Science

Aerospace for All

Who We Are

- 1992 Founded Nonprofit in North Portland
- Industry, Education, and Community Partners Committed to Access and Equity in Aviation and Aerospace
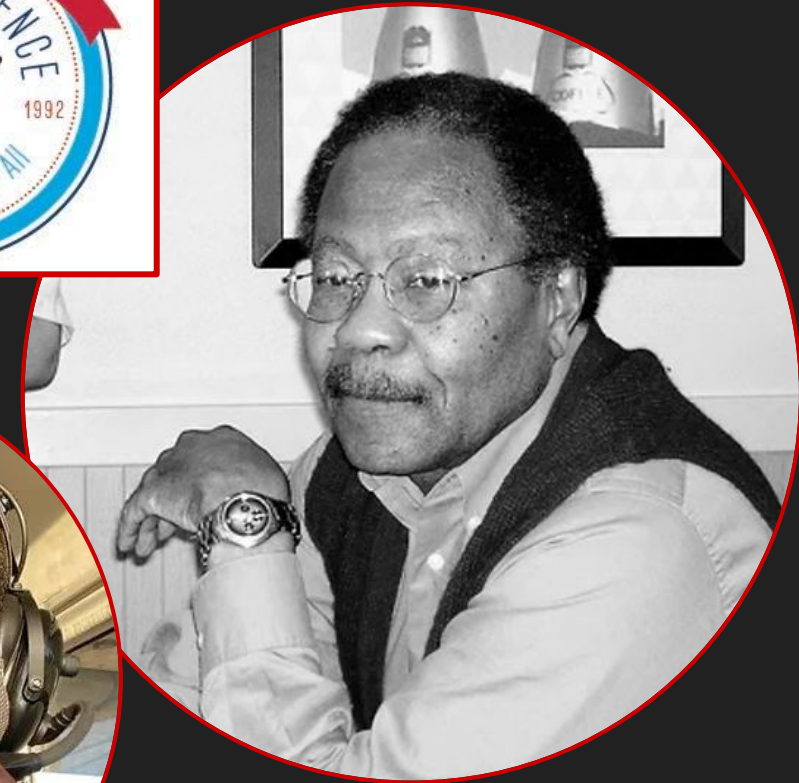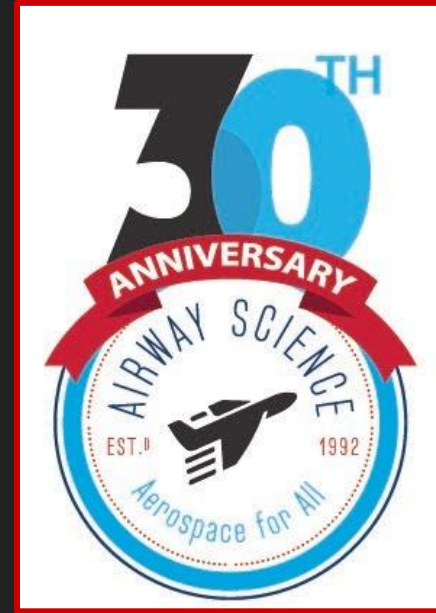
Our Why

To create equity through Aerospace STEAM education.

Close the opportunity gap for historically excluded children in the fields of aeronautics and STEAM, from our strong base of community support, and from our culturally responsive board and staff at no cost to schools or families.

Inspire the next generation of diverse Aerospace Innovators from the Pacific Northwest
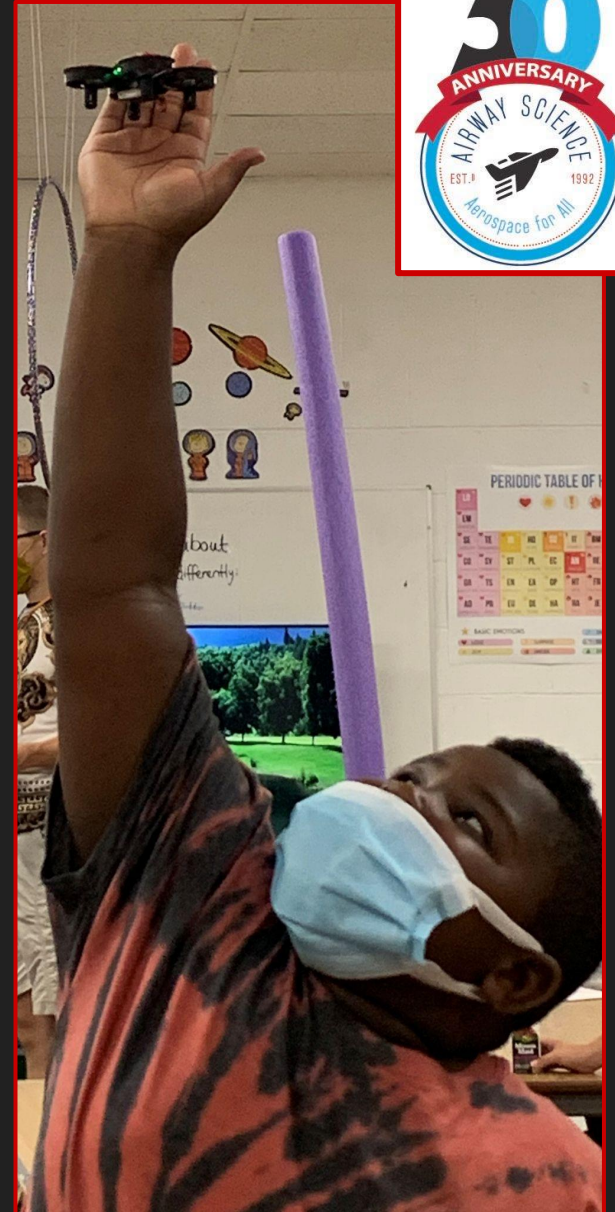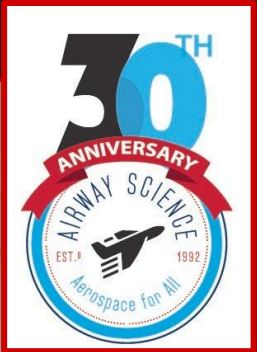
Our Stakeholders

The work we do is dedicated to creating a just, equitable, diverse, inclusive organization, community, and world. Big dreams need big action. Behind our commitment to accomplishing this is a group of stakeholders that advise, evaluate and guide our work.

The key stakeholders are our Students, Families and Communities. Outreach and community building with these stakeholders is led by Yolanda Frazier, our DEI Director. A native of North Portland, Yolanda is returning to the neighborhood and schools of her youth to introduce aerospace and opportunity to our historically excluded communities.

Educator and Academic stakeholder groups are led by Dr. JD Wyneken, a historian, academic, performance coach, and aviation enthusiast. This combination allows Dr. Wyneken to engage our educators while partnering with Mrs. Frazier on building success in our communities.

The final stakeholder group is our industry, and this group is led by Julia Cannell, Executive Director of Airway Science for Kids.

What is Aerospace?

Aerospace is the branch of technology and industry concerned with both aviation and space flight. This industry offers high demand, high wage, local career opportunities for all levels of education.

2021 US Aerospace & Defense (A&D) Report

The A & D Industry continued to offer its highly skilled and educated workers with some of the highest paying jobs in the nation. **At $104,577, the A&D industry's average wages and benefits remained 41 percent above the comparable national average**.

Our Locations

Aerospace Training Center (ATC) on Mississippi Avenue in NE Portland
Hillsboro Airport (HIO)

Explore Aerospace Programs

Currently, all ASK programs focus on serving students in Multnomah, Washington, and Marion Counties in Oregon. ASK also provides virtual opportunities for participation for students within and outside these areas. Under the focus of "explore aerospace," ALL ASK programs revolve around **six (6) core investigative topics:**

1. **Flight Technology (Flight Related Careers)**
2. **Airframe & Powerplant (Aircraft related careers)**
3. **Drones**
4. **Robotics**
5. **Solar System Exploration**
6. **Space Travel**

TakeFlight

Age Group: 5th Grade

Badge in a Box: 36 Hours of Content

Frequency: As scheduled

Cost: Free of charge to student / families

Location: Currently at partner schools and

Duration: Following PPS academic year

Follow Up: InFlight
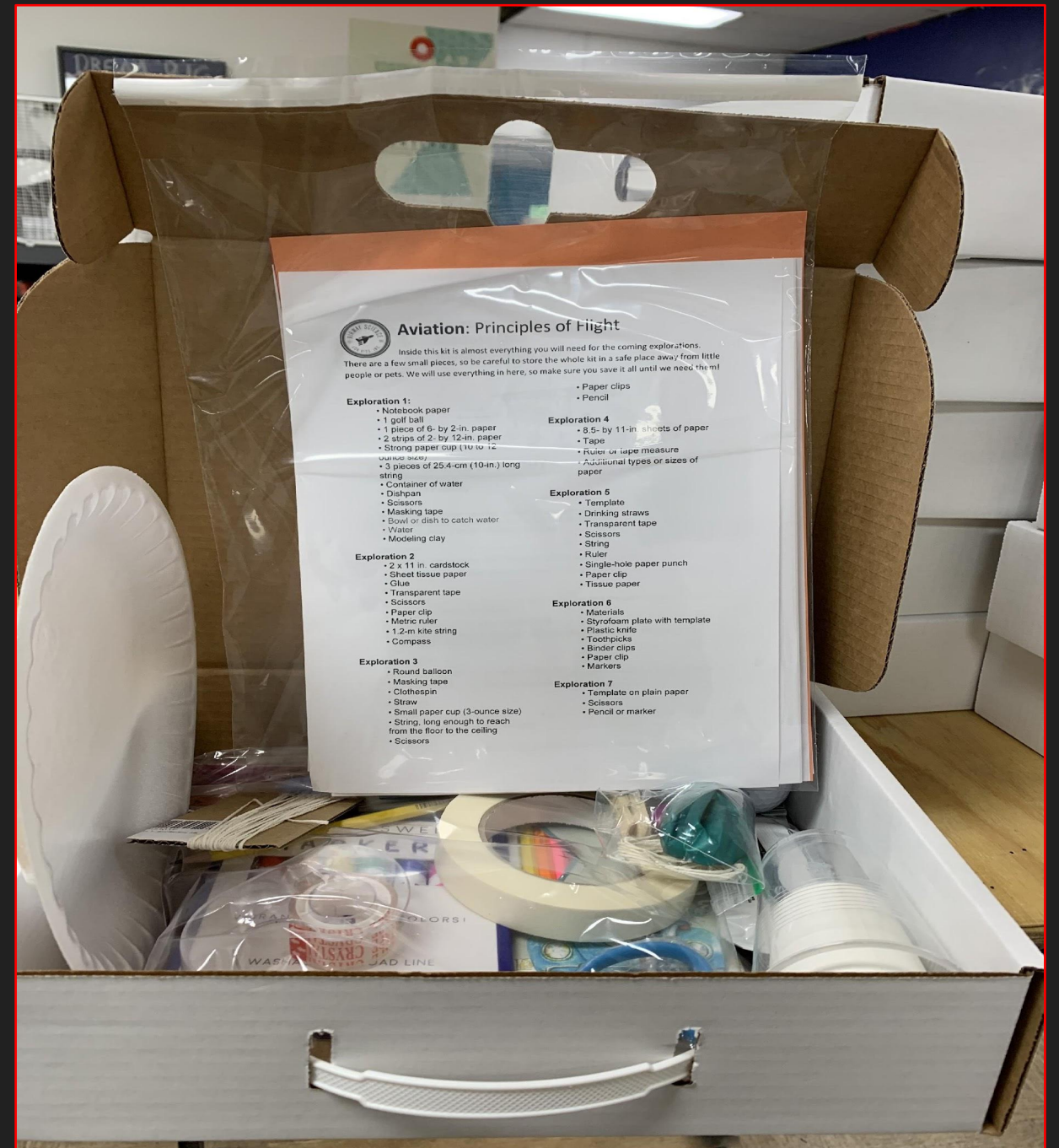
InFlight

Age Group: Middle School

Frequency: As scheduled

Cost: Free of charge to student / families

Location: ATC, select locations, virtual

Duration: Following PPS academic year schedule

Follow Up: TeenFlight

Kerbal Space Program, X-Plane Flight Simulators, drones, and building projects as its focus in exploring our six core investigative topics.

ACCESS (Aerospace College & Career Exploration & Selection System)
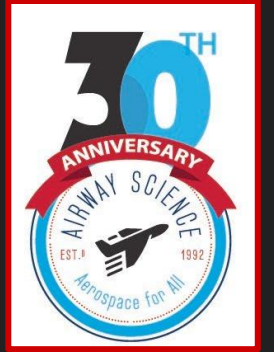
Age Group: 14 - 22

Frequency: Rolling cohorts, overlapping as necessary

Cost: Free of charge to student / families

Duration: 10 weeks per tier, one mandatory beginning tier, with three additional as needed / requested

Follow Up: Case management by ASK staff for duration of individual student engagement

Career Tree

TeenFlight

Age Group: High School

Saturday Program at Hillsboro Airport

Mentored by Aviators and Engineers

Learn Metalwork, Avionics, Construction, and

basics of Engineering

Build an Airworthy RV12 Airplane

Two Year Commitment
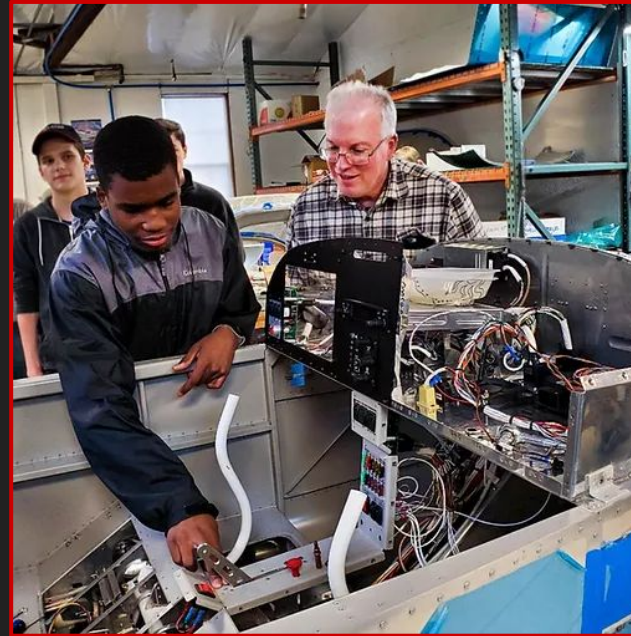
Van's RV-12 Flight Training Plane
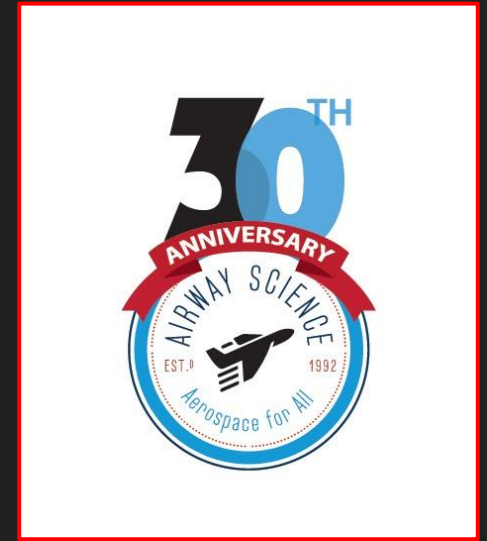
Career Track: Professional Pilot
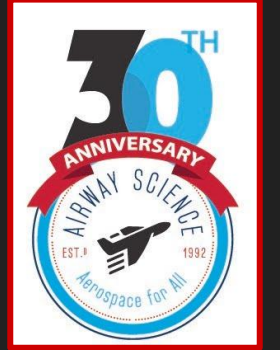
What does it take to become a Professional Pilot and fly for an airline?

Take a few minutes to look at our [slideshow](#) and learn about the process and how Airway Science will support youth from finding their passion to starting their career.
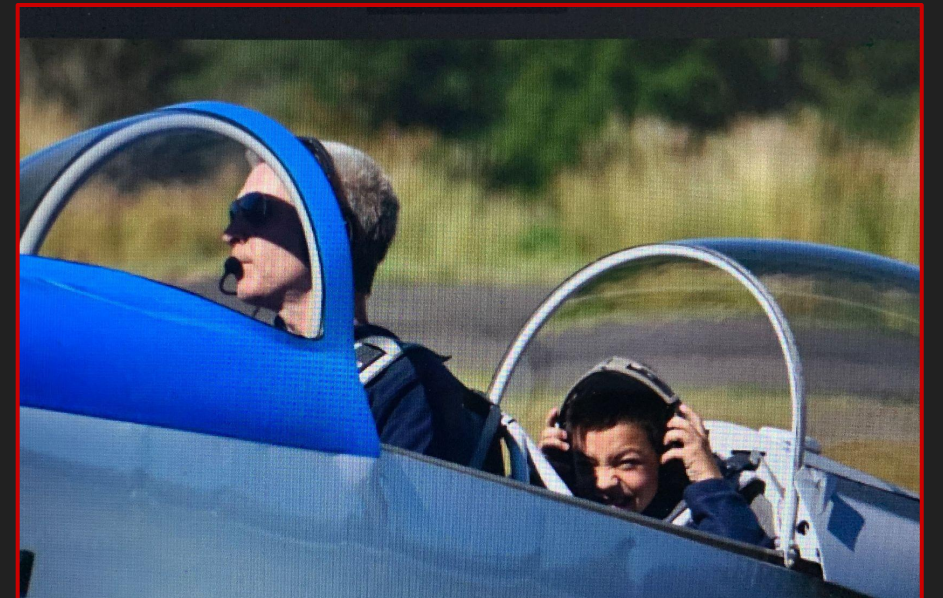
EAA Fly Days

- Supported by Experimental Aircraft Association 105 at Twin Oaks Airport (Hillsboro)
- Student takes a flight with a volunteer pilot (and gets to take the controls!)
- After flight they receive free:

First logbook

Membership to the EAA

Access to scholarships

Online ground school ($275 value),

Reimbursement for FAA Private

Pilot Exam ($150 Value)

First flight lesson ($150)

STEAM EXPO

Special Science Events

Stakeholder Groups

Community Groups

On Site or Virtual

Teacher and Student Support

Family Events

Professional Development
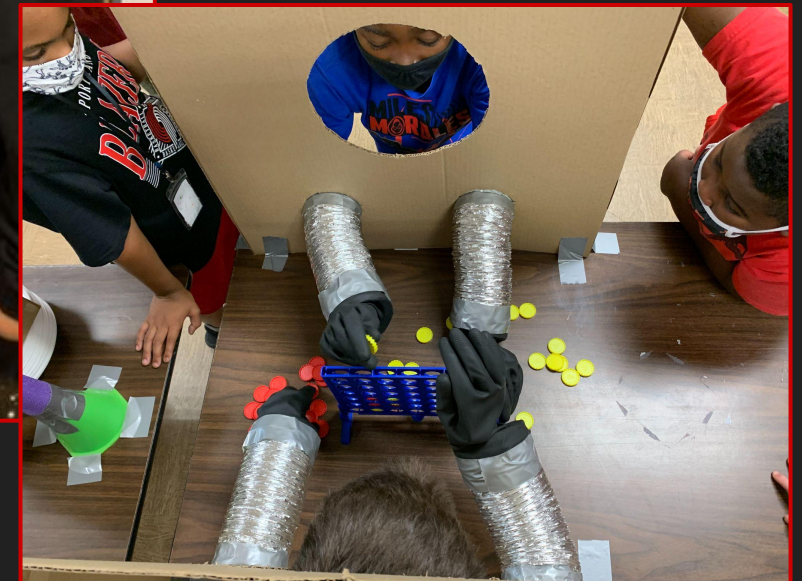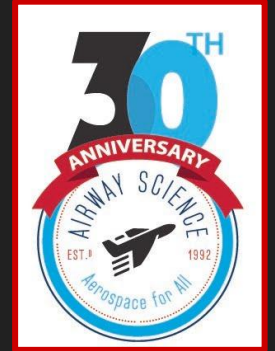
Staff Contacts:

Executive Director Julia Cannell Julia@airsci.org
 (815) 4FLIGHT

Program Excellence Director JD Wyneken JD@airsci.org

DEI/Community Engagement Director Yolanda Frazier
Yolanda@airsci.org

Operations Manager Isabel Gallegos Isabel@airsci.org

airsci.org

Post Secondary (HECC) Proposals for the 2023-25 Legislative Session

Veronica Dujon
Director of Office of Academic Policy and Authorization
Veronica.DUJON@state.or.us

Proposed Policy Option (Budget) Packages

FINANCIAL AID TO STUDENTS			
Topic	**Summary**	**Estimated Cost**	**FTE**
Oregon Opportunity Grant	Increase base funding level and tier awards based on need. Make targeted awards to students near completion to incentivize degree completion	$ TBD	1 FTE
Oregon Promise	Removed accelerated credit discount and increase eligibility to include any post-secondary institution	$ TBD	N/A
Native American College Access Grant/Program	Secure ongoing funding to serve new and existing students who meet eligibility requirements for new program (est. 2022)	$ 19M+	Permanent Staff
Child Care Grant	Increase number of student parents served to meet increasing demand	$ TBD	1 FTE
National Guard (ONGSTA)	Increase funding to reflect current costs given caseload increases	$ TBD	N/A

Proposed Policy Option (Budget) Packages

FINANCIAL AID TO STUDENTS			
Topic	**Summary**	**Estimated Cost**	**FTE**
FAFSA/ORSAA Completion Initiative	Increase FAFSA/ORSAA completion rate through coordination with partners, marketing, and monitoring of progress	$ 450K	1 FTE
Career/College Readiness	Use Aspire to build college readiness culture, establish ASPIRE outreach and grant program for underserved populations, and increase number of grants awarded	$ TBD	3 FTE
Oregon Work Study	Initiate a work-study program for undergraduate and graduate students at post-secondary institutions	$ TBD	N/A

Proposed Policy Option (Budget) Packages

UNIVERSITY AND COLLEGE PROGRAMS			
Topic	**Summary**	**Estimated Cost**	**FTE**
Open Educational Resources (OER)	Expand the capacity of the state OER program to provide affordable course materials with sustainable funding that support previously grant-funded activities plus a project manager and instructional designer on an ongoing basis	$ TBD	N/A
Common Application for Guaranteed Admissions	Establish common application for Oregon Residents at Oregon Public Universities to support Guaranteed Admissions policy	$ TBD	N/A
Early Learning Pathways	Early learning & care workforce support to develop and support pathways to qualifications	$TBD	N/A
CARES (MH) Team	Mental Health Services (for both faculty and students). CARES Team - triggers and resources for faculty to help identify and support students who are struggling	$ TBD	N/A
Oregon Tech Innovation Center of Excellence	Establishes Oregon Tech Innovation Center of Excellence and awards grants to train workforce on tech curricula	$ 6M+	4 FTE

Proposed Policy Option (Budget) Packages

UNIVERSITY AND COLLEGE PROGRAMS			
Topic	**Summary**	**Estimated Cost**	**FTE**
PU - Placeholder IT Modernization	Fund universities to upgrade IT systems to better meet student needs/expectations	$ TBD	N/A
CC - Cybersecurity	Fund investment for Community Colleges in strengthening cybersecurity infrastructure, due to increasing risk	$ TBD	N/A
PU - Research and Economic Development LC	Public Universities to convene stakeholders to determine how state government could/should support Research and Economic Development. Details to follow.	$TBD	N/A
PU - Equity	The public universities propose an investment of $100M to support first-generation and other traditionally underrepresented students (identified in HB2590 [2021] Sec.1(3)). Half of the investment would got to the Oregon Opportunity Grant, the other half would be targeted for individual public university programs or services that are designed to improve access, retention, completion, and workforce entry.	$ 100M	N/A
PU - Strong Start	Continue Strong Start, summer bridge program, that provides wraparound services and academic skill building for incoming/returning students	$ 20M	N/A

Proposed Policy Option (Budget) Packages

HECC OPERATIONS			
Topic	**Summary**	**Estimated Cost**	**FTE**
Exec. Dir. Office Staff	Add staffing capacity in HR, Internal Audit, and Legislative SUpport (IA2, HRA3, T&DS2)	$ 1.5M	6 FTE
Agency Outreach/Comms	Increase Outreach/Communications of Learner Outreach Work Group plan	$ TBD	1 FTE
Operations Staff	Adds 6.5 FTE to Operations to address growing workload issues. Positions to include front desk reception, procurement, two IT project managers, two fiscal positions, and .5 network support	$ 1M	6.5 FTE
OWI Capacity Building	Funds four new positions to support increased outreach and culturally responsive services to labor unions, tribes, and priority populations	$ 1M	4 FTE
Rural Services	Hire APA staff member to coordinate rural student policy and services	$ 300K	1 FTE

Proposed Policy Option (Budget) Packages

HECC OPERATIONS			
Topic	**Summary**	**Estimated Cost**	**FTE**
PCS GF	Provide state GF to increase staff capacity	$ 300K	1 FTE
GED Program	Increase position authority from .7 FTE to 1.0 FTE for state GED Administrator	$ 75K	.3 FTE

Proposed Policy Option (Budget) Packages

DATA AND TECHNOLOGY			
Topic	**Summary**	**Estimated Cost**	**FTE**
Modernization Project (Completion of Financial Aid Management Information System project)	This project is phase two of an upgrade to HECC It systems, including FAMIS, OWI, R&D, and ODA systems. First phase was funded in 21-23.	$ 5M Q-Bonds	N/A
Transfer Portal Placeholder	Pursue IT Contract to create Portal that would facilitate transfer of credits	$ TBD	Yes
Data Warehouse/Integrated Data Policy	A legislative mandate for reporting complete data on all learners from all postsecondary educational institutions and training programs, accompanied by relevant policy and programming	$ TBD	4 FTE
Electronic Transcripts	Create a system or protocol that is capable of improving college applications, advising, transfer, accelerated learning, and financial aid by aggregating transcript information automatically	$ TBD	Yes

Proposed Policy Option (Budget) Packages

AMERICORPS/VOLUNTEERISM			
Topic	**Summary**	**Estimated Cost**	**FTE**
Housing Assistance for AmeriCorps Members	AmeriCorps recruiting is difficult in part because of lack of affordable housing options in rural and urban Oregon. Creates a pool of money for emergency housing assistance	$ 350K	N/A
AmeriCorps Education Incentives	(1) Attract and retain AmeriCorps volunteers in Oregon by offering in-state tuition rates. (2) Offer to match federal Segal grant (up to $3,500 per member per year for total of $100,000 in total aid per year)	Approx. $ 2M	N/A
OregonServes Capacity & Resiliency	Add capacity to support grant application, disaster response, partnership with OEM, and Service Enterprise initiative	$ 750K+	3 FTE

Proposed Policy Option (Budget) Packages

CAREER CONNECTION & EMPLOYMENT			
Topic	**Summary**	**Estimated Cost**	**FTE**
Career Connect Oregon	Establish a career connect task force, strategic plan, and state team (cross agency) to align and coordinate existing and new investments in career connected learning	$ TBD	1 FTE
Career Information System	Fund and statewide the Career Information System, housed at UO, and make "Credentials that Work" program available statewide	$ 2M	N/A
Career Technical Education Equipment	Fund replacement of equipment utilized in community college CTE programs - particularly in rural areas. Student Support Services for students in CTE areas. Staff to support CTE programs and applied baccalaureate pathways.	$ TBD (Scalable)	2 FTE

Proposed Policy Option (Budget) Packages

CAREER CONNECTION & EMPLOYMENT			
Topic	**Summary**	**Estimated Cost**	**FTE**
Oregon Employability Skills Program	Develop curriculum for Essential Employability Skills model endorsed by WTDB	$ 750K	2 FTE
WTDB Continuous Improvement	Implement the findings of the Continuous Improvement Committee established in SB623 (2021) to improve statewide approach to integrated workforce development	$ TBD	N/A
PSU Career and Community Studies	Increase opportunity for post-secondary success for students with Intellectual and Developmental Disabilities at PSD and Community Colleges	$ 1.5M	N/A

Proposed Legislative Concepts (Law Changes)

Topic	Summary
Oregon Promise	Removed accelerated credit discount and increase eligibility to include any PS institution
Native American College Access grant/program	Create program language to serve new and existing students who meet eligibility requirements during special purpose appropriation (rules)
Transcript Access	Cease practice of withholding transcripts for unpaid fees
Guaranteed Admissions	Establish a guaranteed admissions policy for Oregon residents at OPUs
Accreditation	Revise statutory language to reflect that all colleges are accredited by USDE. Removes "regional" distinction

Proposed Legislative Concepts (Law Changes)

Topic	Summary
Cosmetology Curriculum Development	Shifts cosmetology curriculum approval to OHA Health Licensing Office and Board of Cosmetology to achieve better alignment with mission
ODA Statutory Compilation	Move ODA Statutes out of OSAC
Youth Works	Combines boards and infrastructure for youth employment initiatives (OCC, OYEP, and OYC) under umbrella program, Oregon Youth Works. Provides continued funding for the Oregon Conservation Corps and Oregon Youth Corps
AmeriCorps Education Initiatives	Offer AmeriCorps volunteers in Oregon in-state tuition rates. Provide state matching dollars for federal Segal grant (up to $3500 per member per year for total of $10,000 in total aid per year)
Apprenticeship	Add WDTB member to BOLI State Apprenticeship & Training Council

Public Comment

Community Announcements & Updates