



**Joint Task Force on Student
Success for
Underrepresented Students
in Higher Education**

**Report on Findings and
Recommendations for 2023
Legislative Session**

December 13, 2022

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81st LEGISLATIVE ASSEMBLY
JOINT TASK FORCE ON STUDENT SUCCESS FOR UNDERREPRESENTED STUDENTS
IN HIGHER EDUCATION

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December 13, 2022

To Speaker Rayfield and President Courtney:

Submitted herewith is the final report of the Joint Task Force on Student Success for Underrepresented Students in Higher Education. This task force was created by House Bill 2590 (2021) for the purpose of developing student success policy and funding proposals that are based on conversations with students who are underrepresented in the bodies of students at public post-secondary institutions of education in this state.

The members of the task force spent many hours over the last year visiting public higher education institutions across the state and meeting with students from underrepresented backgrounds. These trips included officially organized field trips to Portland State University, Mt. Hood Community College, Lane Community College, the University of Oregon, Western Oregon University, Eastern Oregon University, Treasure Valley Community College, Southern Oregon University, and Rogue Community College. In addition, on July 19, 2022, I visited Southwestern Oregon Community College in Coos Bay, Oregon. The visit mirrored other full task force visits, including roundtable discussions with leadership, local stakeholders, and faculty and staff. I had lunch with students from the College's Culinary Arts program and toured the College's campuses with an emphasis on resources utilized by underrepresented students.

It has been an honor to serve as Chair of the Joint Task Force on Student Success for Underrepresented Students in Higher Education. Since day one as a legislator, I have elevated and advocated on issues related to post-secondary higher education because as a first-generation, low-income student I know how life-changing post-secondary higher education can be for all people, especially our underrepresented students.

I believe the work of our task force, doing site visits, talking to students and key stakeholders and developing policy ideas in our workgroups will have a positive impact and help transform our post-secondary education system to better serve our underrepresented students, retain and graduate our students to be ready to join and impact our workforce.

Sincerely,

Representative Teresa Alonso Leon, Chair

DRAFT

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EXECUTIVE SUMMARY

Background

The Joint Task Force on Student Success for Underrepresented Students in Higher Education (JTUSHE) is a bicameral legislative task force established by [House Bill 2590 \(2021\)](#). The measure charges the task force with visiting public post-secondary institutions of education in order to meet with current, former, and prospective students from underrepresented backgrounds, and with developing policy and funding proposals that focus on increasing the likelihood of student success for underrepresented students in the areas of access, retention, graduation, and entry into the workforce. The bill also authorizes the task force to pre-session file legislation for the 2023 session and directs the task force to issue a report by December 15, 2022.

Process

Between March and July 2022, the task force conducted four two-day site visits to nine higher education institutions across the state. The task force also conducted virtual site visits to additional higher education institutions and correctional facilities where adults in custody participate in education programs. During these visits, the task force members held roundtable discussions, small-group conversations with underrepresented students, and formal public meetings in order to learn about the barriers to student success faced by underrepresented students.

Due to construction at the Capitol and the ongoing COVID-19 pandemic, the task force met virtually on a regular basis throughout the interim when it was not conducting site visits. These meetings featured presentations by subject matter experts, state agency staff, and higher education stakeholders in addition to public comment from students.

Following the site visits, the task force formed three work groups to focus on policy development: Financial Aid and Affordability, Student Support and Wraparound Services, and Systemic Accountability and Continuous Improvement. Each work group was co-chaired by two task force members and consisted of interested stakeholders, including students. The work groups met regularly from September through November 2022. Each group solicited policy proposals from participants, which form the basis of the task force's findings and recommendations.

Findings, Recommendations, and Policy Proposals

Financial Aid and Affordability. The task force developed a set of findings, recommendations, and policy proposals related to addressing the financial barriers faced by underrepresented students, including the cost of attendance, housing, child care, and educational resources such as textbooks. The task force's findings and recommendations in this area focus on:

- increasing need-based financial aid for low-income students;
- expanding emergency and completion grants;
- expanding access to low-cost open educational resources;

- alleviating housing cost burdens for students;
- expanding access to child care;
- increasing mentoring and advising opportunities for prospective students;
- reinforcing benefits navigator positions on campuses; and
- examining the value of work-study opportunities.

Student Support and Wraparound Services. The task force also developed findings and recommendations related to providing supplemental on-campus support for underrepresented students who face additional barriers to completion compared to their peers. The task force’s findings and recommendations in this area focus on:

- providing institutions with the resources to identify students in need of support;
- centralizing and promoting available support services on campuses;
- maintaining benefits navigators on campuses;
- increasing state support of institutional student support programs;
- expanding access to mental health services for students;
- addressing the needs of students with disabilities; and
- transitioning to corequisite learning models for developmental education.

Systemic Accountability and Continuous Improvement. Lastly, the task force developed findings and recommendations related to addressing nonprogrammatic and systemic barriers to student success for underrepresented students, including strategies to promote diversity, equity, inclusion, and accountability at every level of the state’s higher education system. The task force’s findings and recommendations in this area focus on:

- improving clear communication of student outcomes between public higher education institutions and the state;
- encouraging institutions to adopt hiring, training, and cultural competency practices that promote responsiveness to students’ needs;
- recognizing additional expectations placed on diverse faculty and staff;
- a statewide initiative to develop equity-minded systems on campuses;
- addressing disparities between tenured and adjunct faculty;
- encouraging roles for institutional leadership positions for practitioners of diversity, equity, inclusion, and justice (DEIJ); and
- encouraging broader campus community involvement in institutional resource allocation decisions.

Access to Full Report

The full report can be found online at the [Oregon Legislative Information System \(OLIS\)](#).

PROCESS

Background

The Joint Task Force on Student Success for Underrepresented Students in Higher Education (JTUSHE) is a bicameral legislative task force that was created by [House Bill 2590 \(2021\)](#). The task force is charged with visiting public institutions of higher education in order to meet with students who are historically underrepresented in higher education settings, including students who:

- are “underrepresented” and “diverse” as defined in statute;¹
- are from rural communities in Oregon;
- are from low-income families;
- experience disability;
- identify with a minority sexual orientation or gender identity;
- are undocumented; or
- have been in foster care.²

HB 2590 directs the task force to develop policy and funding proposals based on these conversations that aim to improve student success outcomes for higher education students from the above groups. Specifically, the bill requires that the task force’s proposals address:

- “access, including recruitment, admissions, placement, cost of attendance, financial aid, and funding;
- retention, including student support, student services, transfer programs, increased diversity of faculty, housing needs, food insecurity, child care costs, health care costs, mental health care access, and counseling;
- graduation, including time to degree, career readiness, and student debt; and
- entry into the workforce, including internships, advanced and continuing education, job and career placement, assessment on the return on investment for attaining a post-secondary degree, the correlation between degrees awarded and job placement, and the correlation between student costs for higher education and earnings after graduation.”³

Per HB 2590, the task force is also empowered to establish advisory subcommittees and to pre-session file legislation for the 2023 legislative session.⁴ The bill directs the task force to report its findings and policy proposals to the Legislative Assembly by December 15, 2022.⁵

Membership on the task force is limited to four Representatives appointed by the Speaker of the House of Representatives and four Senators appointed by the President

¹ [ORS 342.120 \(2021\)](#) defines “underrepresented person” as a person who is Black, Hispanic, Asian, Pacific Islander, or Native American or Alaska Native. [ORS 342.433 \(2021\)](#) defines “diverse” as cultural or linguistic characteristics of a person who is Black, Hispanic, Asian, Pacific Islander, Native American, Alaska Native, or whose first language is not English.

² [House Bill 2590 \(2021\)](#), (1)(3)(a)-(h).

³ [House Bill 2590 \(2021\)](#), (1)(5)(a)(d).

⁴ [House Bill 2590 \(2021\)](#), (1)(12)(a)-(b).

⁵ [House Bill 2590 \(2021\)](#), (1)(13).

of the Senate.⁶ On October 8, 2021, Speaker Tina Kotek appointed Representatives Teresa Alonso Leon, Mark Owens, Ricki Ruiz, and Jack Zika. The following day, President Peter Courtney appointed Senators Kate Lieber, Rob Wagner, Art Robinson, and Lynn Findley. In addition, the President appointed Senators Michael Dembrow and Lew Frederick as *ex officio* members. On March 9, 2022, the President discharged Senator Lieber and appointed Senator Dembrow as a full member. On December 5, 2022, the President discharged Senator Robinson and appointed Senator Frederick as a full member.

Due to construction at the Capitol and the ongoing COVID-19 pandemic, the task force met virtually when it was not conducting a campus site visit. All campus site visits were also postponed until the interim period following the 2022 legislative session. The task force held its first meeting virtually on November 18, 2021. At this meeting, the task force organized itself by adopting rules of order and electing Representative Alonso Leon as chair.

In January 2022, Representative Alonso Leon, Chair, convened a planning group comprised of higher education stakeholders, culturally specific community-based organizations (CBOs), specialists in diversity, equity, and inclusion (DEI), business and industry representatives, staff from the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), the Governor's education policy office, and staff from the legislature's BIPOC caucus and House Majority Office. The planning group discussed the main topics to be covered by the task force, the format and agenda of site visits, whether visits would be in-person or virtual, and how to appropriately represent the geographic regions and the diversity of students served by Oregon's public institutions of higher education. The planning group also considered a proposed strategic plan for communications and outreach to promote awareness of the task force's activities among the intended audience of underrepresented students. The recommendations from this group would form the basis of the task force's work plan thereafter. The final version of the task force's work plan is included in this report as [Appendix A](#).

The task force continued to hold regular meetings throughout the remainder of the 2021-2022 interim, except during the 2022 regular session and while work groups were meeting between September and November 2022. Each virtual meeting covered one of the topics listed in HB 2590 as priorities for addressing the needs of underrepresented students: access, retention, graduation, and entry into the workforce. These meetings featured guest speakers with expertise on each subject and a public comment period which allowed students from underrepresented backgrounds to share their experiences with the task force members.

Following the regular session, the task force embarked on a series of two-day site visits at public institutions of higher education around the state, starting with visits to institutions in the Portland metropolitan area on March 30 and 31, 2022. The task force conducted three additional regional site visits to the Willamette Valley on April 25 and

⁶ [House Bill 2590 \(2021\)](#), (1)(2)(a)-(b).

26, Eastern Oregon on May 10 and 11, and Southern Oregon on July 20 and 21. The task force also conducted an online “virtual site visit” to institutions in Central Oregon on May 31, 2022, and Representative Alonso Leon, Chair, personally visited Southwestern Oregon Community College on July 19, 2022 to listen on behalf of the Task Force. During a virtual meeting on July 14, 2022, the task force also conducted a “virtual site visit” to Snake River Correctional Institution and Coffee Creek Correctional Facility to meet with incarcerated students at those institutions who are enrolled in higher education in prison programs.

With the conclusion of the site visits in July 2022, the task force transitioned into a policy development phase. Three advisory work groups were appointed to reflect on what was learned at the visits and develop policy proposals to address the issues that emerged. Each work group was co-chaired by two task force members and included interested stakeholders and students who participated in discussions and put forth policy recommendations. The work groups met from September 7, 2022 through November 4, 2022.

The full task force reconvened on November 17, 2022 to consider the work groups’ findings, recommendations, and policy proposals and to direct the drafting of this report. The task force met for a final time on December 13, 2022, to approve the final report and introduce several placeholder legislative concepts (LCs) for the 2023 regular session.

Campus Site Visits

Immediately following the 2022 regular session, the task force began its main objective of visiting public institutions of higher education in order to meet with underrepresented students. Each visit generally consisted of two consecutive full-day visits to at least two campuses in the same region, with one day’s events hosted at a public university and the other at a community college. The agenda for each day followed the following format:

1. a roundtable discussion with campus and community leaders, including institutional presidents, board members, K-12 education partners, community-based organizations, and business representatives;
2. a roundtable discussion with members of the campus community, including faculty and staff who work directly with underrepresented students, such as instructors, admissions counselors, mental health practitioners, and academic advisors;
3. small group listening sessions with underrepresented students where students shared their experiences with the task force members;
4. a tour of the campus, featuring facilities and services that serve underrepresented students; and

5. a formal public meeting during which the task force heard comments from students and the public.

Portland Metro Area. The task force's first site visit was to the Portland metropolitan area, hosted by Portland State University on March 30, 2022, and Mt. Hood Community College in Gresham on March 31, 2022, respectively. The task force spent a full day at each campus. Representatives from other public higher education institutions in the region, including Oregon Health and Science University, Portland Community College, Clackamas Community College, and Oregon Institute of Technology's Wilsonville campus, also took part in the roundtable discussions, small group student listening sessions, and public comment periods.

Willamette Valley. The task force spent the morning of April 25, 2022, at Lane Community College in Eugene, where it held back-to-back roundtable discussions, and moved to the University of Oregon for the remainder of the day, consisting of a student listening session, site tour, and public comment period. The following day, April 26, 2022, the task force visited Western Oregon University in Monmouth, which also featured participants from Oregon State University, Chemeketa Community College, and Linn-Benton Community College.

Eastern Oregon. On May 10, 2022, the task force spent the day at Eastern Oregon University in La Grande. The task force visited Treasure Valley Community College in Ontario the following day. Both meetings also featured participants from Blue Mountain Community College in Pendleton.

Southern Oregon. The final site visit was to Southern Oregon University in Ashland on July 20, 2022, and Rogue Community College's Table Rock Campus in White City on July 21, 2022. On both days, the task force was able to meet with students and stakeholders despite the summer break.

Additional documents from these site visits are included in [Appendix B](#). The full record of the task force's site visit activities is available on the [Oregon Legislative Information System \(OLIS\)](#) and the task force's [public-facing website](#).

Virtual Meetings

Central Oregon Virtual Site Visit. Due to the scheduling of Legislative Days in June, the task force was unable to travel to Central Oregon as originally planned. In lieu of a field trip, the task force held an all-day virtual meeting on May 31, 2022, to host representatives and students from Oregon Institute of Technology, Oregon State University-Cascades, Central Oregon Community College, and Klamath Community College. The format of the meeting mirrored that of the site visits, featuring two roundtable discussions, a private listening session with students, a set of presentations by the institutions instead of a site tour, and a virtual public comment period. A summary of the listening session is included in [Appendix B](#).

Other Virtual Meetings. In addition to the site visits, the task force held monthly virtual

meetings from November 2021 through July 2022. Each meeting consisted primarily of informational presentations that focused on a particular topic, such as the state's equity lens and adult education goals, the role of education in workforce development, financial aid and student debt, and the four topics named in the bill as priorities: access, retention, graduation, and entry into the workforce. Several of these meetings featured national experts as well as representatives from state agencies, institutions, and public comment from students. Below is a brief description of the topics covered at these meetings.

November 18, 2021. The task force held its initial organizational meeting to adopt rules and elect a chair. The task force then heard a review of its charge as outlined in HB 2590, followed by the first of two presentations from HECC staff on principles of equity in policymaking and the current indicators of outcomes for underrepresented students in the state's system of higher education.

December 16, 2021. The task force heard the second part of the presentation from HECC on principles of equity in policymaking and the current indicators of outcomes for underrepresented students in the state's higher education system. Staff from the House Majority Office also presented a proposed communications and outreach strategy to the task force.

January 10, 2022. The task force heard an update on the planning work group that met earlier that month. Additionally, staff from the Oregon Office of Economic Analysis presented on the state's workforce needs for the future and current disparities in educational attainment across Oregon's demographic groups. There were also presentations from HECC staff and representatives of Oregon's public higher education institutions.

April 21, 2022. The theme for this meeting was underrepresented students' access to higher education. HECC Executive Director, Ben Cannon, presented on college-going rates across the state, the influence of high school advisors, corequisite models, financial aid applications, and developmental education. Presenters from public universities and community colleges gave their perspectives on admissions criteria and barriers to access.

May 19, 2022. The theme for this meeting was affordability, including financial aid and student debt. Dr. Louise Seamster of the University of Iowa presented the challenges students face regarding debt and the cost of pursuing higher education. She argued student debt shapes lives, is regressive, and is a significant driver of wealth inequality. Dr. Seamster also referenced studies reporting that over 20 years, five percent of Black former students studied had paid off student debt, compared to 94 percent of white students. Ben Cannon, HECC Executive Director, spoke to the task force on the state's current financial aid grant programs. He spoke of a multi-dimensional problem, highlighting the realities that Oregon is far below the U.S. state average for state

funding of financial aid; costs to students to pay for public higher education have risen 50 percent over 10 years, and those costs hit low-income students and families the hardest. Presenters from public universities and community colleges gave their perspectives on financial aid and the cost of attendance.

June 16, 2022. The theme for this meeting was student retention. Dr. Frank Harris III of San Diego State University defined equity and its qualities, and presented a framework for policymakers and institutions to develop equitable policies that help underrepresented populations. His recommendations included investing in a robust state data system that supports equity-minded institutional research, requirements for high school students to complete and submit higher education applications alongside targeted dual enrollment programs, and clear equity benchmarks and plans for the state's 40-40-20 education attainment goal. He then engaged in a bipartisan question and answer session with members. This was followed by presentations from HECC Executive Director, Ben Cannon, and representatives of public higher education institutions on student retention and drop-out rates. The task force also heard an informational presentation from Legislative Policy and Research Office (LRPO) staff on Minority-Serving Institutions (MSIs) that highlighted which higher education institutions in Oregon are considered MSIs.

July 14, 2022. The theme for this meeting was workforce preparation. The task force heard presentations from HECC staff and institutional representatives on graduation rates, the earning potential associated with completing a degree or certificate, and career counseling. This meeting also featured a virtual site visit that involved a private listening session with students incarcerated at Coffee Creek Correctional Facility in Wilsonville and Snake River Correctional Institution in Malheur County. A summary of this visit is included in [Appendix B](#).

Work Groups

Following the conclusion of the site visit phase, the task force paused its regular meeting schedule and divided into three work groups whose topic areas were based on prominent themes that emerged from the visits: financial aid and affordability, student support and wraparound services, and systemic accountability and continuous improvement. Each work group was co-chaired by two task force members and staffed by the Legislative Policy and Research Office (LRPO). The purpose of these work groups was to reflect on the themes that emerged during the site visits and deliberate on policy solutions that address the causes of inequitable outcomes for underrepresented students.

A survey was sent out to recruit participants from the pool of individuals who had participated in the planning group, attended the site visits, or otherwise expressed interest in the work of the task force. Nearly 100 individuals responded to the survey. At

the direction of Representative Alonso Leon, Chair, membership in each work group was further divided into participants and observers. The work groups began meeting in early September 2022 and had developed findings, recommendations, and policy proposals to submit to the full task force by early November 2022.

Work Group 1: Financial Aid and Affordability. The work group on financial aid and affordability was co-chaired by Senator Dembrow and Representative Zika and met four times on September 8, September 20, October 18, and November 1, 2022. This work group was charged with addressing underrepresented students' affordability challenges, including accessing financial aid, the overall cost of pursuing higher education, and students' ability to meet the cost of basic needs in addition to the cost of attendance.

Meetings of this work group featured presentations by HECC staff on the state's equity lens, financial aid programs, proposed policy option packages, and an analysis of cost drivers at the state's public institutions of higher education. The work group also heard presentations from Washington State Representative Vendana Slatter and Michael Meotti, Executive Director of the Washington Student Achievement Council, on recent expansions to that state's student grant aid program.

Lastly, work group participants were asked to submit their own policy proposals through an online portal and were invited to present their proposals to the group for discussion. After participants had submitted policy proposals and presented them to the group, Senator Dembrow commissioned a survey that asked participants to rate their approval of each proposal. The results of this survey are presented in [Appendix D](#)

Work Group 2: Student Support and Wraparound Services. The work group on student support and wraparound services was co-chaired by Representatives Owens and Ruiz and met five times on September 7, September 20, October 5, October 20, and November 3, 2022. This work group was charged with analyzing programmatic best practices for supporting underrepresented students on campuses, including academic advising, mentoring programs, cultural responsiveness, and mental health supports.

The work group began with a presentation from HECC staff on the state's equity lens and equity-centered decisions in policymaking. Subsequent meetings featured presentations on the following: a proposal on Hunger Free Campuses from Representative Bobby Levy's office; a discussion of student support programs from the Oregon TRIO Association, College Possible, and the Oregon Student Success Center; and a panel of benefits navigators employed at various institutions under the program established by [House B 2835 \(2021\)](#). The work group co-chairs also directed LPRO staff to conduct a statewide survey of student support service providers at public higher education institutions to assess the prevalence of various support programs and services available at each institution. The results of this survey were presented at the October 5, 2022 work group meeting and are posted to the task force's [public-facing website](#).

At the work group’s first meeting, participants were invited to submit policy proposals through an online portal to be discussed at subsequent meetings. A portion of each subsequent meeting agenda was set aside for participants to present their proposals to the group for discussion. These proposals formed the basis of the work group’s findings and recommendations to the task force.

Work Group 3: Systemic Accountability and Continuous Improvement. The work group on systemic accountability and continuous improvement was co-chaired by Representative Alonso Leon, Chair, and Senator Wagner and met five times on September 7, September 20, October 7, October 21, and November 4, 2022. This work group was charged with discussing the nonprogrammatic elements of improving higher education, including broader issues of culture and climate, integration of the K-12 and higher education systems, and the state’s equity and adult education goals.

Before the work group met, participants were asked to submit policy recommendations through an online portal. At the first meeting, following a presentation from HECC staff on the state’s equity lens, participants were given the opportunity to present their proposals to the group for discussion. Discussions on policy proposals continued through all subsequent meetings as participants continued to submit additional ideas. At later meetings, the work group heard presentations by LPRO staff and Dr. Robert Kelchen of the University of Tennessee, Knoxville on the significance of systemic accountability in higher education policy. At its final meeting, the work group collaboratively worked to finalize its findings and recommendations to the task force.

Final Steps

The task force reconvened on November 17, 2022. Following presentations by LPRO staff and Ben Cannon, HECC Executive Director, on the future of the task force’s work, the co-chairs of each work group presented on their respective groups’ findings, recommendations, and policy proposals. The task force also heard public comment from several individuals, including those who had taken part in the work group process.

Per HB 2590, the task force is empowered to pre-session file legislation for the 2023 regular session.⁷ Because the task force had not yet determined its final policy recommendations in time for the September 23, 2022 deadline to request legislative concepts from Legislative Counsel, Representative Alonso Leon, Chair, requested the following legislative concepts as placeholders:

- LC 1998: “Relating to education funding;”
- LC 1999: “Relating to education funding;”
- LC 2002: “Relating to higher education funding;”
- LC 2004: “Relating to higher education;”
- LC 2005: “Relating to higher education;”

⁷ [House Bill 2590 \(2021\)](#), (1)(12)(b).

- LC 2006: “Relating to higher education;”
- LC 2007: “Relating to education;”
- LC 2009: “Relating to education;” and
- LC 2010: “Relating to education.”

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FINDINGS, RECOMMENDATIONS, AND POLICY PROPOSALS

The following section contains the findings and recommendations of the task force and was drafted by the members of the task force. These findings represent the culmination of what the task force learned during its site visits, remote meetings, and listening sessions with students, as well as through public comment periods and work group meetings. The recommendations represent the opinion of the task force on policy actions that ought to be taken in order to address the barriers that, according to the task force's findings, are predominantly impeding student success for underrepresented students in higher education. The policy proposals are summaries of proposed programs and legislation that were submitted by work group members and that each work group agreed to present to the task force. Because each work group followed a unique process, the description formats are not standard across all three groups. The original submitted proposals are presented in [Appendix D](#).

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Findings and Recommendations Related to Financial Aid and Affordability

Note: For the numbered items below, task force findings are in regular font, **followed by recommendations in bold font.**

Listed below findings and recommendations are *examples of related policies*, policy ideas submitted by work group participants or task force members that relate to the findings.

1. Overwhelmingly, students we spoke to stated that the cost of attendance at higher education institutions requires underrepresented students to make sacrifices not made by wealthier peers. These included taking fewer classes per term, stopping out and restarting, working multiple jobs, and other sacrifices that increase a student's time to completion, decrease a student's likelihood of completion, and create debt that often disproportionately burdens underrepresented students for decades after graduation. **Oregon should dramatically expand need-based financial aid opportunities for low-income students, both with the goal of expanding eligibility for state need grants higher up the income ladder and making significantly more aid available to low-income students. The state should revise its financial aid programs to accommodate the needs of working adults, who are becoming an increasingly large share of the student population across the state.**

Relatedly, the task force finds that:

I. The cost of attendance at Oregon's public universities and community colleges has increased continuously each year. The rate of increase has been higher for public universities than for community colleges.

II. Combined state and federal grant aid for a student at the lowest income level is insufficient to meet the full cost of attendance at many public institutions of higher education in Oregon.

III. There is a strong relationship between affordability and completion, with students more likely to graduate in less time when the cost of attendance is more affordable.

IV. The task force finds that high costs in housing, child care, elder care, transportation, and internet access are additional affordability challenges faced by underrepresented students.

Examples of related policies: (see WG1 survey results and member discussion for prioritized policy recommendations)

2. Even when receiving higher levels of financial aid investment, many students continue to face financial instability, emergency expenses, or running out of financial aid, often while unable to rely on family networks to assist in times of crisis. For these students, dropping out of college can be one car repair bill or a couple of lost work shifts away. The task force heard from students and staff that during COVID-19 shutdowns, federal emergency student aid grants kept students enrolled even when these emergencies arose. The task force also heard from students who ran out of financial aid funding to finish one last class or term before their degree. **Oregon should provide**

consistent funding for emergency financial aid and completion grants, administered at the institutional level, that keep students enrolled through one-time or transitory emergency situations. Students facing these hurdles should be connected with advisors and benefits navigators to provide holistic support.

Example of related policies: WS-1

3. Direct student subsidies are not the sole mechanism by which student costs can be reduced. While Oregon currently lacks the resources to significantly reduce tuition for all students (a goal it should aspire to meet), small targeted investments can meaningfully reduce costs for significant numbers of students. Within higher education, it is textbook costs that have increased most dramatically. **Access to open educational resources, course materials that are free or low cost to students and freely modifiable by faculty, should be further expanded, with particular focus paid to alignment with ongoing common course numbering and transfer pathway work.**

Examples of related policies: FA-3 and FA-4

4. Oregon is in an ongoing housing crisis, and this crisis puts intense strains on underrepresented students including pushing students out of housing or far away from campus. While this crisis is not unique to students, institutions of higher education are unique environments where unique opportunities may exist to help students be and remain housed. **A statewide work group of higher education, housing, finance, and other experts and stakeholders should be established to examine the question of student housing availability and funding with the goal of crafting specific, actionable recommendations to improve student housing availability, accessibility, and affordability. Additionally, campuses must be open and welcoming places for houseless students.**

Examples of related policies: FA-12, FA-13, FA-14, FA-15, FA-16, and FA-18

5. The state child care grant is underfunded and campus child care centers, where they exist, are oversubscribed. While campus-based centers are more oriented to the needs of student-parents, it may not be possible for all institutions to operate them. **There should be a review of the state child care grant and campus-based child care centers to determine what mix of direct student support and state grants to centers can meet the needs of the greatest number of student parents.**

Examples of related policies: FA-5 and FA-9

6. During site visits, the task force heard repeatedly that underrepresented students often require the greatest level of support pre-college, understanding available pathways, and gaining meaningful assistance in understanding higher education affordability topics, learning about financial aid opportunities, and completing the Free Application for Federal Student Aid (FAFSA) and related financial aid applications. As currently funded and implemented, the Oregon Promise grant is limited in promoting college-going among underrepresented students. **Funding for pre-college mentorship**

and advising activities, including FAFSA completion, will help more underrepresented students attend college by demystifying higher education and opening the door to financial assistance. HECC and ODE should work with institutions to investigate whether a direct, guaranteed admissions program would further open institutional doors to students.

Examples of related policies: FA-11, SD-9, and FA-19

7. The task force finds that burdensome requirements for public assistance, a lack of financial literacy, perceptions about the high cost of higher education, rising cost of living across the state, and high rates of food insecurity add additional challenges to underrepresented student success. **The task force recommends that the state continue to invest in the benefits navigator program and to streamline the ability of students in higher education to access public assistance programs. The legislature should expand funding to increase benefits navigator positions and/or expand funding and resources for their work.**

Examples of related policies: FA-10

8. Work study programs can provide eligible students with campus-based work opportunities that provide necessary income. It is currently, though potentially temporarily, the case that work-study eligibility makes a student eligible for SNAP benefits. At present, federal work study slots are likely underutilized, but this has not always been true, and may not be in the future. **Work-study utilization should be monitored for future opportunities to create state-funded slots for students, if it is determined they add value over the combination of increased need-based grants and outside employment.**

Examples of related policies: FA-1 and FA-5

Policy Proposals Submitted by Work Group Members. Members of the Work Group on Financial Aid and Affordability submitted the following proposals:

FA-1: Expanding Work-Study Options to Include Nonprofit Organizations

Description: This proposal would establish a pilot program at one or two public universities in which students are granted discounted tuition in exchange for working a paid position at a nonprofit organization. The program would be administered by a coordinator at each institution who would connect interested students with eligible organizations and implement the corresponding tuition discount.

Timeline of implementation: <12 months

Responsible entities: Higher Education Coordinating Commission and institutions

Impact on existing law or programs: Currently, the Federal Work Study program pays wages to students who work at on-campus, government, or nonprofit jobs as a form of

financial aid, but does not subsidize tuition. The State of Oregon does not operate a comparable program.

FA-2: Homeowners and Renters Tax Relief

Description: This proposal would re-institute a tax rebate for homeowners and renters to alleviate high housing costs that previously existed prior to the 1990s. Homeowners and renters under a specified income threshold could apply for a refund on their property or income taxes up to a certain amount.

Timeline of implementation: Unknown

Responsible entities: Department of Revenue

Impact on existing law or programs: Oregon previously allowed homeowners and renters to claim a state tax rebate on living expenses under a program known as Homeowners and Renters Refund Program (HARRP) ([Legislative Revenue Office, 2001](#)). This program was allowed to sunset around the time that voters approved Measure 5 and Measure 50 in the 1990s. There are currently no comparable tax relief programs, although the tax code contains several other credits and deductions.

FA-3: Learners Working for Affordable Materials (Part 1)

Description: This proposal would direct institutions to develop an electronic registration platform that connects course registration with online bookstores to accurately reflect the true cost of registering for a given course and better determine which courses could be considered “low-cost” and “no-cost”.

Timeline of implementation: 3-4 years

Responsible entities: Higher Education Coordinating Commission (HECC), Open Oregon Educational Resources program, public institutions of higher education

Impact on existing law or programs: [House Bill 2919 \(2021\)](#) required each public university and community college to prominently display estimated costs of course materials. This would expand the requirements under that bill.

FA-4: Learners Working for Affordable Materials (Part 2)

Description: This proposal would increase the legislative appropriations to Open Oregon Educational Resources above current service level (CSL) for the next biennium to a total of \$4.5 million.

Timeline of implementation: Next biennium

Responsible entities: Legislative Assembly, Open Oregon Educational Resources

Impact on existing law or programs: Open Oregon Educational Resources is responsible for administering the state's Open Educational Resources (OER) program, which develops and promotes low-cost teaching and learning materials as alternatives to proprietary textbooks. The organization reports that a CSL appropriation for the next biennium would be \$2.4 million.

FA-5: Support for Student Parents

Description: This proposal would establish child care services on Oregon public university and community college campuses, to be staffed by professional employees and students engaged in work study or internship opportunities who are primarily pursuing degrees in early childhood education and family sciences. Students enrolled at these institutions would not be required to pay for child care services, but members of the public would. (see also: FA-9)

Timeline of implementation: Prior to 2024-2025 academic year

Responsible entities: Public universities, community colleges, HECC, Department of Human Services (DHS)/Early Learning Division (ELD)/Department of Early Learning and Care (DELIC)

Impact on existing law or programs: Every county in Oregon is recognized as a "child care desert," meaning that there is an inadequate supply of child care services to meet demand ([Oregon State University, 2021](#)). This proposal would require each institution to provide fully funded child care on campus that is also open to the public for a fee. Currently, students are eligible to apply for the Child Care Grant administered by the HECC's Office of Student Access and Completion, although the number of recipients is often fewer than 100 each year due to limited funds ([Higher Education Coordinating Commission, 2022](#)).

FA-6: Promoting Healthy Campuses

Description: This proposal would allow any credit-earning student to enroll in a Medicaid/Oregon Health Plan public insurance program such as OHP Basic or Citizenship Waived Medical.

Timeline of implementation: Prior to 2024-2025 academic year

Responsible entities: Oregon Health Authority, benefits navigators

Impact on existing law or programs: Eligibility for Medicaid programs is traditionally determined by an income threshold, among other requirements. This proposal would allow any student enrolled in a credit-bearing course or program to enroll in Medicaid, regardless of income.

FA-7: Affordability and Financial Aid Student Equity and Success (part 1)

Description: This proposal would expand the Oregon Opportunity Grant (OOG) maximum award to fully cover or nearly cover the cost of attendance at a public university or community college. In addition, it would remove the requirement that students be enrolled at least half-time to receive an award and allow students enrolled in nondegree certificate and training programs to receive an award. (see also: FA-17)

Timeline of implementation: 1 year

Responsible entities: HECC/Office of Student Access and Completion (OSAC)

Impact on existing law or programs: The OOG is Oregon's largest need-based student financial aid program. Currently, the maximum award for attending a university is \$4,692 and \$3,600 for a community college. Award amounts scale downward as reported income increases according to the Expected Family Contribution (EFC) on the FAFSA or ORSAA (Oregon Student Aid Application). Students must be enrolled at least half-time in a credit-earning degree program to receive an award. This proposal would expand the award amounts to cover the full cost of attendance and remove the restrictions on half-time enrollment and noncredit programs.

FA-8: Affordability and Financial Aid Student Equity and Success (part 2)

Description: This proposal would permanently fund the Oregon Tribal Student Grant Program, which fully covers the cost of attendance at an Oregon university or community college for students who are enrolled members of Oregon's nine federally recognized tribes.

Timeline of implementation: Next biennium

Responsible entities: HECC/OSAC

Impact on existing law or programs: The Oregon Tribal Student Grant Program was established as a budget line item for the current biennium in [House Bill 5202 \(2022\)](#). OSAC has begun accepting applications for the 2022-2023 academic year. However, the program will sunset at the end of the current biennium if it is not renewed or established permanently in statute.

FA-9: Affordability and Financial Aid Student Equity and Success (part 3)

Description: This proposal would increase funding for the Child Care Grant and issue grants to institutions to create or expand child care services on campuses to accommodate students with children. (see also: FA-5)

Timeline of implementation: 1 year

Responsible entities: HECC/OSAC

Impact on existing law or programs: The Child Care Grant is available in limited quantities to students with children to help meet the cost of child care, up to \$10,000 per academic year. For the past several years, fewer than 100 individuals have received the grant in a given year ([Higher Education Coordinating Commission, 2022](#)). This proposal would allocate more funding to the grant program to allow more individuals to receive an award, while also addressing the supply side by providing financial assistance to on-campus child care services.

FA-10: Affordability and Financial Aid Student Equity and Success (part 4)

Description: This proposal would establish a regular program budget at each institution for its benefits navigator program. This would allow each benefits navigator to expand program offerings and outreach services beyond what is currently offered.

Timeline of implementation: 1 year

Responsible entities: HECC/OSAC

Impact on existing law or programs: [HB 2835 \(2021\)](#) established a statewide requirement for every public university and community college to hire a benefits navigator, who would assist students in applying for public assistance programs. This position may be less than 1.0 FTE if its responsibilities are combined with another position on campus.

FA-11: Affordability and Financial Aid Student Equity and Success (part 5)

Description: This proposal would allow families to pre-pay tuition via monthly contributions to a 529 savings plan.

Timeline of implementation: 1 year

Responsible entities: Oregon State Treasury, Department of Revenue

Impact on existing law or programs: Oregon currently operates the Oregon College Savings Plan, which allows individuals and families to make contributions to a tax-advantaged college savings account, known as a 529 plan. States may choose to structure these accounts either as savings accounts or as vehicles for prepaying future tuition at present-day rates. Oregon's plan currently only allows for the former.

FA-12: Affordable Rents for College Students (part 1)

Description: This proposal would allocate \$1 million to the Affordable Rents for College Students (ARCS) program, which is operated by a nonprofit organization and provides subsidized housing for students in the Portland metro area.

Timeline of implementation: Next biennium

Responsible entities: College Housing Northwest and its partners

Impact on existing law or programs: The ARCS program provides subsidized housing for students enrolled at Portland State University (PSU), Portland Community College (PCC), Mt. Hood Community College (MHCC), and Clackamas Community College (CCC). Expansion of the program with additional funding would double the program's capacity to allow for roughly 100 students to be served with a 50 percent subsidy on rent.

FA-13: Affordable Rents for College Students (part 2)

Description: This proposal would appropriate \$3-5 million to College Housing Northwest to acquire capital for additional housing supply and building maintenance.

Timeline of implementation: Next biennium

Responsible entities: College Housing Northwest and its partners

Impact on existing law or programs: College Housing Northwest's ARCS program provides subsidized housing for students enrolled at PSU, PCC, MHCC, and CCC. Expansion of the program with additional funding would allow the program to acquire additional housing units to provide to students at 30 percent of area median income (AMI).

FA-14: University Accountability Act (part 1)

Description: This proposal would require that universities commit to provide on-campus housing for a greater proportion of their student bodies that accommodates changes in enrollment. On-campus housing costs would be required to be comparable to private rental housing.

Timeline of implementation: 1-5 years

Responsible entities: HECC, institutions of higher education (particularly those with on-campus housing), Department of Land Conversation and Development, Oregon Housing and Community Services, Department of Consumer and Business Services

Impact on existing law or programs: Currently, higher education institutions provide on-campus housing and dining as auxiliary services that are funded through supplemental revenue rather than standard tuition and fees. Institutions are not required to provide housing for students.

FA-15: University Accountability Act (part 2)

Description: This proposal would also require all higher education institutions to report quarterly or each semester to the HECC on the impact that student enrollment has on the local housing market. A statewide task force or work group may also be convened.

Timeline of implementation: 1-5 years

Responsible entities: HECC, Department of Land Conservation and Development, Oregon Housing and Community Services, institutions of higher education

Impact on existing law or programs: Currently, the HECC does not play an active role in regulating or monitoring the impact of student populations in cities. [House Bill 2003 \(2019\)](#) required the Department of Land Conservation and Development (DLCD) and Oregon Housing and Community Services (OHCS) to jointly develop and conduct a housing needs analysis in every city in Oregon. That report found that the state is currently experiencing a shortage of about 140,000 homes ([Oregon Housing and Community Services, 2021](#)).

FA-16: University Accountability Act (part 3)

Description: This proposal would expedite the review process for affordable and student housing projects.

Timeline of implementation: 1-5 years

Responsible entities: institutions of higher education (particularly those with on-campus housing), affordable housing developers, cities and counties, DLCD, OHCS, Department of Consumer and Business Services

Impact on existing law or programs: Developers of housing projects must undergo an application and review process to ensure compliance with local zoning and building codes along with other requirements such as statewide land use laws. This proposal may have an impact on local land use regulations and municipal strategic plans as well as the state agencies that administer housing and development laws. For example, [House Bill 2001 \(2019\)](#) requires municipalities to submit housing plans to DLCD and to accommodate denser housing construction through zoning code changes.

FA-17: Increase Award Amounts for Oregon Opportunity Grant

Description: This proposal would increase the maximum award amount of the OOG for the lowest-income students who receive Pell grants or Supplemental Nutrition Assistance Program (SNAP) benefits. (see also: FA-7, SD-6)

Timeline of implementation: 2023-2024 academic year

Responsible entities: HECC/OSAC, DHS

Impact on existing law or programs: The current maximum award amounts for the OOG are \$3,600 for full-time community college students and \$4,692 for full-time university students. These amounts scale downward as reported income increases according to the EFC on the FAFSA or ORSAA.

FA-18: Recognizing Houseless Students and Families

Description: This proposal would require all higher education institutions to designate a zone on campus where students experiencing homelessness may reside, camp, park vehicles, and shower without being at risk of removal. Institutions would assist these students through the offices of the benefits navigators by connecting them with services.

Timeline of implementation: 3-6 months

Responsible entities: institutions of higher education, benefits navigators

Impact on existing law or programs: Institutions of higher education are not currently required to provide housing or accommodations for students who are experiencing homelessness. Oregon's housing assistance programs are administered through OHCS. According to the U.S. Department of Housing and Urban Development (HUD), in 2020, Oregon was among the states with the highest rates of overall homelessness (41 per 10,000 people) and unsheltered homelessness (60.6 percent of persons experiencing homelessness) ([U.S. Department of Housing and Urban Development, 2021](#)).

FA-19: Increasing Post-secondary Access and Matriculation for Black, Brown and Low-Income Oregonians

Description: This proposal would create a statewide campaign to improve FAFSA and ORSAA completion rates for students of color, including a digital media outreach campaign promoting the value of pursuing higher education; personalized virtual support for students applying for FAFSA/ORSAA, scholarships, and admission to higher education institutions; and a statewide text line that nudges interested students and provides support to interested students from underrepresented backgrounds.

Timeline of implementation: 2-5 years

Responsible entities: HECC/OSAC, partner organizations

Impact on existing law or programs: OSAC currently operates the FAFSA Plus+ program, which partners with high schools, community-based organizations, and other college support programs to promote FAFSA and ORSAA completion. OSAC also operates the ASPIRE mentoring program to promote college and career planning. This proposal may work in conjunction with those programs or create a new, separate program.

SD-1: Limit the Oregon Promise to students who are Pell eligible

Description: This proposal would modify the eligibility requirements for the Oregon Promise to only allow students who are eligible for the federal Pell grant to receive the grant.

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC

Impact on existing law or programs: Currently, the Oregon Promise covers the cost of attendance at a community college and is available to individuals who have recently graduated from an Oregon high school with a 2.0 or greater GPA. The program is not income-limited, except when limited funds prevent awards to all eligible applicants. This proposal would curtail the eligibility requirements by only allowing individuals who qualify for the need-based Pell grant to receive a Promise award.

SD-2: End the Oregon Promise, incorporating its resources into the Oregon Opportunity Grant

Description: This proposal would eliminate the Oregon Promise grant program and transfer its existing funds into the OOG program.

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC

Impact on existing law or programs: The Oregon Promise is a non-need-based program and is awarded to applicants who have recently graduated from an Oregon high school with a 2.0 GPA. This proposal would repeal the Oregon Promise and transfer its resources into the need-based OOG program.

SD-3: Expand the Oregon Promise to include free tuition for Pell-eligible university students.

Description: This proposal would allow individuals who are eligible for a federal Pell grant to use their Oregon Promise award at a university in addition to a community college.

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC

Impact on existing law or programs: Currently, Oregon Promise awards may only be applied toward the cost of attendance at an Oregon community college. [House Bill 2093](#)

[A \(2021\)](#), which was not enacted, would have allowed Oregon Promise recipients to apply a comparable amount toward the cost of attendance at a public or private university. This proposal would allow Pell grant recipients to use their Promise awards to attend a university, while non-Pell-eligible Promise recipients would be restricted to using the award to attend a community college.

SD-4: Expand the Oregon Promise to include free tuition for eligible returning CC students along with those immediately out of high school.

Description: This proposal would expand the Oregon Promise eligibility requirements to include adult individuals without a degree who would be returning to pursue higher education at a community college.

Timeline of implementation: Unclear

Responsible entities: HECC/OSAC

Impact on existing law or programs: Currently, the Oregon Promise is open to individuals who have graduated from an Oregon high school in the previous six months. This proposal would expand the eligibility requirements to allow individuals with longer intervals since high school graduation to apply for the grant.

SD-5: Expand the Oregon Promise to include free tuition for eligible returning CC and university students along with those immediately out of high school.

Description: This proposal would expand the Oregon Promise to allow adult individuals without a degree who would be returning to higher education at either a community college or a university to receive an award.

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC

Impact on existing law or programs: Currently, the Oregon Promise is open to individuals who have graduated from an Oregon high school in the previous six months and may only be applied toward the cost of attendance at a community college. This proposal would expand the eligibility requirements to allow individuals with longer intervals since high school graduation to apply for the grant and to apply the award toward the cost of attendance at a university in addition to a community college.

SD-6: Join Washington in using SNAP eligibility as an automatic indicator of Oregon Opportunity Grant eligibility.

Description: This proposal would modify the eligibility requirements of the OOG to automatically grant awards to individuals who receive SNAP benefits. (see also: FA-17)

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC, DHS

Impact on existing law or programs: Currently, OSAC uses the EFC calculations in the FAFSA or ORSAA to determine financial need when awarding OOG awards. SNAP is a need-based program administered by DHS and has a separate set of eligibility requirements prescribed in state and federal law. This proposal would require OSAC to obtain SNAP enrollment information from DHS when making eligibility determinations for the OOG.

SD-7: Oregon Opportunity Grant

Description: This proposal would combine the state's existing grant aid programs, including the OOG, Oregon Promise, and Tribal Student Grant, into a single pool of funds, which would distribute aid to students in amounts based on a weighted formula. The factors in the weighting formula would include financial need, first-generation or returning student status, degree pathway, and full-time or part-time enrollment.

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC

Impact on existing law or programs: Currently, the OOG is the state's only need-based grant aid program. Other grant aid programs, such as the Oregon Promise, the Tribal Student Grant, and the Child Care Grant, are awarded to students who fulfill certain eligibility criteria such as having recently graduated from an Oregon high school, being an enrolled member in a federally recognized tribe, or requiring assistance with child care needs. This proposal would eliminate those programs and establish a single grant aid program with multiple factors that would determine award eligibility and amounts.

SD-8: Institute a required high school course in planning for post-graduation that would introduce students to post-secondary options, filling out the FAFSA/ORSAA, and understanding and accessing resources.

Description: This proposal would require all school districts to provide a course in future education planning for all graduating seniors and make this course a requirement for high school graduation. This course would offer instruction in understanding and navigating the higher education system, applying for financial aid, career planning, and exploring options beyond high school.

Timeline of implementation: Unknown

Responsible entities: Oregon Department of Education (ODE), school districts

Impact on existing law or programs: [Senate Bill 744 \(2021\)](#) required ODE to issue a report recommending changes to Oregon’s high school graduation requirements. That report recommended a future planning course for all graduating seniors, which would offer instruction on planning for post-secondary education, filling out FAFSA and ORSAA applications, financial literacy, career planning, and other skills ([Oregon Department of Education, 2022](#)). This proposal would implement that recommendation as a high school graduation requirement in statute.

SD-9: Learning Accounts

Description: This proposal would establish an incentive account program for low-income high school students, based on a similar program from New Brunswick, in which the state would deposit moneys into an account for each eligible high school student to be applied toward higher education expenses. There would be a graduated incentive structure, in which a certain amount would be deposited following the completion of 10th grade, followed by another deposit following 11th grade, and lastly the remaining award amount following successful high school graduation. Recipients would be required to pay back the funds if they do not enroll in a recognized post-secondary education program within a specified time.

Timeline of implementation: Unknown

Responsible entities: HECC/OSAC

Impact on existing law or programs: Although Oregon does not currently have such a program for high school students, the state operates two programs that bear comparison: the JOBS Plus program, operated by DHS and OSAC, allows participants to earn deposits into an Individual Education Account as part of a larger program of providing state-subsidized wages in lieu of SNAP or Temporary Assistance for Needy Families (TANF) benefits. In addition, the Oregon College Savings Plan allows individual families to deposit savings into a tax-advantaged account for higher education expenses.

Findings and Recommendations Related to Student Support and Wraparound Services

Note: For the numbered items below, task force findings are in regular font, **followed by recommendations in bold font.**

Listed below findings and recommendations are *examples of related policies*, policy ideas submitted by work group participants or task force members that relate to the findings.

1. Oregon’s students are increasingly diverse, and report that institutional bureaucracy regarding advising and other services can be difficult to navigate, particularly for students who are first-generation or members of a racial-ethnic minority. Students

themselves often do not know if they are making navigation errors or encountering difficulties that make it less likely they will successfully complete their education. The task force finds that students from underrepresented backgrounds face additional challenges in higher education settings due to the “hidden curriculum” that prevents them from confidently navigating the system and completing their education at comparable rates to their peers. **The task force recommends that the legislature enact policies that allow institutions flexibility in adapting to the needs of an increasingly diverse student body. Institutions should develop proactive, systematic, and data-driven approaches to identifying students who are academically or financially at risk, and affirmatively connect those students to advisors and other campus services before students’ difficulties evolve into noncompletion.**

Examples of related policies: WS-5, Effective Student Support and Wraparound Services Policy Priorities, Block Grant; WS-7, Scaling Oregon Guided Pathways

2. Relatedly, when students do understand what their needs are, program and service offerings on campus can be difficult to find, even when they exist on campus. The task force finds that underrepresented students report experiencing food and housing insecurity, barriers to accessing mental and behavioral health services, and challenges securing adequate transportation, child care, and internet access. **The task force recommends that knowledge and information about program and service availability should be better centralized and coordinated, helping students navigate services easier by searching fewer places and inquiring with fewer people.**

Examples of related policies: WS-4, Single Point Entry; WS-2, Campus Coordinated Care

3. The task force finds that the benefits navigator program has been successful in steering students toward available resources to assist with meeting their basic needs. **The task force recommends that the legislature continue to fund benefits navigator positions at each public institution of higher education in the state, and evaluate the benefits of expanding funding to increase these positions and/or expand funding and resources for their work.**

Examples of related policies: WS-3, Equity Achievement Act

4. It is not enough to change how students can be identified for and seek out services. As state investment has not kept pace with higher education inflation factors, institutions have not only increased tuition, but increased reliance on part-time employees and decreased service levels. These cuts, necessary to balance the books, affect underrepresented students significantly. In recent history, the legislature has provided just enough funding to buy down tuition increases. But these tuition guarantees do not leave room for institutional reinvestment. The task force finds that many successful programs and models exist at Oregon’s higher education institutions that provide valuable wraparound support to underrepresented students. The task force finds that

students from underrepresented backgrounds benefit greatly from supplemental support services that are comprehensive and culturally responsive. **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. The task force recommends that the legislature enact policies that ensure greater access and resources to wraparound services and support programs for underrepresented students that have been demonstrated to promote positive outcomes.**

Examples of related policies: WS-3, Equity Achievement Act

5. Following national trends, students increasingly list mental health concerns as impediments to college completion and full participation at institutions. While mental health challenges are increasingly a factor, quality, culturally competent remote health and counseling services are more available today than at any prior point. **Such mental health services should be made available and affordable to students. Institutions and the state should partner to make such services accessible, regardless of where a student enrolls.**

Examples of related policies: FA-6, Promoting Healthy Campuses

6. Federal laws and rules on the subject of students with disabilities in higher education are less prescriptive than those governing the K-12 system, and students often must be aggressive self-advocates for determinations and services. Students with disabilities report challenges in accessing appropriate supports and accommodations at institutions of higher education. **A work group should be formed to investigate whether statutory changes, policy changes, or investments would improve the experience and outcomes of students with disabilities in higher education, recommending such ideas to the legislature.**

Examples of related policies: WS-9, Disability Justice Action Plan for Oregon Higher Ed

7. Students often enter higher education with a need for further development of math and English skills. Traditionally, this development has occurred in courses that a student must complete prior to entry into the introductory college level course. But recent studies show that corequisite models, where students complete the college level course with additional, parallel academic support, better help students prepare for and complete their college program, without such students spending significant additional time and money. **Institutions must complete the transition to corequisite delivery of developmental education in math and English.**

Examples of related policies: WS-8, Corequisite Course Implementation at Oregon Community Colleges

Policy Proposals Submitted by Work Group Members. Members of the Work Group on Student Support and Wraparound Services submitted the following proposals:

Proposal WS-1: Retention Grants – Extending the Last Mile

Description: This proposal would fund grants to cover modest outstanding balances for Pell-eligible students ahead of class registration.

Timeline for implementation: Could be implemented quickly after passage

Responsible entities: Maximum grant size set by HECC, funds awarded and distributed by universities

Proposal WS-2: Campus Coordinated Care

Description: This proposal would create a network at each university that includes all student support offices (financial aid, undergraduate advising and counseling, registration, housing and financial advising) and assign each student a liaison to help them navigate the system.

Timeline for implementation: 2-3 years

Responsible entities: Best practices and models identified by HECC, implementation by universities

Proposal WS-3: Equity Achievement Act

Description: This proposal would provide targeted funding to support services, with the goal of scaling programs and increasing FTE.

Timeline for implementation: Minimum one year

Responsible entities: University leadership

Proposal WS-4: Single Point Entry and Engagement for Continuous Integrated Service Provision

Description: This proposal would develop a structure and process for post-secondary institutions to begin providing services and outreach to students at the high school level, to ensure a smooth transition and help students identify and leverage resources.

Timeline for implementation: 4-6 years

Responsible entities: Collaboration between ODE, HECC, and post-secondary institutions

Proposal WS-5: Effective Student Support and Wraparound Services Policy Priorities

Description: This proposal would create a block grant that universities could apply to specified programs of their choice, such as programs for first-generation and

underserved students, academic coaching, mentoring, career pathways, and ABE/GED/ESOL programs.

Timeline for implementation: 2-5 years to measure impact

Responsible entities: Post-secondary institutions

Proposal WS-6: College Access Sustainability and Growth

Description: This proposal would create an annual state investment in the Oregon TRIO Association of \$500,000, which would represent a 10-20 percent increase in the number of TRIO grants in Oregon.

Timeline for implementation: Next biennium, 2023-2025

Responsible entities: Oregon TRIO Association and OSAC

Proposal WS-7: Oregon Guided Pathways

Description: This proposal would scale the implementation of Guided Pathways programs at Oregon community colleges, which have been in development since 2018.

Timeline for implementation: Minimum 10 years

Responsible entities: Community colleges with the assistance of the Oregon Student Success Center (OSSC)

Proposal WS-8: Corequisite Course Implementation at Oregon Community Colleges

Description: This proposal would expand corequisite course offerings currently under development at 11 community colleges and implement the system at the remaining six. Corequisite courses replace traditional remedial courses with parallel support and review sessions, with the goal of keeping students on track to earn credit for prerequisite math and English courses.

Timeline for implementation: Not specified; current corequisite courses have been in development for two years

Responsible entities: Community colleges with the coordination of the OSSC

Proposal WS-9: Disability Justice Action Plan for Oregon Higher Education

Description: This proposal would establish a Committee on Disability Justice in Higher Education. The committee, with staff support from the HECC, would be responsible for developing a statewide action plan and issuing policy recommendations for colleges and universities to improve access and support for students with disabilities.

Timeline for implementation: 1 year

Responsible entities: HECC

Proposal WS-10: Higher Education Excused Absence Act

Description: This proposal would require every public university to publish a university-wide excused absence policy that provides students with a baseline of excused absences for sickness, mental health issues, and other emergencies.

Timeline for implementation: 1 year

Responsible entities: Public universities, with reporting requirements to HECC

Findings and Recommendations Related to Systemic Accountability and Continuous Improvement

Note: For the numbered items below, Task Force Findings are in regular font, **followed by Recommendations in bold font.**

Below Findings and Recommendations are listed *Examples of related policies*, which are policy ideas submitted by work group participants or task force members.

1. The task force finds that since the dissolution of the Oregon University System and the establishment of university governing boards and the Higher Education Coordinating Commission, there have been questions about the state-level accountability of Oregon's systems of funding and coordination. While the Student Success and Completion funding model holds institutions accountable for investments in serving underrepresented students, its influence on institutional policies and outcomes is limited by the overall amount of funding it distributes to universities. **The task force recommends that policies enacted by the legislature focus on increasing clear communication of student outcomes, particularly for historically underserved populations and increase accountability at the local level along with increased investments in universities and students.**

Examples of related policies: SA-17, Campus Accountability Teams; SA-5, Build on HB 2864 Cultural Competency; SA-6, Accountability for Transition-to-work

2. The task force finds that higher education has historically been and persists today as an institution constructed to serve the dominant culture. As the demographics in Oregon continue to change, and students of color along with other underserved groups become a greater share of students at institutions, leadership, faculty, and staff must evolve to create new accessible systems that incorporate culturally responsive teaching and counseling to better serve the changing population. **The task force recommends that**

institutions must undertake hiring, training, and cultural competency practices that improve the ability of institutions and student-facing faculty and staff to interact with, diagnose the concerns of, and provide equitable opportunity in all aspects of institutional life to such students.

Examples of related policies: SA-16, Cultural Competency Training for Advisers and Counselors; SA-11, Mandatory Ethnic Studies; SA-8, SA-5, SA-17, Comprehensive Orientation (10) Permanent Adult-In-Custody Committee

3. The task force acknowledges the hard work that institutional personnel are currently doing, and finds that students, faculty, and staff reported a lack of diverse educators and staff. The task force further finds that the extra work asked of diverse educators and staff creates campus environments that may lead to high rates of burnout and turnover. **The task force recommends that public higher education institutions renew their focus on recruiting diverse educators and staff and compensating them for labor that is currently unpaid.**

Examples of related policies: SA-3, Learning Journeys/Family Support

4. The task force finds that Oregon has an ongoing educational equity crisis, and this crisis continues to perpetuate systemic barriers and bias that create climate issues on campus where students do not feel supported or feel that they do not belong. Institutions of higher education are unique environments that represent an opportunity for Oregon to employ a systematic approach to operationalizing equity commitments. This operationalization should address leadership and faculty continuous professional development on diversity, equity, and inclusion issues and managing transformational change, access and enrollment, academic policies and practices, and student supports and belonging. **The task force recommends that a state committee focused on the development of equity in practice should be established to examine the question of what collaborative accountability with the state can look like in support of authentic implementation of an equity-minded system on campuses, to serve as a forum to highlight and disseminate the best of equity practices around the state, and to further advise the legislature when statutory or funding modifications would result in tangible positive impacts.**

Examples of Related policies: SA-7, Equity-minded Data Collection; SA-4, Metrics for Higher Education Accountability

5. The task force finds that students, faculty, and staff are concerned that people of color are employed as adjunct faculty at a higher rate, leading to functionally discriminatory rates of pay. Further, the task force heard that low pay and a lack of job security for adjunct faculty and some staff lead to high rates of turnover. **The task force recommends that public institutions of higher education study the disproportionate impact of the use of adjunct faculty, particularly the lack of pay**

parity between adjunct and tenured faculty.

Examples of related policies: SA-7, Equity-minded Data Collection; SA-4, Metrics for Higher Education Accountability

6. The task force finds that chief diversity officers or directors help to ensure diversity, equity, inclusion, and justice (DEIJ) are prioritized and made core institutional values in university/college operations. They are typically asked to develop a comprehensive DEIJ strategy and plan for the university or college in efforts to operationalize the commitment to equity in the institution by leading in an equity-minded framework that would intentionally evaluate systems, identify barriers for students and staff, build consistent capacity of understanding to enhance and/or create culture and learning environments that are welcoming and allow students to thrive so that they can complete their work/career pathway. These efforts may fall short due to the hierarchical view that the work only happens in multi-cultural offices or due to the fact that this work is not prioritized as part of an institution's overall strategic plan. These DEIJ roles must move past compliance, and lead to ensure the perspective and inclusion of our underserved and marginalized students are represented in policy, practice, curriculum, budget, and overall leadership decisions that impact the students being served. Out of Oregon's 24 institutions of higher education, only 15 have designated DEIJ roles that are designated leadership roles as part of the executive cabinet of their institution. **The task force recommends that all 24 public institutions should have this leadership-level role, which should be sufficiently resourced to support institution wide equity activity.**

Related policies: SA-1, Permanent funding for DEIJ work; SA-5, Build on HB 2864 Cultural Competency

7. The task force finds that students, faculty, and staff do not understand how their institutions allocate resources for purposes of supporting underrepresented members of the campus community, including how institutional budgets are determined. **The task force recommends that public higher education institutions involve broader representation of the campus community in resource allocation processes and decision-making.**

Examples of related policies: SA-12, Student Fee Autonomy/Shared Governance; SA-13, Debt Collection Act; SA-14, Student Legal Services ()

Policy Proposals Submitted by Work Group Members. Members of the Systemic Accountability and Continuous Improvement work group submitted the following proposals:

Proposal SA-1: Permanent Staffing and Funding for Equity Positions

Description: This proposal would require permanent support positions at community colleges for students of color, LGBTQSIA+ students, student veterans, first-generation, and low-income students.

Timeline for implementation: 18 months

Responsible entities: Community colleges, with state funding

Impact on existing law or programs: Not specified

Background: Current law requires higher education institutions to have benefit navigator positions on campus to assist students with accessing public benefits. This proposal would extend that model to include a variety of support positions.

Proposal SA-2: Scaling Student Success Programs Toward Institutional Change

Description: This proposal would increase funding for proven support programs such as TRIO, Future Connect, and Educational Opportunities Program.

Timeline for implementation: 3-6 months

Responsible entities: Community colleges, presumably with state funding

Impact on existing law or programs: Increase funding for existing programs

Proposal SA-3: Learning Journeys – Critical Partners and Pipelines for Safe, Inclusive, and Resilient Communities

Description: This submission envisions campus communities as familial environments, greater recruitment and retention rates for staff of color. The submitter proposes:

- Funding and support for campus child care
- Creation of paid internship opportunities for underrepresented students

Timeline for implementation: Not specified

Responsible entities: Institutional leaders

Impact on existing law or programs: HB 2864

Proposal SA-4: Requirement of Metrics for Higher Education

Description: This proposal would require institutions to capture measurable data to address specific opportunities for improvement.

Timeline for implementation: Beginning July 1, 2023

Responsible entities: Institutions, high schools, possibly HECC

Impact on existing law or programs: Not specified

Background: In 2011, Oregon decentralized control of its higher education system, opting instead for local control at the institutional level. While the Higher Education Coordinating Commission collects and publishes some performance data at the institutional level, this proposal would expand that data collection and require its use in addressing institutional improvement efforts.

Proposal SA-5: Build on Institutional Cultural Competency Approaches by Supporting Approaches Such as Targeted Universalism

Description: This proposal would provide support to institutions for setting universal goals built on the requirements of HB 2864.

Timeline for implementation: Fall 2023

Responsible entities: Institutions, with state funding

Impact on existing law or programs: Expansion of existing work under HB 2864

Background: In 2017, the Oregon Legislative Assembly enacted [House Bill 2864](#), requiring each higher education institution to establish a process to enact cultural competency standards for the institution and its employees. The measure required training for employees, the creation of institution-wide goals, and a biennial report.

Proposal SA-6: Higher Education Accountability for Transition-to-Work Success

Description: This proposal calls for funding to support underrepresented students in internships, career preparation, and transitioning to work.

Timeline for implementation: 2023-2025 biennium

Responsible entities: HECC-distributed block grants to institutions

Impact on existing law or programs: Not specified

Background: While existing programs such as TRIO and other institutional efforts support students through degree attainment, this proposal would strengthen efforts to support students as they move from college into careers. Throughout its site visits, the task force heard from students who sought more assistance moving into careers.

Proposal SA-7: Strengthening Equity-Minded Data Capacity of Higher Education Institutions

Description: This proposal would provide support to institutions for data analysts and data infrastructure at institutions to strengthen data collection and analysis.

Timeline for implementation: 1-3 academic years

Responsible entities: Institutions, with state funding

Impact on existing law or programs: Not specified

Background: In 2011, Oregon decentralized control of its higher education system, opting instead for local control at the institutional level. While the Higher Education Coordinating Commission collects and publishes some performance data at the institutional level, this proposal would expand the collection and use of data in local decision making.

Proposal SA-8: Establishment of a Permanent Committee for Post-Secondary Education for Adults in Custody (AIC)

Description: This proposal recommends establishment of a permanent coordinating body comprising the Department of Corrections (DOC), Oregon Coalition for Higher Education in Prison (OCHEP), and HECC to manage prison-based higher education programs.

Timeline for implementation: 1 year to create committee; 2 years to create shared coordination strategy; 2+ years for implementing minimum statewide standards for prison-based higher education courses; 5+ years to measure enrollment, outcomes, and trends.

Responsible entities: HECC, DOC, OCHEP, current and former AICs, and AIC providers.

Impact on existing law or programs: Existing programs in DOC, HECC, OCHEP, and provider institutions would be impacted as coordination and standards are aligned.

Background: Oregon law requires the Department of Corrections (DOC) to provide an education system within each correctional institution for adults in custody. The stated objective of this education system is twofold: To implement a basic skills development program which assesses each adult's academic and intellectual competency, and to provide adults in custody with professional and occupational skills to prepare them for jobs post-release. DOC offers several educational programs to adults in custody, including preparation for the General Education Development (GED) high school equivalency test, English as a Second Language (ESL) courses, community college courses, and special education programs for adults in custody with disabilities.

Proposal SA-9: Expanding Eligibility for the Oregon Promise Grant

Description: This proposal would eliminate the requirement that Oregon Promise recipients be recent high school graduates.

Timeline for implementation: Dependent on funding

Responsible entities: HECC and Oregon Student Aid

Impact on existing law or programs: Oregon Promise Grant

Background: The Oregon Promise program was created by [Senate Bill 81](#) (2015) and is the state's second-largest, state-funded financial aid program. Oregon Promise is a grant available to Oregon high school graduates or students who pass the General Educational Development (GED) test, subject to certain eligibility requirements, to provide financial assistance for tuition and fees at Oregon community colleges. Although the Oregon Promise is not a means-tested aid program, when sufficient funds are unavailable, Oregon law allows the Higher Education Coordinating Commission (HECC) to deny eligibility to students whose expected family contribution (EFC) is above a certain threshold as determined by the HECC by rule.

Proposal SA-10: Comprehensive Orientation for All Oregon Students

Description: This proposal would standardize and impose minimum standards for new student orientations, such as requiring specific content and requiring translation in Spanish for orientation events.

Timeline for implementation: 1 year

Responsible entities: Higher education institutions

Impact on existing law or programs: Submitters unsure

Background: Currently, state law is silent on orientation programs at Oregon's institutions of higher education. Each institution controls orientation at the local level. This proposal would impose minimum standards on all public higher education institutions in Oregon.

Proposal SA-11: Ethnic Studies Requirements at Oregon Higher Education Institutions

Description: This proposal would require all students to take a required course in ethnic studies in order to receive an undergraduate degree.

Timeline for implementation: Not specified

Responsible entities: HECC and institutions

Impact on existing law or programs: Ethnic studies departments, courses, and instructors will see increased demand.

Background: In response to passage of [House Bill 3308](#) in 2015, HECC convened a [work group](#) to address disparities in higher education through continuing education. The work group surveyed students, who identified creation of ethnic studies departments at all public institutions of higher education as a key recommendation.

Proposal SA-12: HECC Statewide Task Force on Student Fee Autonomy and Shared Governance

Description: This proposal would create a task force convened by HECC with members drawn from student leadership to study issues that have arisen around student fee autonomy, including statutory requirements and timelines.

Timeline for implementation: 1-2 years

Responsible entities: HECC

Impact on existing law or programs: Existing statutes regarding student fee autonomy

Background: Students at Oregon's public universities and community colleges are subject to mandatory enrollment, incidental, and student-initiated fees in addition to tuition. These fees typically cover student involvement activities and programs. Mandatory incidental and student-initiated fees differ from mandatory enrollment fees in that they are requested by student governments and collected by institutional boards and are not subject to the same advisory guidelines as mandatory enrollment fees. Oregon law allows institutional boards or presidents to reject requests for incidental and student-initiated fees for a variety of reasons, including if the fee increase is greater than five percent and if the fee request is determined to not be advantageous to the cultural or physical development of students.

Proposal SA-13: Educational Debt Collection Practices Act

Description: This proposal would prohibit institutions from withholding transcripts or barring registration as a debt collection measure.

Timeline for implementation: 2024-2025 school year

Responsible entities: Institutions for implementation; HECC for oversight

Impact on existing law or programs: Not specified*

*Staff note: this proposal may have an impact on institutional revenue streams

Background: According to [news reports](#), eight states have prohibited or restricted the use of transcript holds as debt collection measures: California, Colorado, Illinois, Maine,

Minnesota, New York, Ohio, and Washington. However, institutions in these states may still bar students from registering for classes if they owe money.

Proposal SA-14: Strengthening Student Legal Services for Oregon Students

Description: This proposal would require institutions to allow for broader use of free legal support services for students, to include disputes involving the university itself.

Timeline for implementation: A few years

Responsible entities: Student governments, universities, HECC

Impact on existing law or programs: Student fee autonomy, existing legal services programs

Proposal SA-15: Centralized Statewide Student Resources Portal

Description: This proposal would create and centralize a student resources portal in the form of a website, app, or virtual center. The portal would allow for easier access to existing resources that students may not be aware of.

Timeline for implementation: A few years

Responsible entities: HECC

Impact on existing law or programs: Not specified

Proposal SA-16: Cultural Competency for Academic Advisors and Mental Health Counselors

Description: This proposal would require higher education institutions to create and implement a plan for diversifying their advising and counseling workforces. Additionally, the proposal would mandate cultural competency training for academic advisors and mental health counselors.

Timeline for implementation: A few years

Responsible entities: Institutions, with support from HECC

Impact on existing law or programs: Existing advising and counseling programs

Background: In 2017, the Oregon Legislative Assembly enacted [House Bill 2864](#), requiring each higher education institution to establish a process to enact cultural competency standards for the institution and its employees. The measure required training for employees, the creation of institution-wide goals, and a biennial report.

Proposal SA-17: Campus Accountability Teams

Description: This proposal would require the creation of Campus Accountability Teams on each campus. The Teams could be existing bodies designated to serve this function. Each team would review campus' efforts to improve the cultural inclusion climate for diverse students, faculty, staff, and administrators. Teams would be responsible for drafting formal responses or appraisals of campus efforts, and campus leaders would be required to respond with timelines addressing the concerns and recommendations of the team. Each team would be required to present its report to its respective institutional governing board, annually. The process would be overseen by HECC, which would periodically convene teams from multiple campuses to assess the process.

Timeline for implementation: Ongoing

Responsible entities: Legislature, students, institutional leaders, institutional boards, faculty, staff, accountability team members, members of related institutional committees or work groups.

Impact on existing law or programs: HB 2864

APPENDICES

Appendix A: Task Force Work Plan

HB 2590 – Joint Task Force on Student Success for Underrepresented Students in Higher Education

2022 Work Plan

The Joint Task Force on Student Success for Underrepresented Students in Higher Education (JTUSHE, also called the “Student Voice Task Force”) is charged with visiting public university and community college campuses across the state to meet with students from underrepresented backgrounds so as to develop strategies and policies for promoting student success for students from such backgrounds. So far, the task force has convened for three virtual meetings, during which agency experts gave presentations that outlined the background on current conditions and inequitable outcomes for students from underrepresented and diverse backgrounds in Oregon’s public higher education system. During these meetings, the task force also heard testimony from students who offered perspectives on their lived experiences. In addition to these public meetings, the chair of the task force, Rep. Alonso Leon, convened a work group of stakeholders to offer feedback on the task force’s objectives and strategy for conducting site visits to meet with students. The planning group has met twice thus far in January of 2022.

The task force currently plans to hold five regionally focused site visits beginning in late March of 2022 and going into the summer. Each site visit will be at least two days, during which the task force will visit a university on one day and a community college the next. The itinerary for each site visit will be standard, beginning with roundtable discussions with stakeholders each morning, followed by small-group listening sessions with students, on-campus site tours in the afternoon, and a public hearing in the evening. The format for these site visits is based on those of the Joint Committee on Student Success in 2018-2019. The task force will also continue to hold public meetings focused on topics related to the task force’s charge, during which local and national experts on equity issues in higher education will give presentations to guide the task force’s work.

The task force’s site visit calendar is constrained by the 2022 legislative session as well as the academic calendar, which includes spring break in mid-March and the end of the

academic year in mid-June. The task force plans to make the most of this condensed timeline while accommodating staff capabilities and legislators' availability.

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Meeting Schedule

| Date | Description | Objective | Possible Conflicts | Details |
|----------------------|-----------------------------|--|--------------------------|--|
| Past Meetings | | | | |
| November 11, 2021 | Virtual meeting | Elect chair, review task force charge, DEI orientation | | Organizational meeting, introductions, review of task force charge, presentation by HECC on equity lens |
| December 16, 2021 | Virtual meeting | Finish DEI orientation, discuss communications and outreach strategy | | Part 2 of HECC equity lens presentation; HMO presentation on communications plan |
| January 4, 2022 | Virtual planning meeting | 1 st meeting of planning group to develop strategy for task force | | Gathering of representatives from CBOs, agencies, universities, community colleges, and other stakeholders to strategize |
| January 10, 2022 | Virtual meeting | Update on planning group meeting; Oregon's economic and workforce needs presentation | | Update from planning group, presentation from Office of Economic Analysis |
| January 25, 2022 | Virtual planning meeting | 2 nd meeting of planning group to develop strategy for task force | | Review discussion from previous meeting, finalize recommendations to task force |
| February 2022 | NO MEETINGS – Short session | | 2022 Legislative Session | |

| Date | Description | Objective | Possible Conflicts | Details |
|----------------------|--------------------|--|--|--|
| March 30-31, 2022 | Site visit | First campus site visit to Portland Metro area | Finals; spring break; post-session break | 3/30: Visit PSU with participation invited from PCC, OHSU, and OIT. 3/31: Visit MHCC with participation from Clackamas CC and PCC |
| Past Meetings | | | | |
| April 21, 2022 | Virtual meeting | Topic: Access and Admissions | | Presentations and discussion on barriers to admission and access to higher ed |
| April 25-26, 2022 | Site visit | Second campus site visit to Willamette Valley area | | 4/25: Visit Lane CC with participation from UO 4/26: Visit WOU on 4/26 with participation from OSU, LBCC, Chemeketa CC, and OCCC |
| May 10-11, 2022 | Site visit | Third campus site visit to Eastern Oregon area | HECC meeting on 5/12 | 5/10: Visit EOU 5/11: Visit TVCC on 5/11 with participation from Columbia Gorge CC and Blue Mountain CC |
| May 19, 2022 | Virtual meeting | Topic: Financial Aid and Affordability | | Presentations and discussion on affordability, financial aid, scholarships, family contributions, etc. |
| May 31, 2022 | Virtual site visit | Virtual site visit for Central Oregon campuses | Leg. Days 5/31-6/2; OIT board meeting on 6/2 | One-day itinerary for OSU Cascades, COCC, OIT, and KCC |

| Date | Description | Objective | Possible Conflicts | Details |
|-----------------------|---------------------|---|------------------------------|---|
| June 16, 2022 | Virtual meeting | Topic: Retention | Finals, end of academic year | Discussion of culturally responsive support services, hiring and retention of faculty of color, housing and food insecurity, child care, health care, and mental health and counseling services |
| July 14, 2022 | Virtual meeting | Topic: Graduation and Workforce Participation | Summer vacation | Discussion of graduation timelines, career counseling, internships, job and career placement, relevance of degree to career paths |
| Past Meetings | | | | |
| July 20-21, 2022 | Site visit | Fifth site visit to Southern Oregon area | Summer vacation | 7/20: Visit SOU 7/21: Visit RCC |
| August-September 2022 | Work group meetings | Policy development conversations | | <p>Topic-oriented subcommittees will meet bi-weekly to develop policy responses based on conversations and site visits</p> <p>Group 1: Affordability and financial aid</p> <p>Group 2: Student support and wraparound services</p> <p>Group 3: Systemic accountability and continuous improvement</p> |

| Date | Description | Objective | Possible Conflicts | Details |
|---------------------------|-------------------------|--|--------------------|---|
| Week of September 5, 2022 | Work group meetings 1 | Reflect on site visits; share and discuss policy proposals | | |
| Planned Meetings | | | | |
| September 20, 2022 | Work group meetings 2 | Share and discuss policy proposals | | Task Force Day during September Legislative Days |
| September 23, 2022 | LC Request Deadline | LC draft request deadline (submit placeholders). | | Staff will submit one or more placeholder LC requests based on topics related to each of the sub-groups. |
| Week of October 3 | Work group meetings 3 | Vetting of policy proposals | | |
| Week of October 17 | Work group meetings 4 | Vetting of policy proposals | | |
| Week of October 31 | Work group meetings 5 | Finalize policy recommendations to task force | | |
| November 17, 2022 | Convene full task force | Hear policy proposals from each work group | | Each of the work group co-chairs will present the policy proposals that emerged from their groups to the full task force. |
| November-December 2022 | Report drafting | | | Staff will draft a report that describes the meetings and recommendations of the task force. |
| December 5, 2022 | LC drafts returned | | | Drafts of legislative concepts will be returned by this date. |

| Date | Description | Objective | Possible Conflicts | Details |
|-------------------|-------------------------------------|---|--------------------|--|
| December 6, 2022 | Task Force Day for Legislative Days | Approve final report, vote to introduce placeholders for 2023 session | | The task force will hold a work session for final approval of the report and policy proposals contained therein. |
| December 15, 2022 | Final report due | Submit report per sec. 1(13) of HB 2590 | | |
| December 21, 2022 | Pre-session filing deadline | | | Deadline to file legislation to be introduced in 2023 session. |

Daily Agenda for Site Visits

8:00-11:45 – Stakeholder Roundtables

8:00-9:45 – Session 1: Community and Institutional Leaders and CBOs

- Local business and industry groups (4-5 people)
- School district representatives: superintendent and board chair (2 people)
- Institutional governing board: one or two board members (2 people from each board)
- University/College President(s)
- Student government leader(s)
- Community-based organizations that work with HS or college/university students

9:45-10:00 – Break

10:00-11:45 – Session 2: Faculty & Staff

- Faculty, including:
 - Adjunct faculty
 - Tenured faculty
 - Part-time faculty
 - Graduate student faculty
- Classified staff, including:
 - Facilities staff
 - Nutrition staff
 - Transportation staff
 - Housing staff
- Student support staff, including:

- Mental health practitioners
- Disability services staff
- Financial aid officers
- Admissions officers
- Academic advisors, academic coaches, tutors
- TRIO Student Support Services program staff
- Multicultural support centers
- Basic needs navigators
- Military veteran support center staff
- DEI officers

11:45-1:30 – Lunch

1:30-3:30 – Student Roundtables

Student-led discussions at tables with 4-5 students and 2 legislators each. Members will rotate through each table after 15 minutes. Students will be selected and invited by university or college administration, and will come from various underrepresented backgrounds, including:

- Students of color;
- Former foster students;
- Veterans;
- Students from rural communities;
- LGBTQ2IA+ students;
- Students who are enrolled tribal members;
- Adult students and students with children;
- Alumni from underrepresented backgrounds;
- Pell recipients and first-generation students;
- Students with disabilities; and
- High school equivalency

Participants to be selected and invited by university administration.

4:00-5:00 – Site Tours

Visits to unique facilities on campus that may model support services to assist underrepresented students with academic success (e.g., TRIO programs, student cultural centers, etc.)

Sites to be selected by Rep TAL from list of suggestions submitted.

5:30-7:00 – Public Comment

The task force will receive public comment from students, CBOs, and other stakeholders.

PROPOSED SUB-GROUP MEETING PLAN

Topic-specific work groups will meet every two weeks between August and November to review the themes that emerged during the site visits and investigate policy proposals to address the issues discussed. Each group will compile its recommended policy proposals into a numbered list and present the proposals to a full meeting of the task force in November for formal approval.

Group 1: Affordability and financial aid

Charge: Review and discuss methods to address budgetary and affordability challenges faced by students, including:

- state financial aid programs;
- access to public benefits, such as provided in HB 2835 (2021); and
- the cost of attendance beyond tuition and fees, including housing, food, child care, etc.

Group 2: Student support and wraparound services

Charge: Review and discuss the programmatic elements of serving underrepresented students on campuses, including:

- best practices from elsewhere in the country;
- academic support services; and
- wraparound services, including but not limited to counseling, mentoring, advising, culturally specific services, etc.

Group 3: Systemic accountability and continuous improvement

Charge: Review and discuss the non-programmatic elements of serving underrepresented students, including:

- the “hidden curriculum” of navigating the higher education system;
- culture and climate on campuses;
- cultural competency policies, such as those required by HB 2864 (2017); and
- methods of promoting continuous improvement and institutional transparency at the state level.

Proposed schedule of sub-group meeting process

| Date | Description | Objective | Possible Conflicts | Details |
|---------------------------|-----------------------|--|--------------------|---|
| August-September 2022 | Work group meetings | Policy development conversations | | <p>Topic-oriented subcommittees will meet bi-weekly to develop policy responses based on conversations and site visits</p> <p>Group 1: Affordability and financial aid</p> <p>Group 2: Student support and wraparound services</p> <p>Group 3: Systemic accountability and continuous improvement</p> |
| Week of September 5, 2022 | Work group meetings 1 | Reflect on site visits; share and discuss policy proposals | | |
| September 20, 2022 | Work group meetings 2 | Share and discuss policy proposals | | Task Force Day during September Legislative Days |
| September 23, 2022 | LC Request Deadline | LC draft request deadline (submit placeholders). | | Staff will submit one or more placeholder LC requests based on topics related to each of the sub-groups. |
| Week of October 3 | Work group meetings 3 | Vetting of policy proposals | | |
| Week of October 17 | Work group meetings 4 | Vetting of policy proposals | | |
| Week of October 31 | Work group meetings 5 | Finalize policy recommendations to task force | | |

| | | | |
|-------------------|-------------------------|--|---|
| November 17, 2022 | Convene full task force | Hear policy proposals from each work group | Each of the work group co-chairs will present the policy proposals that emerged from their groups to the full task force. |
|-------------------|-------------------------|--|---|

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Appendix B: Site Visit Documents

Portland Metro Area: March 30-31, 2022.

Detailed Agendas

DETAILED AGENDA: SITE VISIT TO PORTLAND AND GRESHAM MARCH 30-31, 2022

March 30, 2022

Host Institution: Portland State University

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|-----------------------|--------------------------------------|---|---|
| 8:00 AM – 9:30 AM | Roundtable with Community Leaders | Smith Memorial Student Union Room 338 (Vanport Room) 1825 SW Broadway Portland, OR 97201 | Parking Structure One 1872 SW Broadway or Parking Structure 2 1724 SW Broadway |
| 9:45 AM – 11:15 AM | Roundtable with Faculty and Staff | Smith Memorial Student Union Room 338 (Vanport Room) 1825 SW Broadway Portland, OR 97201 | Parking Structure One 1872 SW Broadway or Parking Structure 2 1724 SW Broadway |
| 12:45 PM – 2:45 PM | Student Listening Session | Smith Memorial Student Union Room 296 1825 SW Broadway Portland, OR 97201 | Parking Structure One 1872 SW Broadway or Parking Structure 2 1724 SW Broadway |
| 3:00 PM – 4:30 PM | Site Tours | Various | |
| 5:00 PM – 7:00 PM | Public Comment Period | Smith Memorial Student Union Ballroom 355 1825 SW Broadway Portland, OR 97201 | Parking Structure One 1872 SW Broadway or Parking Structure 2 1724 SW Broadway |



PARKING

SMSU

March 31, 2022

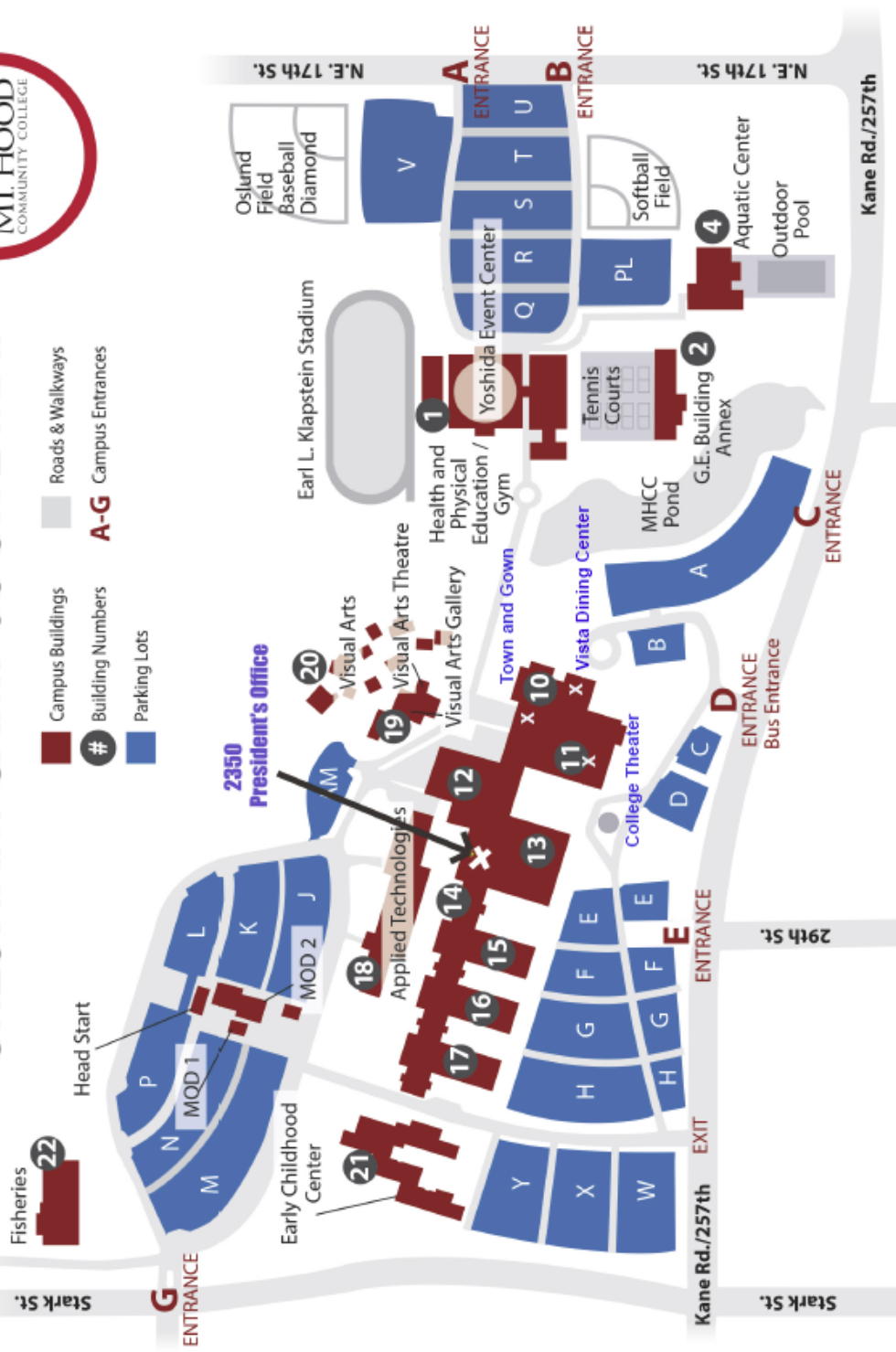
Host Institution: Mount Hood Community College

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|-----------------------|--------------------------------------|---|-----------------------|
| 8:00 AM – 9:30 AM | Roundtable with Community Leaders | Room AC 2000 Bldg 10 NE Kane Rd & NE 29 th St. Gresham, OR 97030 | Lots A or B |
| 9:45 AM – 11:15 AM | Roundtable with Faculty and Staff | Room AC 2000 Bldg 10 NE Kane Rd & NE 29 th St. Gresham, OR 97030 | Lots A or B |
| 12:45 PM – 2:45 PM | Student Listening Session | Town & Gown Room AC 2057 Bldg 10 NE Kane Rd & NE 29 th St Gresham, OR 97030 | Lots A or B |
| 3:00 PM – 4:30 PM | Site Tours | Various | |
| 5:00 PM – 7:00 PM | Public Comment Period | College Theater Room AC 2147 Bldg 11 NE Kane Rd & NE 29 th St Gresham, OR 97030 | Lots C or D |



GRESHAM CAMPUS SITE MAP

- Campus Buildings
- Roads & Walkways
- # Building Numbers
- A-G Campus Entrances
- Parking Lots



CAMPUS INFORMATION: 503-491-6422 • PUBLIC SAFETY: 503-491-7310

Portland Metro Area: March 30-31, 2022.

Meeting Summaries

Joint Task Force on Student Success for Underrepresented Students in Higher Education

Meeting Summary – Portland Field Trips March 30, 2022

Community Leaders Roundtable

**Vanport Room, Room 338, Smith Memorial Student Union
1825 SW Broadway
Portland, OR 97201**

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner; Sen. Frederick

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson

Non-Member legislators present: None

The task force met with a group of higher education stakeholders in a roundtable format. Participating stakeholders included representatives of Portland State University, Oregon Health & Science University, Oregon Institute of Technology, and Portland Community College, in addition to Portland Public Schools, student groups, local business leaders, and community-based organizations. Representative Teresa Alonso Leon, Chair, welcomed the group and prompted discussion by asking what could be done to promote better outcomes for underrepresented students. Discussion points included the importance of creating a sense of belonging for students, mentoring and summer programs for first-generation students, difficulties faced by students in meeting their basic needs, the diversity of faculty and staff on campus, the role of higher education institutions in providing wraparound services,; students' difficulties in navigating financial aid and transfer applications, services and programs for adults with low literacy and numeracy, eligibility requirements for students to access public benefits, and the share of state financial resources allocated to higher education.

Faculty and Staff Roundtable

**Vanport Room, Room 338, Smith Memorial Student Union
1825 SW Broadway
Portland, OR 97201**

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner; Sen. Frederick

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson

Non-member legislators present: None

The task force met with faculty and staff from Portland State University, Oregon Health and Science University, Portland Community College, and the Oregon Institute of Technology. Representative Teresa Alonso Leon, Chair, welcomed the group with opening remarks and asked

participants how to support students. Discussion focused on supports both in and out of the classroom, the role of technology in higher education, educator diversity, educator compensation and parity, the need for partnerships, the need to lower or eliminate tuition, the role of high schools in assisting students with access to higher education, pathway programs, food and housing security, transitions, mental health supports, the use of data to identify students in need of support, the need to destigmatize supports, career readiness and advising, the nature of the problems facing students and institutions, students' financial literacy or lack thereof, the need for need-based aid, flexibility for students, the need for clearer data, and the need for underrepresented students to feel a sense of belonging in higher education.

Student Listening Session

Room 296, Smith Memorial Student Union

1825 SW Broadway

Portland, OR 97201

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick

Other legislators present: None

Approximately 25 students from Portland State University and Oregon Health & Science University attended the listening session. Each of the attending task force members sat at tables with groups of four or five students. The students described their educational experiences and responded to questions from the task force members. Approximately every 30 minutes, the task force members rotated to new tables to talk with each group of students.

Site Tour

Multicultural Center, Room 228, Smith Memorial Student Union

1825 SW Broadway

Portland, OR 97201

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick

Other legislators present: None

Task force members toured several facilities on the Portland State University (PSU) campus. The tour began at the Multicultural Center in Smith Memorial Student Union. Members learned about the student support services provided at the Multicultural Center, the Basic Needs Hub, and various student resource centers that serve specialized populations. The tour continued to the Transfer & Returning Student Resource Center in Fariborz Maseeh Hall, where the task force members learned about the services offered to students who transfer to PSU, who comprise a majority of the student body. The tour then led to Lincoln Hall, where members observed a music class in progress and spoke to the students about the task force's purpose. The tour concluded with a visit to Portland Community College's (PCC) dental clinic located at the Vanport Building (1810 SW 5th Ave), where the task force members learned about workforce preparation and career prospects for graduates of the dental assistant and dental hygiene programs.

Joint Task Force on Student Success for Underrepresented Students in Higher Education

**Meeting Summary – Gresham Field Trips
March 31, 2022**

**Community Leaders Roundtable
Vista Dining Center, Room AC 2000, Building 10
Mt. Hood Community College
26000 SE Stark St.
Gresham, OR 97030**

Members Present: Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Frederick

Members Excused: Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson

Non-Member legislators present: None

The task force convened at 8:00 AM for a roundtable discussion with education and community leaders. The group included presidents, board chairs, board members, and student government leaders from Mt. Hood Community College, Portland Community College, and Clackamas Community College, as well as the superintendent and board chair of Gresham-Barlow School District, business and industry leaders, and representatives from community-based organizations that serve students in higher education. Rep. Alonso Leon, Chair, began the discussion by asking the participants what student success would look like to them. Discussion points touched on the impact of the COVID-19 pandemic on students, non-metric indicators of success, working toward better alignment of the K-12 and higher education systems, guided pathways for students, affordability and perceptions of the cost of higher education, wraparound services for first-generation students, the value of teaching financial literacy, the complexity of financial aid applications, caseloads for benefits navigators, state funding for higher education, the state's 40-40-20 goals, and enrollment challenges faced by community colleges in the current economic environment.

Faculty and Staff Roundtable

**Vista Dining Center, Room AC 2000, Building 10
Mt. Hood Community College
26000 SE Stark St.
Gresham, OR 97030**

Members Present: Rep Alonso Leon, Sen. Dembrow, Sen. Wagner, Sen. Frederick

Members Excused: Rep Owens, Rep Ruiz, Rep Zika, Sen. Findley, Sen. Robinson

Non-member legislators present:

The task force met with faculty and staff at 9:45 AM. Representative Alonso Leon welcomed the task force and participants, and task force members introduced themselves. Representative Alonso Leon asked the participants to discuss what steps the legislature could take to better support underrepresented students in higher education. Among the topics discussed were the needs of students receiving financial aid; the need for diverse mentors; the extra work being asked of diverse educators; the need for additional funding; free or reduced tuition; the need for diverse educators; the basic needs of students (housing, food, child care, transportation); staff shortages; adjunct pay and job security; wraparound services for students; institutional budgets and transparency; partnerships with community based organizations; the need to promote college-going among K-12 students; students who need help with financial aid paperwork; efforts to expand Oregon Promise; tutoring, non-credit courses and academic supports; broadband access and technical support for students; the inequities of a higher education system that requires tuition payments; systemic barriers; “Oregon goes to college;” collaborative space for research and innovation; access for students with disabilities; systematizing the state’s community colleges; the need for diversity, equity, and inclusion staff on every campus; classified staff salary schedules; universal access; and the contribution of higher education to quality of life among Oregonians.

Student Listening Session

**Town and Gown Room, Room AC 2057, Building 10
Mt. Hood Community College
26000 SE Stark St.
Gresham, OR 97030**

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner; Sen. Frederick

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson

Other legislators present: None

Approximately 20 students from Mt. Hood Community College, Portland Community College, and Clackamas Community College attended the listening session. Each of the attending task force members sat at tables with groups of five or six students. The students described their educational experiences and responded to questions from the task force members. Approximately every 40 minutes, the task force members rotated to new tables to talk with each group of students.

Site Tour

**Applies Technologies Building
Mt. Hood Community College
26000 SE Stark St.
Gresham, OR 97030**

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner; Sen. Frederick

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson

Other legislators present: None

Members began a tour of the Mt. Hood Community College campus at the Applied Technologies building. There, they learned about the college's Career Pathways programs, including welding, machining, and automotive repair, which attract a large number of English language learners. The tour continued to the Adult Basic Skills Resource Center, which serves speakers of more than 75 languages and provides adult basic skills education and high school equivalency degree programs. The members then viewed the forthcoming Equity Center, which is being constructed using funds from the federal Higher Education Emergency Relief Fund and will host the basic needs navigator, the food pantry, the student government, and the Multicultural & Diversity Resource Center. The tour concluded at the current Multicultural & Diversity Resource Center located in the Student Union and learned of its history and current utilization rates since the start of the COVID-19 pandemic.

DRAFT

Willamette Valley: April 25-26, 2022.

Detailed Agendas

**DETAILED AGENDA: SITE VISIT TO EUGENE AND
MONMOUTH
APRIL 25-26, 2022**

April 25, 2022

Host Institution: Lane Community College & University of Oregon

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|-----------------------|--------------------------------------|---|-----------------------|
| 8:00 AM – 9:30 AM | Roundtable with Community Leaders | Lane Community College Main Campus, Building 19, Rooms 102, 103 & 104, 4000 E 30 th Ave, Eugene, OR 97405 | Lot D or E |
| 9:45 AM – 11:15 AM | Roundtable with Faculty and Staff | Lane Community College Main Campus, Building 19, Rooms 102, 103 & 104, 4000 E 30 th Ave, Eugene, OR 97405 | Lot D or E |
| 12:45 PM – 2:45 PM | Student Listening Session | University of Oregon, Lyllye Reynolds-Parker Black Cultural Center, 1870 E 15th Ave, Eugene, OR 97403 | B-East Lots |
| 3:00 PM – 4:30 PM | Site Tours | University of Oregon, Erb Memorial Union, 1395 University St, Eugene, OR 97403 | B-East Lots |
| 5:00 PM – 7:00 PM | Public Comment Period | University of Oregon, Erb Memorial Union, Room 214 (Redwood Auditorium), 1395 University St, Eugene, OR 97403 | B-East Lots |

April 26, 2022

Host Institution: Western Oregon University

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|-----------------------|--------------------------------------|---|-----------------------|
| 8:00 AM – 9:30 AM | Roundtable with Community Leaders | Western Oregon University, Werner University Center, Columbia Room (lower level), 345 Monmouth Ave. N., Monmouth OR 97361 | Lot H |
| 9:45 AM – 11:15 AM | Roundtable with Faculty and Staff | Western Oregon University, Werner University Center, Columbia Room (lower level), 345 Monmouth Ave. N., Monmouth OR 97361 | Lot H |
| 12:45 PM – 2:45 PM | Student Listening Session | Western Oregon University, Werner University Center, Willamette Room (upper level), 345 Monmouth Ave. N., Monmouth OR 97361 | Lot H |
| 3:00 PM – 4:30 PM | Site Tours | Various | Lot H |
| 5:00 PM – 7:00 PM | Public Comment Period | Western Oregon University, Werner University Center, Columbia Room, 345 Monmouth Ave. N., Monmouth OR 97361 | Lot H |

Willamette Valley: April 25-26, 2022.

Meeting Summaries

Joint Task Force on Student Success for Underrepresented Students in Higher Education

Meeting Summary – Eugene Field Trips April 25, 2022

Community Leaders Roundtable

**Lane Community College, Building 19, Room 102
4000 E. 30th Ave.
Eugene, OR 97405**

Members Present: Rep. Alonso Leon, Chair; Rep. Ruiz; Sen. Dembrow; Sen. Wagner

Members Excused: Rep. Owens; Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick

Non-Member legislators present: None

The task force met at 8:00 AM at Lane Community College for a roundtable discussion with education and community leaders in the Eugene-Springfield area. The meeting included invited guests from a variety of backgrounds, including presidents, vice presidents, student government representatives, and current and former board members of Lane Community College and the University of Oregon; the superintendent and board chair of Eugene 4J School District; local business leaders; college access organizations; community-based organizations; local workforce boards; and the Oregon Department of Veterans' Affairs. Representative Alonso Leon, Chair, prompted discussion by asking what each stakeholder could do to ensure student success for underrepresented students. Discussion touched on a number of topics, including: identifying and students' mental health needs; the rising cost of living for students; high debt loads leading students to choose more lucrative career paths; rates of food insecurity among underrepresented groups; efforts to expand access to members of federally recognized tribes; the effects of mentoring before and during the college admission process; Oregon's college savings account program; identifying challenges faced by students at points of transition from early learning through higher education; reducing barriers to applying for higher education, such as separate applications and testing requirements; urging increased investments in state-funded financial aid programs; the importance of one-to-one personal relationships for students; integration with the K-12 public education system; debt loads for students who stop out before graduation; challenges in supporting students who are veterans; underutilization of financial aid; and the ratio of resident and non-resident students of color at Oregon's public universities.

Faculty and Staff Roundtable

**Lane Community College, Building 19, Room 102
4000 E. 30th Ave.
Eugene, OR 97405**

Members Present: Rep Alonso Leon, Chair; Rep Ruiz, Sen. Dembrow, Sen. Wagner
Members Excused: Rep. Owens, Rep. Zika, Sen. Findley, Sen. Robinson, Sen. Frederick
Non-member legislators present:

The task force came together at 10:15 AM at Lane Community College to meet with local faculty and staff of Lane Community College and the University of Oregon. The discussion addressed issues concerning counseling, student self-advocacy, resources and funding, staff needs, invisible labor, needs of rural students of color, intentional connections with high school students, retention of faculty and staff of color, students who arrive from impoverished backgrounds going deeper into poverty as a result of pursuing higher education, career and technical education, the higher costs associated with educating high-barrier populations, the importance of local institutional efforts, intersectional identities of students, existing programs, faculty assumptions, inflexibility of many academic programs, faculty training, needs of part-time faculty, students' basic needs, wraparound services, collaboration, Hispanic-serving institution status, financial aid, mentoring, affordability, full Pell plus full Oregon Opportunity Grant adding up to \$11,000 per year, classified staff contract hours, and the needs of graduate student employees.

Student Listening Session

University of Oregon, Lyllye Reynolds-Parker Black Cultural Center
1870 E. 15th Ave.
Eugene, OR 97403

Members Present: Rep. Alonso Leon, Chair; Rep. Owens, Rep. Ruiz; Sen. Dembrow; Sen. Wagner

Members Excused: Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick

Other legislators present: None

Approximately 20 students from Lane Community College, Western Oregon University, and the University of Oregon attended the listening session. Task force members sat individually or paired at tables with groups of four or five students. The students described their educational experiences and responded to questions from the task force members. Task force members rotated tables approximately every 30 minutes to meet with each group of students.

Site Tour: University of Oregon

Black Cultural Center, Moss St Children's Center, Erb Memorial Union

Members Present: Rep. Alonso Leon, Chair; Rep. Owens, Rep. Ruiz, Sen. Dembrow, Sen. Wagner

Members Excused: Rep. Zika, Sen. Findley, Sen. Robinson, Sen. Frederick

Other legislators present:

Members were welcomed to the school for a tour. Taylor McHolm and Ella Meloy led a tour of the Black Cultural Center, the Moss St. Children's Center, and the Erb Memorial Union. The Black Cultural Center provides resources for the Black community on the University of Oregon campus. The Moss St Children's Center provides child care to the university community, and the Erb Memorial Union houses several centers to assist underrepresented students, including the

women’s center, the veterans’ center, the multi-cultural center, and the LGBTQSIA+ student union. Throughout the tour, task force members and tour guides discussed the needs of students and the services provided by the University.

DRAFT

Joint Task Force on Student Success for Underrepresented Students in Higher Education

**Meeting Summary – Monmouth Field Trips
April 26, 2022**

Community Leaders Roundtable

**Western Oregon University, Werner University Center, Columbia Room
345 Monmouth Ave. N.
Monmouth, OR 97361**

Members Present: Rep. Alonso Leon, Chair; Rep. Owens; Sen. Dembrow; Sen. Findley, Sen. Wagner

Members Excused: Rep. Ruiz; Rep. Zika; Sen. Robinson; Sen. Frederick

Non-Member legislators present: None

The task force met at 8:00 AM at Western Oregon University for a roundtable discussion with education and community leaders in the mid-Willamette Valley area. The meeting included invited guests from a variety of backgrounds, including: presidents, student government representatives, and current and former board members of Western Oregon University, Oregon State University, Chemeketa Community College, and Linn-Benton Community College; the superintendent of Central School District; and representatives of community-based and student advocacy organizations. Representative Alonso Leon, Chair, prompted discussion by asking what each stakeholder could do to ensure student success for underrepresented students.

Discussion touched on a number of topics, including: the value of student support and mentoring programs such as TRIO; the importance of adopting trauma-informed approaches to student support; the need to diversify the higher education workforce to better reflect the demographics of the student body; improved alignment between the K-12 public education system and higher education, particularly at points of transition; strategies for maintaining student engagement and reducing absenteeism; the importance of sports lottery funding from the state; the balance of institutional budgets between tuition revenue and state appropriations; cultural disengagement from higher education in areas with high levels of poverty, particularly in rural areas; the cost of providing mental health and other wraparound services to students; the importance of training Oregonians to fill jobs created through economic development initiatives; state and federal funding for career-technical education (CTE) and work study programs; wages earned by students through work study and internships; the cost of institutional compliance with state mandates; and funding methods for student resource centers and other student supports.

Faculty and Staff Roundtable

**Western Oregon University, Werner University Center, Columbia Room
345 Monmouth Ave. N.
Monmouth, OR 97361**

Members Present: Rep Alonso Leon, Chair; Rep Owens, Sen. Dembrow, Sen. Findley, Sen. Wagner

Members Excused: Rep. Ruiz, Rep. Zika, Sen. Robinson, Sen. Frederick

Non-member legislators present:

The task force came together at 10:00 AM at Western Oregon University to meet with local faculty and staff. The discussion addressed issues concerning resources to support students, stable funding, student workers, students' basic needs, workers' basic needs, advising and mentoring support for students, student teachers, WOU's move toward Hispanic-serving institution status, bridge programs for incoming students, mental health supports, emotional labor, invisible labor, upper administration pay and purpose, audits of university budgets, documentation of disability requirements, accessibility for students with disabilities, sense of belonging for high-needs students, a proposal for a state-funded work study program similar to Colorado's, coordination of services, earlier information for students on financial aid awards, higher education as an ecosystem, the unique role of regional universities, need for evening and weekend classes, need for child care, faculty professional development, retention of underrepresented faculty, diversity scholarships, student family housing, and the importance of clubs and club sports.

Student Listening Session

**Western Oregon University, Werner University Center, Willamette Room
345 Monmouth Ave. N.
Monmouth, OR 97361**

Members Present: Rep. Alonso Leon, Chair; Rep. Owens; Sen. Dembrow; Sen. Findley; Sen. Wagner

Members Excused: Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick

Other legislators present: None

Approximately 25 students from Western Oregon University, Linn-Benton Community College, Oregon State University, and Chemeketa Community College attended the listening session. Task force members sat individually at tables with groups of four or five students. The students described their educational experiences and responded to questions from the task force members. Task force members rotated tables approximately every 25 minutes to meet with each group of students.

Site Tour of Western Oregon University

LOCATION(s): Weber University Center, Richard Woodcock Building, Academic Programs and Support Center

Members Present: Rep. Alonso Leon, Chair; Sen. Dembrow, Sen. Findley, Sen. Wagner

Members Excused: Rep. Owens, Rep. Ruiz, Rep. Zika, Sen. Robinson, Sen. Frederick

Other legislators present:

Members were welcomed to the school for a tour led by Dave McDonald, Caitlin Wheeler, Melissa Ontiveros, Aundrea Aldan, Blanca Jimenez, and Moshe Martinez. At the Werner University Center, the tour included the Multicultural Student Services and Programs (MSSP), the Non-Traditional Student Center, the Freedom Center, the Career Center, the Veterans' Center, and the Center for Equity and Gender Justice. At the Richard Woodcock Building, task force members learned about WOU's educator preparation program, its bilingual teacher scholars program, community health, and the need to make educator preparation practicums into work-study opportunities. At the Academic Programs and Support Center, task force members learned about the need for capital improvements on campus.

DRAFT

Eastern Oregon: May 10-11, 2022.

Detailed Agendas

**DETAILED AGENDA: SITE VISIT TO LA GRANDE AND
ONTARIO
MAY 10-11, 2022**

May 10, 2022

Host Institution: Eastern Oregon University

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|---------------------------|--------------------------------------|---|---|
| 8:00 AM – 9:45 AM | Roundtable with Community Leaders | David E. Gilbert Event Center (adjacent to Ackerman Hall) 1 University Blvd, La Grande, OR 97850 | Gilbert Lot (enter at 12 th St. & I Ave.; show permit) |
| 10:00 AM – 11:45 AM | Roundtable with Faculty and Staff | David E. Gilbert Event Center (adjacent to Ackerman Hall) 1 University Blvd, La Grande, OR 97850 | Gilbert Lot (enter at 12 th St. & I Ave.; show permit) |
| 1:30 PM – 3:30 PM | Student Listening Session | David E. Gilbert Event Center (adjacent to Ackerman Hall) 1 University Blvd, La Grande, OR 97850 | Gilbert Lot (enter at 12 th St. & I Ave.; show permit) |
| 4:00 PM – 5:00 PM | Site Tours | Various | Gilbert Lot (enter at 12 th St. & I Ave.; show permit) |
| 5:30 PM – 7:00 PM | Public Comment Period | Ackerman Hall, Room 210 8 th St. & K Ave., La Grande, OR 97580 | Gilbert Lot (enter at 12 th St. & I Ave.; show permit) |

May 11 2022

Host Institution: Treasure Valley Community College

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|---------------------------|--------------------------------------|---|--|
| 8:00 AM – 9:45 AM | Roundtable with Community Leaders | Building #4 (Weese Building), Room 110 650 College Blvd, Ontario, OR 97914 | Main Parking Lot (enter on 5 th Ave.; no permit) |
| 10:00 AM – 11:45 AM | Roundtable with Faculty and Staff | Building #4 (Weese Building), Room 110 650 College Blvd, Ontario, OR 97914 | Main Parking Lot (enter on 5 th Ave.; no permit) |
| 1:30 PM – 3:30 PM | Student Listening Session | Building #4 (Weese Building), Room 110 650 College Blvd, Ontario, OR 97914 | Main Parking Lot (enter on 5 th Ave.; no permit) |
| 4:00 PM – 5:00 PM | Site Tours | Various | Main Parking Lot (enter on 5 th Ave.; no permit) |
| 5:30 PM – 7:00 PM | Public Comment Period | Four Rivers Cultural Center Performing Arts Center Theater, Building #2 676 SW 5th Ave, Ontario, OR 97914 | Main Parking Lot (enter on 5 th Ave.; no permit) |

Eastern Oregon: May 10-11, 2022.

Meeting Summaries

Joint Task Force on Student Success for Underrepresented Students in Higher Education

**Meeting Summary – La Grande Field Trips
May 10, 2022**

Community Leaders Roundtable

**Eastern Oregon University
David E. Gilbert Event Center
1 University Blvd, La Grande, OR 97850**

**Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick (ex officio), Rep. Owens,
Rep. Ruiz**

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Non-Member legislators present: None

The task force convened at 8:15 AM at Eastern Oregon University (EOU) to meet with local education stakeholders. The meeting included invited members of the EOU Board of Trustees, EOU faculty and staff, Associated Students of EOU, College Possible, La Grande School District, Urban League of Portland, Shelter from the Storm, InterMountain Education Service District, and Eastern Oregon Workforce Board. The discussion addressed issues concerning supporting high school student transition to college, trades courses offered in high school, dual credits, college courses offered online, college affordability, stable and adequate funding, funding formula structure, increased outreach to parents and students about available financial aid resources, and financial aid structure and requirements.

Faculty and Staff Roundtable

**Eastern Oregon University
David E. Gilbert Event Center
1 University Blvd, La Grande, OR 97850**

**Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick (ex officio), Rep. Owens,
Rep. Ruiz**

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Non-member legislators present: **None**

The task force convened at 10:00 AM at Eastern Oregon University (EOU) to meet with EOU Faculty and Staff. The discussion addressed issues concerning financial aid requirements, college affordability, understaffing, increased student supports, supports for LGBTQ+ students, Spanish interpreters for community outreach, accessibility, staff diversity, accountability and transparency, and funding formula structure.

Student Listening Session

**Eastern Oregon University
David E. Gilbert Event Center
1 University Blvd, La Grande, OR 97850**

Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick, Rep. Owens, Rep. Ruiz

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Other legislators present: None.

Fifteen students and alumni from Eastern Oregon University attended the listening session. Senator Dembrow, acting Chair, welcomed the students and task force members and explained the meeting's purpose and structure. Task force members sat in groups of one or two at tables with groups of four or five students. The students described their educational experiences and responded to questions from the task force members. At approximately 40-minute intervals, task force members moved to new tables to talk with different groups of students.

Site Tour

Eastern Oregon University

Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick, Rep. Owens, Rep. Ruiz

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Other legislators present: None.

Two student tour guides led task force members on a tour of Eastern Oregon University's campus and were joined by: the university's president, Tom Insko; the Vice President for University Advancement, Tim Seydel; and Kyle Thomas of the Higher Education Coordinating Commission. The tour stopped at several locations on campus, including a historic staircase, a music class, the student center, and the theater. University officials described the university's sports programs, the states and countries students come from, and the language services the university provides.

Joint Task Force on Student Success for Underrepresented Students in Higher Education

Meeting Summary – Ontario Field Trips May 11, 2022

Community Leaders Roundtable

Treasure Valley Community College
Building #4 (Weese Building), Room 110
650 College Blvd, Ontario, OR 97914

Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick (ex officio), Rep. Owens, Rep. Ruiz

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Non-Member legislators present: None

The task force convened at 8:15 AM at Treasure Valley Community College (TVCC) to meet with local education stakeholders. The meeting included invited members of the TVCC governing board, TVCC faculty and staff, superintendents of local school districts, Urban League of Portland, Malheur County Poverty to Prosperity Initiative, Malheur Education Service District, local community college presidents, and Associated Student Government. The discussion addressed issues concerning infrastructure, college affordability, dual credits, non-transferable college credits, licensure reciprocity, instructor turnover and retention, the Higher Education Coordinating Commission and coordination between regulatory entities, statewide oversight of higher education, need for school counselors, career technical education (CTE), bridge between high school and college, student hunger, student housing, teacher workload and pay, stable and adequate funding, and education reform.

Faculty and Staff Roundtable

Treasure Valley Community College
Building #4 (Weese Building), Room 110
650 College Blvd, Ontario, OR 97914

Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick (ex officio), Rep. Owens, Rep. Ruiz

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Non-member legislators present: None.

The task force convened at 10:00 AM at Treasure Valley Community College (TVCC) to meet with TVCC staff and faculty. The discussion addressed issues concerning student housing and transportation, financial aid eligibility and requirements, non-transferable college credits, teacher workload and pay, faculty and staff recruitment, educating parents about the value of higher education, increased student

support services, Wi-Fi infrastructure, stable and adequate funding, bonding capacity, dual credits and partnering with high schools, professional development, and CTE.

Student Listening Session

Treasure Valley Community College
Building #4 (Weese Building), Room 110
650 College Blvd, Ontario, OR 97914

Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick, Rep. Owens, Rep. Ruiz

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Zika

Other legislators present: None

Approximately 20 students and alumni attended the listening session at Treasure Valley Community College. Senator Dembrow, acting Chair, welcomed the students and task force members and explained the meeting's purpose and structure. Task force members sat in groups of one or two at tables with groups of four or five students. The students described their educational experiences and responded to questions from the task force members. After 30 to 40 minutes at each table, task force members moved to new tables to talk with different groups of students.

Site Tour

Treasure Valley Community College

Members Present: Sen. Dembrow, Sen. Findley, Sen. Frederick, Rep. Owens

Members Excused: Sen. Robinson, Sen. Wagner, Rep. Alonso Leon, Rep. Ruiz, Rep. Zika

Other legislators present: None

Treasure Valley Community College's Recruiting Coordinator, Chase Van Weerdhuizen, led task force members, College president Dr. Dana Young, and Abby Lee, Associate Vice President of College and Public Relations, on a campus tour. The tour began and ended in the Weese building where the library and multicultural center are, and where peer mentoring occurs. In the Oregon Trail building, the group toured classrooms and spaces where high school equivalency and English for Speakers of Other Languages classes are held. The next stops were in the Florence Findley Career and Technical Education Center; Barbara Hall, where math, computer, English departments are located; and the Student Center, with financial aid, admissions, and disability services offices.

Central Oregon (virtual): May 31, 2022.

Detailed Agenda

**DETAILED AGENDA: VIRTUAL SITE VISIT FOR CENTRAL
OREGON
MAY 31, 2022**

Participating Institutions:

Oregon Institute of Technology, Klamath Falls

Klamath Community College, Klamath Falls

Oregon State University-Cascades, Bend

Central Oregon Community College, Bend

Columbia Gorge Community College, The Dalles

| <u>Time</u> | <u>Event</u> | <u>Location</u> |
|---------------------|--|--------------------------|
| 8:00 AM – 9:45 AM | Roundtable with Community Leaders | Virtual |
| 10:00 AM – 11:45 AM | Roundtable with Faculty and Staff | Virtual |
| 1:00 PM – 2:30 PM | Student Listening Session | Virtual – Breakout Rooms |
| 3:00 PM – 4:30 PM | Presentations from Higher Education Institutions in Central Oregon | Virtual |
| 5:00 PM – 6:00 PM | Public Comment Period | Virtual |

Central Oregon (virtual): May 31, 2022.

Meeting Summary

Joint Task Force on Student Success for Underrepresented Students in Higher Education

**Meeting Summary – Central Oregon Field Trips
May 31, 2022**

Student Listening Session

Virtual Meeting

Members Present: **Rep. Alonso Leon, Chair; Rep. Owens; Sen. Dembrow; Sen. Wagner; Sen. Frederick, ex-officio**

Members Excused: **Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson**

Other legislators present: **None**

The task force met virtually with a group of 12 students from Klamath Community College, Oregon Institute of Technology, Oregon State University-Cascades, and Central Oregon Community College. Representative Alonso Leon, Chair, welcomed the students and task force members and explained the meeting's purpose and structure. The group dispersed into three separate breakout rooms that included one or two task force members and four students. The students described their educational experiences and responded to questions from the task force members. The task force members spent the entirety of the allotted time in their assigned breakout rooms.

***Snake River Correctional Institution and Coffee Creek Correctional Facility
(virtual): July 14, 2022.***

Meeting Summary

Joint Task Force on Student Success for Underrepresented Students in Higher Education

**Meeting Summary – Coffee Creek Correctional Facility and Snake River
Correctional Institution (Virtual Visit)**

July 14, 2022

10:30 AM

Student Listening Session

Virtual Meeting

Members Present: **Rep. Alonso Leon, Chair; Rep. Zika; Sen. Dembrow; Sen. Frederick, ex-officio**

Members Excused: **Rep. Owens, Rep. Ruiz; Sen. Findley; Sen. Robinson; Sen. Wagner**

Other legislators present: **None**

The task force met virtually with two groups of women and men who are incarcerated at Coffee Creek Correctional Facility and Snake River Correctional Institution, respectively, and are enrolled in prison education programs through partnerships with local higher education institutions. Staff from the Department of Corrections and educators from higher education institutions were also present. Representative Alonso Leon, Chair, welcomed the group and explained the meeting's purpose and structure. The students individually described their educational experiences and responded to questions from the task force members. The meeting lasted roughly one hour and fifteen minutes.

Southern Oregon: July 20-21, 2022.

Detailed Agendas

**DETAILED AGENDA: SITE VISIT TO ASHLAND AND
MEDFORD
JULY 20-21, 2022**

July 20, 2022

Host Institution: Southern Oregon University, Ashland

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|---------------------------|--------------------------------------|---|--|
| 8:00 AM – 9:45 AM | Roundtable with Community Leaders | Stevenson Union, Rogue River Room 1118 Siskiyou Blvd., Ashland, OR 97520 | Lot 36 (see map) Use code <i>[redacted]</i> |
| 10:00 AM – 11:45 AM | Roundtable with Faculty and Staff | Same as above | |
| 1:30 PM – 3:30 PM | Student Listening Session | Stevenson Union, Room 202 1118 Siskiyou Blvd., Ashland, OR 97520 | |
| 4:00 PM – 5:00 PM | Site Tours | Various, starting at Stevenson Union | |
| 5:30 PM – 7:00 PM | Public Comment Period | Stevenson Union, Rogue River Room 1118 Siskiyou Blvd., Ashland, OR 97520 | |

July 21, 2022

Host Institution: Rogue Community College, Table Rock Campus,
White City

| <u>Time</u> | <u>Event</u> | <u>Location</u> | <u>Parking</u> |
|---------------------------|--------------------------------------|---|--|
| 8:00 AM – 9:45 AM | Roundtable with Community Leaders | Health Professions Building (Bldg. C), Room 220 7800 Pacific Ave, White City, OR 97503 | Free parking in lot at Pacific Ave & Ave C |
| 10:00 AM – 11:45 AM | Roundtable with Faculty and Staff | Same as above | |
| 1:30 PM – 3:30 PM | Student Listening Session | Same as above | |
| 4:00 PM – 5:00 PM | Site Tours | Various | |
| 5:30 PM – 7:00 PM | Public Comment Period | Main Building (Bldg. A), Room 184 7800 Pacific Ave, White City, OR 97503 | |

Southern Oregon: July 20-21, 2022.

Meeting Summaries

Joint Task Force on Student Success for Underrepresented Students in Higher Education

**Meeting Summary – Ashland Field Trips
July 20, 2022**

Community Leaders Roundtable

**Southern Oregon University
Stevenson Union, Rogue River Room
1118 Siskiyou Blvd
Ashland, OR 97520**

Members Present: Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Frederick, ex-officio

Members Excused: Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson

Non-Member legislators present: Rep. Marsh

The task force met with local campus and community leaders in a roundtable discussion format. Rep. Alonso Leon, Chair, and SOU President Richard Bailey jointly greeted the attendees and explained the meeting format. Rep. Alonso Leon, Chair, then began discussion by asking what each of the participants' organizations was doing to promote student success for underrepresented students in higher education settings. Discussion touched on the following topics:

- the proportion of Oregon high school students who continue on to higher education;
- Oregon's workforce needs in the coming years, including credentialing requirements for high-paying jobs;
- trauma-informed practices, cultural competency, and multilingual support in providing behavioral health and other student support services;
- the needs of Oregon's educator workforce, including addressing burnout, the COVID-19 pandemic, demographic shifts; state content standards, and licensure;
- mentorship in middle schools to guide students on a path toward higher education;
- data-sharing agreements between K-12 districts and higher education institutions;
- the impact of the 2020 wildfires on the communities of Southern Oregon;
- simplifying the process of transferring academic credit;
- the value of summer programs for new students, such as Summer Bridge and Strong Start;
- predictors of student success early in students' educational careers
- proactive parent and family engagement, particularly with communities of color; and
- the importance of adopting an equity lens at the institutional level.

Faculty and Staff Roundtable

**Southern Oregon University
Stevenson Union, Rogue River Room
1118 Siskiyou Blvd
Ashland, OR 97520**

Members Present: Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Frederick, ex-officio

Members Excused: Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson

Non-Member legislators present: Rep. Marsh

The task force met with faculty and staff of Southern Oregon University in a roundtable discussion format. Rep. Alonso Leon, Chair, greeted the attendees and asked how each participants' perspective on working with students helped their understanding of how to promote student success for underrepresented students. Discussion touched on the following topics:

- increasing student debt as a result of gradual disinvestment in public higher education;
- a historical lack of focus on student success in lieu of enrollment;
- the relationship between affordability and time to completion of a degree or certificate;
- the relative purchasing power of veterans' benefits such as the G.I. Bill;
- declining participation in scholarly honors societies as a function of faculty workload;
- student-to-counselor ratios and utilization of services available on campus;
- access to health services for students,
- the importance of cultural competency in offering support services to students;
- high debt loads causing students to choose degrees that offer more lucrative career opportunities;
- challenges of taking advantage of the Public Service Loan Forgiveness program;
- challenges faced by students, including homelessness, the cost of child care, the impact of COVID-19, and the 2020 wildfires;
- the importance of athletics programs in attracting multiple generations of students;
- additional burdens placed on faculty and staff of color;
- barriers created by academic holds; and
- whether the FAFSA should be required as a requirement to graduate from high school.

Student Listening Session

**Southern Oregon University
Stevenson Union, Room 202
1118 Siskiyou Blvd
Ashland, OR 97520**

Members Present: **Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Robinson; Sen. Frederick, ex-officio**

Members Excused: **Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley**

Other legislators present: **None**

15 students of Southern Oregon University attended the listening session. Rep. Alonso Leon, Chair, welcomed the students and task force members and explained the meeting's purpose and structure. Task force members sat individually at tables with groups of three or four students. The students described their educational experiences and responded to questions from the committee members. Approximately every 30 minutes, task force members moved to new tables to talk with different groups of students.

Site Tour

Southern Oregon University

**1118 Siskiyou Blvd
Ashland, OR 97520**

Members Present: **Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Frederick, ex-officio**

Members Excused: **Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson**

Other legislators present: **None**

The task force embarked on a tour of several facilities on the Southern Oregon University campus. The tour began with a visit to the Social Justice Equity Center, presented by Marvin Woodard. Next, the task force visited the campus food pantry, presented by Frankie Mora. Lastly, the task force visited the arts studio in the Marion Ady Building, presented by Prof. Bren Florendo and a group of students, in a Native American Studies drum creation class, which is part of the Konaway Youth Program. The task force members also discussed pre-college programs, student engagement, and a variety of funding sources for the programs displayed on the tour.

Joint Task Force on Student Success for Underrepresented Students in Higher Education

Meeting Summary – White City Field Trips July 21, 2022

Community Leaders Roundtable

Rogue Community College, Table Rock Campus
Building C, Room 220
7800 Pacific Ave
White City, OR 97503

Members Present: **Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Frederick, ex-officio**

Members Excused: **Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson**
Non-Member legislators present: **None**

The task force met with local campus and community leaders in a roundtable discussion format. Rep. Alonso Leon, Chair, and RCC President Randy Weber jointly greeted the attendees and explained the meeting format. Rep. Alonso Leon, Chair, then began discussion by asking what each of the participants' organizations was doing to promote student success for underrepresented students in higher education settings. Discussion touched on the following topics:

- the decentralized nature of the state's workforce development system;
- longitudinal data systems and data-sharing partnerships across the education and business sectors;
- the importance of soft skills development for students to transition into the workforce;
- grants made available under the Future Ready Oregon initiative;
- the social determinants of health for students, including wellness and financial stability;
- various uses of Medicaid dollars for promoting health and wellness, leading to better educational outcomes;
- the complexity of applying for various public benefits programs and the value of the benefits navigators positions created by HB 2835 (2021);
- widening the definition of "student success" to include learning acquired without earning a degree or certificate;
- a perceived stigma surrounding Adult Basic Skills programs;
- affordability concerns, including tuition and fees, housing, child care, elder care, and transportation;
- characteristics of an open admissions policy;
- outcomes of programs such as Pathways to Opportunity and TRiO;
- partnerships between K-12 districts and community colleges, including dual credit programs; and
- the relatively simple funding distribution method under the Student Success Act.

Faculty and Staff Roundtable

Rogue Community College, Table Rock Campus
Building C, Room 220
7800 Pacific Ave
White City, OR 97503

Members Present: **Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner; Sen. Frederick, ex-officio**

Members Excused: **Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson**

Non-Member legislators present: **None**

The task force met with faculty and staff of Southern Oregon University in a roundtable discussion format. Rep. Alonso Leon, Chair, greeted the attendees and asked how each participants' perspective on working with students helped their understanding of how to promote student success for underrepresented students. Discussion touched on the following topics:

- challenges faced by the campus library system;
- proposed changes to the Community College Support Fund distribution formula;
- proposed mandatory minimum staffing levels, as exist in law in other states;
- some students' relative lack of basic knowledge and skills needed to succeed academically, as well as a reluctance to seek help;
- inadequate access to technology and the Internet in rural areas;
- severe housing cost burdens faced by students due a shortage of housing units in the region;
- limitations of the Oregon Promise Grant program;
- challenges faced by LGBTQ2IA+ students who live in rural areas;
- high student-to-counselor ratios;
- the importance of student government advocacy;
- challenges of accessing public transportation across multiple counties and transit systems;
- a campus-wide reporting system for alerting counselors to attend to students in crisis;
- the potential for new student orientation events to expose students to available support resources;
- student employment opportunities on campus beyond those available via the Federal Work-Study program;
- the "benefits gap" faced by students who are eligible for some public benefits and not others;
- recent temporary expansions of public benefits programs during the COVID-19 pandemic;
- importance of multilingual education for undocumented students; and
- housing costs and shortages in the region since the 2020 wildfires.

Student Listening Session

Rogue Community College, Table Rock Campus
Building C, Room 220
7800 Pacific Ave
White City, OR 97503

Members Present: **Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner**

Members Excused: **Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick, ex-officio**

Non-Member legislators present: **None**

21 students of Rogue Community College attended the listening session. Rep. Alonso Leon, Chair, welcomed the students and task force members and explained the meeting's purpose and structure. Task force members sat individually at tables with groups of seven students. The students described their educational experiences and responded to questions from the committee members. Approximately every 40 minutes, task force members moved to new tables to talk with different groups of students.

Site Tour

Rogue Community College, Table Rock Campus
7800 Pacific Ave
White City, OR 97503

Members Present: **Rep. Alonso Leon, Chair; Sen. Dembrow; Sen. Wagner**

Members Excused: **Rep. Owens; Rep. Ruiz; Rep. Zika; Sen. Findley; Sen. Robinson; Sen. Frederick, ex-officio**

Other legislators present: **None**

The task force embarked on a tour of several facilities on the Table Rock campus. The tour began in the Health Professions Building (Building C), where task force members observed a high fidelity simulation lab, the medical assist lab, the phlebotomy lab, and a functioning dental clinic. Next, the task force visited Building B, where Gary Heigel, a professor and chair of the college's paramedical program, presented the emergency medical services (EMS) program, which features an immersive learning approach. Lastly, the task force visited the college's manufacturing lab, including the visual design program, commercial driver's license (CDL) program, second chance program, diesel program, and high-tech manufacturing center. The task force members also learned about the Newbridge High School Partnership Program within the Rogue Valley Youth Correctional Facility. Task force members also discussed housing challenges, including land, zoning, and construction costs, and the challenges faced by employers to find qualified workers with advanced skills as soon as possible.

Appendix C: Quotes from Student Experience

Quotes heard by legislators from students and support staff during listening sessions at community colleges and universities around the state of Oregon:

Danny, Community College Student – “Benefit navigators are really important. They help students connect to housing, food, childcare... We don’t know nothing about these resources out there.”

University student who came to study from American Samoa – “I came here majoring in biology. I did ROTC for 3 years for housing. Before long my mental health was on the edge. Not having money. Really stressing, taking away hope. I’m not eligible for food stamps, Medicaid. No work study allowed. We have to work hard to get money. At the same time we’re also studying on different hours. I’m hoping to work at the university as an advocate for Samoan students, but at the same time I’m on the brink of dropping out. I have to take out personal loans. For work, we are restricted to 20 hours on campus. But we can’t work off campus. Can the state up that?”

Dalia, Portland, University student – “I’m a first generation student from a low income background. I come from an undocumented family, my parents had little information about higher education. When I decided to continue higher education, it was stressful. I sat down with a friend to consider costs. I discovered my only option was to take out loans to cover the rest of the expenses.”

Jasmine, Community College Student – “When you see a Latina, the only Latina in her medical field, but she’s struggling. So you start thinking, can I even do that?”

Former Army Medic now at University – “Coming out of active is extremely difficult. We have a military advisor Willy, I love him. I see two glaring resources missing. One, not enough mental health resources. We have CaPServices but that’s difficult to get into. Most on zoom. Second: we don’t have a psych person who had military experience. Finally, there’s not enough protections for students on stuff the faculty can do to you.”

Rural Native American Student at University – “The Native community has a lot of expectations, to uphold traditional practices. Missing time for cultural leave is a thing we have to do, but teachers don’t understand. It’s like two different worlds. We hear that too from veterans.”

Jaquelyn, University student – “I’m a first generation Latina college grad. I experienced tremendous biases, including among my counselors. I strongly recommend that funding be available at the K12 level for career counselors. I expect that counselors receive training on how to work with diverse students. Even filling out a FAFSA form. We also need educational outreach programs, that increase the pipeline, but also promote retention.”

Community College Student in Southern Oregon – “I wasn’t aware of what is available. My wish is that these kind of supports were available and present for people earlier in intervening. It took until I was in therapy that someone told me working towards a degree is something that I can do. There should be some bridge between services in school. If I wasn’t in such a hard spot I would have had no idea that this was available.”

Quotes from Support Staff at a Coastal Community College –

“We need our universities to sync up with Community Colleges. More on ramps, and more off-ramps.”

“Cost of attendance is too high. I’m from another state, and I can’t believe how much it is here. If students do decide to go often they only take 1 or 2 classes. I work with students on financial aid and many won’t get student loans. They know better.”

“Have we taken a step back to look at the application process? The real money saver and time saver would be a statewide state-administered system. So that if I transfer the state already has the information.”

“Accessibility is key. For people I grew up with around here, after high school there are two paths: You either go away to a college or you have a job waiting for you. So many people think that college isn’t for them.”

“Students need us as available as possible. Be available, be open, whatever people need, have available. Childcare – We had that when I went through here. That’s a big one we hear a lot.”

Isabelle, Portland, University student – “I’m a transfer student in the “transfers finish free” program. When you hear the term the assumption is that the cost will be free. There’s hidden costs though. Housing here is impossible. Not included in transfers finished free. Stress is a barrier. Students want to be here, students want to learn. But the burden of finances is frankly not fair.”

Latina teaching student finishing school at SOU – “One college advisor in High School was key for all of my college. We need more help getting the word out there to low-income students. It’s important to get to student before they lose hope. Now that I’m a Mom, I’m going in to one year of student teaching and it’s like ‘How am I gonna get through it with no income.’”

Appendix D: Work Group Documents

Work Group 1: Financial Aid and Affordability.

Submitted Policy Proposals

Work Group on Financial Aid and Affordability

Policy Proposals Survey Results

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| Submitter | Carolyn Williams, Mt. Hood Community College |
| Title of proposal | OSAC should accept FAFSAs with professional judgement for consideration for the Oregon Opportunity Grant and Oregon Promise Grant. |
| Detailed description | Students that have professional judgements approved by a Financial Aid Office are currently not considered for the Oregon Opportunity Grant or Oregon Promise Grant. These are students who may have abusive parents or have been abandoned by their parents or have had substantial drops in their family income. If the professional judgement procedure is sufficient for the Dept of Education, it should be sufficient for OSAC to consider these students like every other student for these Oregon grants. |
| What problem will this proposal address? | These are some of our most vulnerable students, without parental support and very limited resources or students whose family income has changed dramatically since the prior-prior year income used on the FAFSA. It's frustrating that we can offer them a Federal Pell Grant but they are not considered for the Oregon grants. It is a robust process with documentation required for a professional judgement to be approved by a Financial Aid Office. |
| What would be a successful outcome of your policy proposal? | Students that have had a professional judgement approved and processed on their FAFSA being considered for Oregon grant eligibility the same as other Oregon students would be a successful outcome. |
| How will you measure successful implementation? | OSAC no longer considering professional judgements as an excluding factor on students' FAFSAs when calculating Oregon grant eligibility. |
| What is the timeline for implementation? | Starting with the 23-24 school year would be ideal |
| Which entities will be responsible for implementing this policy? | OSAC and possibly HECC? |
| What accountability measure(s) should be in place to ensure successful implementation? | Whatever mechanism that is currently in place that causes OSAC to ignore FAFSAs that are coded with "professional judgement" just needs to be removed. Students with professional judgements approved on their FAFSAs being eligible for the Oregon grants would be a successful outcome. |

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| <p>Which existing statutes or programs will this policy affect?</p> | <p>Oregon Opportunity Grant and Oregon Promise Grant</p> <p>Not sure if the eligibility requirement excluding professional judgement FAFSAs is in statute, seems like it would be part of the internal eligibility criteria that OSAC uses for determining awards.</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>Please increase Oregon Opportunity Grants with larger awards, especially for our neediest students. Oregon Promise Grants disproportionately help students from higher incomes. Our budgeting reflects our values. Please give far greater funding for Oregon Opportunity Grants. I'm also concerned with the Oregon Promise Grant becoming more and more complicated administratively. Financial aid offices are stretched thin. Please increase funding for community colleges in general. Thank you!</p> |

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| Submitter | Rep. Nathan Sosa, House District 30 |
| Title of proposal | Expanding Work-Study Options to Include Non-Profit Organizations |
| Detailed description | <p>I propose a pilot program at one or two public universities in which students are given discounted tuition in exchange for working at a non-profit organization in the community.</p> <p>Any non-profits interested in a student worker would register with the program administrator(s) at the university. The administrator would then pair the non-profit with a student. Ideally, the student would be paired with an organization relevant to their field of study. The non-profit would hire and pay the student an equitable wage. So long as the student remained employed by a participating non-profit and completed a certain number of work hours, they would receive discounted tuition.</p> |
| What problem will this proposal address? | <p>1. College Affordability: higher education will cost less for participating students who receive discounted tuition.</p> <p>2. Transition from University to Workforce: students will have a smoother transition into their career field by gaining valuable skills and connections in their desired industry.</p> <p>3. Non-Profit Workforce Shortages: non-profits, which often struggle to hire / retain employees, will have access to a new pool of applicants.</p> |
| What would be a successful outcome of your policy proposal? | A successful outcome would be twofold. First, it would be a large number of students participating in the program, incurring less debt for college, and making a successful transition into their career fields thanks to their experience in the non-profit sector. Second, it would be non-profits expanding their efforts in the community based on the increased energy / capacity created by student workers. |
| How will you measure successful implementation? | It would be measured by the number of students and non-profits participating in the program. |
| What is the timeline for implementation? | Upon the receipt of funding, a pilot program could likely be operational in less than one year. |
| Which entities will be responsible for implementing this policy? | Higher Education Coordinating Commission and the participating universities. |
| What accountability measure(s) should be in place to ensure successful implementation? | Accountability measures would include the program administrators (1) confirming the existence and validity of the participating non-profits; (2) tracking the number of student participants, (3) periodically verifying the students' work hours with the non-profits, and (4) conducting follow-up surveys with the participating students as well as the non-profits. |
| Which existing statutes or | Unknown. |

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| programs will this policy affect? | |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Jennifer Simonson, Executive Director, YMCA of Columbia Willamette |
| Title of proposal | Relook at Homeowners or Rent return tax break. When I was in college late 80's we had a renters return tax break that allowed those making under a certain income level to receive a credit from what they paid in rent. This was extremely helpful for me in college and helped offset living expenses. I think this would be beneficial to break the cost of housing barrier. |
| Detailed description | Please see above. This was a tax relief program that was in Oregon 1970-80's. |
| What problem will this proposal address? | Cost of living expenses.. primarily cost of housing, which can be the largest expense. |
| What would be a successful outcome of your policy proposal? | The tax relief program being passed and giving relief both to students that otherwise might not have access to go to college and others in the state that are facing challenges with housing prices currently. We know that cost of housing is one of the biggest struggles facing people today and this could ease some of the pressure and stress on those individuals. |
| How will you measure successful implementation? | Giving greater access to students and those facing housing insecurities. |
| What is the timeline for implementation? | Not sure how quickly a tax relief program can be put in place. |
| Which entities will be responsible for implementing this policy? | It would be filed with individuals income taxes. As a student there was a year I didn't work and was able to file with this relief program and received a portion of the rent I paid back which helped me with my living expense. |
| What accountability measure(s) should be in place to ensure successful implementation? | Making sure everybody is aware of the relief program. Many times tax relief options are not well advertised and then missed by those that could benefit. This would be something that should be known my financial aide departments counselors, sent out to all individuals by mail etc |
| Which existing statutes or programs will this policy affect? | I'm not sure about this. Not even sure I'm answering the questions right. This is new to me and I just think we need to make education more accessible. |
| Do you have any additional questions or comments you would like to share with the Task Force? | Please reach out if you have questions as I'm not sure I answered these correctly. |

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| Submitter | Dylan DeLoe, Former Library Assistant-Blue Mountain Community College and Student-Oregon State University |
| Title of proposal | “Learners Working For Affordable Materials” |
| Detailed description | <p>Addressing Rising Textbook Costs in 2 Parts</p> <ol style="list-style-type: none"> 1. Contracting with a university/college program to create registration software that communicates with online bookstore sites (software that may also need to be created) to automate accurate course marking. 2. Increasing funding to Open Oregon Educational Resources to their “expansion” request of 4.5 million per biennium to continue indefinitely. Other funding options include a “growth” option request at \$3.1 million, or a “maintain” option request at \$2.4 million. |
| What problem will this proposal address? | <p>The Issue: The problem of rising textbook costs is often viewed as a separate issue from general financial aid and affordability measures as it pertains to the systemic ways in which we address each. This is often coupled with issues of low administrative support and expensive third party contracts that institutions engage in that create a hodgepodge of software applications that do not communicate with one another, and do not allow room to implement affordability measures passed previously by the Oregon state legislature. This is a comprehensive approach to create tools—as well as learning opportunities—for Oregon college and university students to achieve affordability measure compliance, user-centered design, and support of already existing efforts to inform students so they can make sound financial decisions and lower the cost of attending higher education. When done the way this proposal outlines, Oregon students benefit and taxpayers keep their money here in Oregon.</p> <p>“Low-cost” and “no-cost” designations are arbitrary, and the nature of manual entry (the currently predominant means of communicating textbook costs, if an institution’s software allows for it) means that course marking is very infrequent and sometimes inaccurate. In tandem with on-time adoption recommendations in HB2919, an automated program used by all colleges and universities will mean students are informed with uniformity and could even provide a range of exact price points at the time of registration.</p> <p>Supporting efforts to create open educational resources and easing access for instructors to adopt said resources is a crucial step to any cost-saving policy concerning course materials. Open Oregon Educational Resources has been at the forefront of aiding project management, instructional design, grant writing, and grant funding of OER creation and pilot instruction across the state. Their website also houses many course materials created by Oregon educators and adjustments will be made to make the repository space more effective in aiding adoption of these free materials. At its current operational level, some of its services will become unavailable or its capacity for services will diminish as grant funding for the organization lapses. In order to continue offering professional development opportunities and expand its</p> |

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| | capacity for OER projects, including translation of materials into non-English languages, expansion of openly licensed materials in upper division courses and trades, and more, this policy recommends increasing ongoing funding by \$4.5 million per biennium to continue indefinitely, as per the organization’s request. |
| What would be a successful outcome of your policy proposal? | Success of this proposal means that OER creation and pilot instructing efforts are bolstered with immediate effect and within 3 years time, Oregon’s public colleges and universities will attain 100 percent compliance with “course marking” (marking exact price ranges for required course materials at the point of course registration). |
| How will you measure successful implementation? | Success of this proposal means that OER creation and pilot instructing efforts are bolstered with immediate effect and within 3 years time, Oregon’s public colleges and universities will attain 100 percent compliance with “course marking” (marking exact price ranges for required course materials at the point of course registration). |
| What is the timeline for implementation? | 1 year to take contract proposals from computer science and graphic design programs for work study to build registration software and/or campus bookstore software that aligns and communicates display for price ranges. -> HECC makes selection of proposal/s. -> Approx. 2 years for the build and QA testing -> Public colleges and universities adopt the new software. Funding for Open Oregon Educational Resources effective upon passage. |
| Which entities will be responsible for implementing this policy? | Contracted programs, HECC, Student Services departments at colleges and universities, Open Oregon Educational Resources |
| What accountability measure(s) should be in place to ensure successful implementation? | N/A |
| Which existing statutes or programs will this policy affect? | HB2919 |
| Do you have any additional questions or comments you would like to share with the Task Force? | https://openoregon.org/the-oer-movement-needs-a-change/ |

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| Submitter | Dylan DeLoe, Student-Oregon State University and Former Library Assistant-Blue Mountain Community College |
| Title of proposal | Support for Student Parents |
| Detailed description | The state will seed child care programs on all public college and university main campuses, ensuring with funding that enrolled students pay nothing for child care, and that it is adequately staffed with a combination of employees and work study/internship opportunities for family sciences and early childhood education students, primarily, but does not exclude students seeking work study from other major degree pathways. Child care services may also be open to the public for paid services, as long as per child fees do not exceed the average per child costs within the county where the college or university is located. |
| What problem will this proposal address? | Child care availability is lacking in the state of Oregon and it affects student parents—especially in rural communities—in unique ways. Some institutions do not allow children into the classrooms with their parents, some communities lack affordable options to child care, and some lack child care completely. Prospective students may choose not to come to school for the obligations they have to care for their children, and student parents are forced into situations where they cannot take the time to confront the challenges of the classroom, instead having to juggle all their challenges at once. This allows socioeconomic conditions to become calcified over generations of students, as it leads some to not engage in higher education, or drop out of the system without a certificate, but with debt. |
| What would be a successful outcome of your policy proposal? | An increase in retention and graduation among student parents will be hard to grasp with a lack of data in this field currently, however, measuring success, at least early on, can be done by documenting the number of children served, and how many hours they are cared for, as a part of this policy. With these measurements, institutions should also gather information about the frequency of student parents being enrolled, and the increases in enrollment, retention, and graduation rates for student parents over time. |
| How will you measure successful implementation? | An increase in retention and graduation among student parents will be hard to grasp with a lack of data in this field currently, however, measuring success, at least early on, can be done by documenting the number of children served, and how many hours they are cared for, as a part of this policy. With these measurements, institutions should also gather information about the frequency of student parents being enrolled, and the increases in enrollment, retention, and graduation rates for student parents over time. |
| What is the timeline for implementation? | If passed in the 2023 long session, the child care programs should open and accept children into the program beginning Fall term 2024. |
| Which entities will be responsible for | Colleges and Universities, overseen by DHS/HECC. |

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| implementing this policy? | |
| What accountability measure(s) should be in place to ensure successful implementation? | N/A |
| Which existing statutes or programs will this policy affect? | N/A |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Dylan DeLoe, Student-Oregon State University |
| Title of proposal | Promoting Healthy Campuses Policy Proposal |
| Detailed description | Any credit-earning student will be eligible for OHP Basic or Citizenship Waived Medical. The OHP Basic Plan will add immunizations, medical equipment and supplies, labor and delivery, reproductive health care, emergency care, emergency transport, vision and hearing, to the already existing benefits offered by OHP. CWM benefits will be changed to match the benefits offered by OHP. |
| What problem will this proposal address? | Many students in Oregon venture to college and university campuses to improve their socioeconomic condition, but they often do so without adequate support, especially when a lot of them are leaving their family homes for the first time. Some may not know about what is available or have never been eligible for services before. Even for those lucky enough to get on the OHP Basic Plan, many necessary services are not covered, and must be paid for out of pocket. All of these issues are even more apparent when looking at prospective students from across the globe, coming to Oregon for a quality education, who may struggle to get any coverage from OHP or otherwise. An expansion of eligibility to all students enrolled in classes that earn credit and expansion of services covered by OHP’s Basic Plan and Citizenship Waived Medical (CWM) will address these costs. |
| What would be a successful outcome of your policy proposal? | Success means that more students in all income brackets are taking more appointments and more services are being covered by OHP and CWM overall. |
| How will you measure successful implementation? | Basic Needs Navigators on campuses as a result of HB2835 will organize on-campus communications about changes to eligibility and help students apply for enrollment in OHP and CWM. They will also report the number of student applicants to each healthcare program, along with basic demographic and economic information that is typically gathered when applying. |
| What is the timeline for implementation? | Implementation will take place the fall term following the bill’s passage. |
| Which entities will be responsible for implementing this policy? | Basic Needs Navigators, Legislature, Health Clinics |
| What accountability measure(s) should be in place to ensure successful implementation? | N/A |
| Which existing statutes or | HB2835 |

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| programs will this policy affect? | |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Elizabeth Guzman Arroyo, Statewide Director of STEP & Pathways to Opportunity, Portland Community College |
| Title of proposal | Affordability & Financial Aid Student Equity & Success Proposal |
| Detailed description | <p>1. Expand the Oregon Opportunity Grant: Expanding the Oregon Opportunity Grant (OOG) would allow Oregon residents with financial need to access in-state higher education at higher rates. Increasing the overall funding and maximum awards of the OOG would make sustainable and affordable access a reality for a larger number of low- and middle income Oregon residents. We recommend moving away from covering a percentage of the cost of attendance, towards the goal of fully covering tuition and fees, this model would be similar to the Washington College Grant. Further, we recommend two specific changes to broaden the scope of who can benefit from the OOG: remove current restrictions of half- or full-time enrollment to receive an OOG award and increase access and flexibility of eligibility to include non-traditional learners which is a growing demographic in the student population. This includes non-credit certificates and training programs, as well as adult-basic skills, and other on-ramp programs often seen as the only option for low-income adult learners with limited time and financial capacity to engage in post-secondary education. In order to maximize the state’s investment, it is important to pair investments in student financial aid with investments in institutional support funds.</p> <p>2. Provide permanent funding for the Tribal Grant: Continuous funding of the Tribal Grant provides continued access to post-secondary education for Oregon Tribal members, rather than split family support.</p> <p>3. Increase funding for the Child Care Grant and add support for campus child care facilities to address child care shortages: Parenting students are an under-resourced population in which an increase in the Child Care Grant paired with financial support for on-campus child care facilities would provide a multi-generation impact in gained economic mobility.</p> <p>4. Increase support for HB2835 Benefits Navigators: Provide a program budget to each benefit navigator across Oregon’s twenty-four public post-secondary institutions allowing increased structure build-out and effectiveness of benefits integration models. Funds would be used for peer-advocate programs, direct student emergency aid, or other program needs identified by individual institutions and aligned with intent of HB2835 such as administration of on-campus food pantries or subsidized meal programs.</p> <p>5. Allow families to prepay tuition: The State of Florida allows families to prepay college and state university tuition through monthly contributions to the state’s 529 college savings plan. The State of</p> |

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| | Florida guarantees family investments. Allowing Oregon families to prepay tuition through state-guaranteed investments or partnerships with Oregon philanthropic organizations, increasing a sense of security for low-income historically marginalized communities, would make higher education a reality for middle-income families. |
| What problem will this proposal address? | The proposals outlined increase student access and persistence by addressing financial barriers to tuition and cost of living. |
| What would be a successful outcome of your policy proposal? | Increased access, persistence, and completion rates of underrepresented student populations. |
| How will you measure successful implementation? | Disaggregated data reports on awardees and college/university reports on completion rates. |
| What is the timeline for implementation? | Ongoing funding for all proposals with one year of structure build-out of new initiatives. |
| Which entities will be responsible for implementing this policy? | HECC, Public Post-Secondary Institutions, and Philanthropic Organizations (if identified as partner). |
| What accountability measure(s) should be in place to ensure successful implementation? | Reporting contracts with HECC. |
| Which existing statutes or programs will this policy affect? | Oregon Opportunity Grant, Tribal Grant, Child Care Grant, HB2835 Benefit Navigators (2021). |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Pam Blumenthal |
| Title of proposal | Affordable Rents for College Students (ARCS): providing affordable housing and support for students most in need |
| Detailed description | <p>The Affordable Rents for College Students (ARCS) program was started in 2020 to provide affordable housing options for college students in Portland. We have doubled our capacity in the past year, but there is still an incredible need for affordable housing opportunities for low income, underrepresented students.</p> <p>Option 1</p> <p>Subsidized housing for low income college students: \$1,000,000 funding for ARCS (Affordable Rents for College Students) to scale program and increase capacity to house 100+ college students per year in current CHNW owned housing in Portland Metro Area</p> <p>Funding Impact:</p> <p>Provide immediate 50% subsidy for students most in need</p> <p>Retain students most at risk of dropping out</p> <p>Double current ARCS program capacity</p> <p>Help leverage other resources to sustain the program</p> <p>Students attending MHCC, PCC, CCC, and PSU would benefit from this investment</p> <p>Option 2</p> <p>Appropriation for Housing Acquisition: \$3-\$5 million State appropriation to provide capital for housing acquisition to house low income students.</p> <p>Funding Impact:</p> <p>Support CHNW acquisition property</p> <p>Provide necessary gap funding (in addition to CHNW contribution) to create permanent, deeply affordable units at 30% AMI rents for at-risk students</p> <p>Ongoing ARCS funding would be leveraged to provide additional affordable units and support services at project</p> |

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| <p>What problem will this proposal address?</p> | <p>Providing affordable rents for low income, underrepresented college students will allow more students to be retained and complete credentials. It will also encourage students to enroll who might otherwise not consider college an option.</p> <p>Students are only one demographic that have borne the impacts of rising economic challenges, one of which is reduced housing security. A Hope Center report found that close to 50% of students reported some degree of housing insecurity in 2020, whether it was having to sleep on a friend’s couch, in a vehicle, or even outside.</p> <p>The issue of housing insecurity has larger ramifications beyond the impacts it causes on individual student lives. In aggregate, affordable housing shortages pose a serious threat to the reputations and financial wellbeing of higher education institutions, as well as the long history of federal investments in higher education. Students who experience housing insecurity or homelessness have lower GPAs and are less likely to graduate on time, if they graduate at all, reducing their opportunities to reap the benefits of higher education and increasing the likelihood of defaulting on educational loans.</p> <p>A college education can have a significant impact on a person’s lifetime earnings, health and well-being, as well opportunities for their children. It also can mean the ability to support family, the time to volunteer and donate to social improvement efforts, and a higher contribution to government revenues in terms of property and income taxes. A college education can make a world of difference.</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <p>Providing more than 100 college students in the Portland Metro Area with affordable, supportive housing. This would be a pilot for what could happen in other parts of Oregon through collaborative partnerships and innovative funding strategies.</p> <p>Increased college access and success for underrepresented students</p> <p>Elevating the issues of college student housing insecurity and supporting a solution that could be replicated throughout Oregon.</p> |
| <p>How will you measure successful implementation?</p> | <p>Housing more than 100 students (each year of the biennium). Increased retention and credit accumulation of students housed. All students supported are low income, majority students housed will be first generation, BIPOC, LGBTQIA2s+, and former foster youth.</p> |

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| What is the timeline for implementation? | With additional resources we could start housing students immediately. College Housing Northwest has apartments available at below market rents and with additional ARCS funding we can further subsidize rents to be \$500-\$600/month (30-40% AMI). |
| Which entities will be responsible for implementing this policy? | College Housing Northwest, Affordable Rents for College Students (ARCS) and partners (PCC, MHCC, CCC, PSU, New Avenues for Youth, NAYA) |
| What accountability measure(s) should be in place to ensure successful implementation? | Quarterly reporting on outcomes. Presentations to legislative committees. |
| Which existing statutes or programs will this policy affect? | Not sure what might be implicated. We do not think that there is anything that will be affected. |
| Do you have any additional questions or comments you would like to share with the Task Force? | For more information about our work here are a couple of links: https://www.koin.com/news/arcs-program-prevents-homelessness-for-college-students/ . https://chnw.org/wp-content/uploads/2022/10/CHNW_ARCS_LostInTheShuffle.pdf |

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| Submitter | Meghan Turley |
| Title of proposal | University Accountability Act |
| Detailed description | <p>Set specific student housing commitments: Universities must establish firm commitments to house a greater percentage of their student bodies on-campus, and ensure that any growth in enrollment also corresponds with growth in housing. Set numerical deadlines for decreasing dependence on private rental housing. Must identify target rents for dorms that are competitive with the rents students can obtain by sharing private market rental housing.</p> <p>Accountability: Require each higher education institution to report either quarterly or by semester its total number of enrolled students, the number of students house both on- and off-campus, the locations of all university-owned or affiliated housing, and the specific addresses of each student housed off-campus (no personal identifiers). Require</p> |

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| | <p>universities to analyze the impact students have on the city’s housing market.</p> <p>Affordability: Increase student housing affordability and accessibility across the state by expediting the review process for affordable and sustainable student housing development</p> |
| <p>What problem will this proposal address?</p> | <p>The University Accountability Act will aid in reducing housing insecurity within the communities they inhabit. The struggle to find affordable housing while in college is an additional challenge for Oregon students while pursuing a degree. Additionally, the presence of university development and populations leads to increased rental costs off-campus. In the city of Eugene, 55% of renters spend more than 30% of their income on rent. It can be hard to figure out your basic needs while also attending classes. Low-income housing is already difficult to find in Oregon, with Oregon’s housing wage ranking 13th highest in the nation. That means, at minimum wage, the average Oregonian would have to work 81 hours a week to afford average rent costs. The number is high for the average resident, and even more insurmountable for those trying to graduate. Universities would have a better idea of the number of students who are facing housing difficulties or may face difficulties soon if they understood the data about rental costs in student populated areas and maintained a more firm commitment to pacing enrollment and development. Collecting this data would also allow universities to inform the communities they inhabit, the state, and themselves about resources that are needed to help offset costs affiliated with housing.</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <p>Universities utilize data collected from housing commitment and survey to inform outreach efforts with students, development of on-campus programming to inform future tenants, and development of on-campus housing. Universities utilize data to collaborate with cities to address more systemic patterns that emerge through data collection about housing costs.</p> <p>Affordable housing projects will be given “by right” approvals, expediting them from tedious and extensive approval and zoning processes. Potential sites where affordable and mixed-income housing can be developed are expanded.</p> |
| <p>How will you measure successful implementation?</p> | <p>Universities comply through submission of reports as outlined through annual student housing commitments and surveys.</p> <p>Progress reports provided by the university to demonstrate active and intentional actions in their commitment to housing larger percentage of their student bodies on-campus and offsetting costs of surrounding market</p> |
| <p>What is the timeline for implementation?</p> | <p>An initial report of total number of enrolled students, number of student housing both on and off-campus, locations of all university-owned or affiliated housing, and the specific addresses of each student housed off-campus (no personal identifiers) and an analysis of be conducted of the impact students have on the city’s housing market to provide a baseline</p> |

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| | to measure progress. Identifying trends will likely take a few years. For this reason, the timeline of implementation will likely take a few years. |
| Which entities will be responsible for implementing this policy? | The Higher Education Commission (HECC) and would be responsible for providing a set criteria for what is acceptable, intentional, and equitable progress and commitment from public Universities. Additionally, universities would be responsible for reporting adequate information and demonstrating an intentional and tangible commitment to student housing security. Creation of a State Task Force/Work Group |
| What accountability measure(s) should be in place to ensure successful implementation? | Universities would have to report to the HECC annually as well as sending a delegate to a State Task Force/Work Group |
| Which existing statutes or programs will this policy affect? | We are not sure of which existing statutes or programs this will affect. We expect that there will be overlap with urban development and infrastructure plans in university cities. |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Carolyn Williams |
| Title of proposal | Increase award amounts for the Oregon Opportunity Grant. |
| Detailed description | For a community college student, \$3600 (\$1200 for fall, winter and spring terms) is the maximum annual award amount for a full time student receiving the Oregon Opportunity Grant. I propose that the amounts of these awards be increased, particularly for the lowest income students (those receiving Federal Pell Grants or in households eligible for SNAP benefits). |
| What problem will this proposal address? | <p>Many low income students are forced to take out federal student loans in order to cover living expenses as Federal Pell Grants have increased very little in past decade while the cost of living has risen dramatically. Students need to be able to pay for food and rent in order to remain students and complete their program. Oregon lags behind significantly in the amount of state grants offered to Oregon college students compared to Washington and California. Many low income students do not attend college at all as their financial aid offers do not give them sufficient resources to be able to do so.</p> <p>Underrepresented students benefit greatly from the Oregon Opportunity Grant, far more than the Oregon Promise Grant which primarily benefits higher income students.</p> |
| What would be a successful outcome of your policy proposal? | More grant funding in the hands of Oregon college students would help those students both to complete their degree or certificate and to do so with less federal student loan debt. |
| How will you measure successful implementation? | More Oregon Opportunity Grant funds disbursed to more students would be a sign of success. |
| What is the timeline for implementation? | The 23-24 school year hopefully! |
| Which entities will be responsible for implementing this policy? | The legislature would need to authorize much greater funding for the Oregon Opportunity Grant program which is administered by OSAC under HECC. |
| What accountability measure(s) should be in place to ensure successful implementation? | No additional measures would be needed for increasing the award amounts. The same accountability measures that are already in place where the student's EFC (Estimated Family Contribution) on their FAFSA is used to determine their award eligibility as well as if they are half time or full time student would remain in place. |

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| | If Oregon chooses to create a similar eligibility track like Washington's program of giving grants to students in households that are eligible for SNAP, this program also contains built in accountability measures since the steps for receiving SNAP benefits are stringent already. |
| Which existing statutes or programs will this policy affect? | The Oregon Opportunity Grant program |
| Do you have any additional questions or comments you would like to share with the Task Force? | Thank you for all your work on these important issues! Financial Aid can truly change students' lives by making it possible to attend school and earn a degree or certificate. |

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| Submitter | Dylan DeLoe |
| Title of proposal | Recognizing Houseless Students and Families |
| Detailed description | Colleges and universities will designate a zone on-campus where houseless students may reside, and have access to showers without risk of being swept by law enforcement. This may be a dormitory hall, a parking zone for those in vehicles, or even space for tents. Basic Needs Navigators can register students to have access to these zones and help with access to other basic needs already on offer within each community. |
| What problem will this proposal address? | This policy will reduce harm to houseless students and their families, and give them a chance to succeed. |

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| What would be a successful outcome of your policy proposal? | Success for this policy would mean that houseless students and their families have a consistent place to be, in relative safety, and are more likely to remain on their degree path to improve their socioeconomic standing. |
| How will you measure successful implementation? | By measuring how many students and family members are using the zone via registration with the Basic Needs Navigator. We may also measure the increase in other services rendered to said students, who may have not received services otherwise, such as financial aid, mental health counseling, food from campus/community food pantries, etc. |
| What is the timeline for implementation? | Oregon Colleges and Universities may take two quarter terms to designate a space and create a registration system upon passage. |
| Which entities will be responsible for implementing this policy? | Oregon Colleges and Universities may take two quarter terms to designate a space and create a registration system upon passage. |
| What accountability measure(s) should be in place to ensure successful implementation? | HECC will ensure funding for Basic Needs Navigators are continued so long as the college or university is serving houseless students through the program. |
| Which existing statutes or programs will this policy affect? | HECC will ensure funding for Basic Needs Navigators are continued so long as the college or university is serving houseless students through the program. |
| Do you have any additional questions or comments you would like to share with the Task Force? | HECC will ensure funding for Basic Needs Navigators are continued so long as the college or university is serving houseless students through the program. |

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| Submitter | John Branam |
| Title of proposal | Increasing Postsecondary Access + Matriculation for Black, Brown & Low-income Oregonians |
| Detailed description | <p>According to research, high school seniors who complete the FAFSA are 84% more likely to immediately enroll in postsecondary education, and for students in the lowest socioeconomic quintile, FAFSA completion is associated with a 127% increase in immediate college enrollment.</p> <p>To this end, it's deeply concerning that Oregon ranked 35th in FAFSA completion rates in 2022 (46% of 48K seniors), and had America's 10th highest decline in college matriculation in 2022 when compared to 2021. These numbers don't portend well for Oregon's future, especially as the need to further transform our economy into a high-skills, knowledge-based one has never been higher.</p> <p>To address this pernicious challenge and to supercharge the pursuit of postsecondary degrees in Oregon - and especially among Black, Brown, first-gen, immigrants and people from low-income families - we must think, and act, differently. We must move beyond traditional approaches to promoting higher-ed (although at present we barely do at all,) and supporting people from the aforementioned demographics in their pursuit. Our renewed effort must be bold, creative, empathic, original, targeted, personalized, in-person and digital, and scaled.</p> <p>Put another way, we must undertake a new, focused effort to provide personalized support - at scale - focused in particular on supporting financial aid including FAFSA/ORSAA completion and scholarship applications. Within this effort we must create compelling, youth-friendly, research-based, culturally-relevant digital content (youth live online - and especially youth-of-color) focused on FAFSA completion and postsecondary pursuit; develop incentive-based campaigns that</p> |

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| | <p>supercharge engagement; and provide 1:1 advising and support to increase FAFSA/ORSAA completion.</p> <p>More specifically, our bold, arresting, one-of-a-kind statewide effort should include the following:</p> <ul style="list-style-type: none"> ● Developing and deploying a youth-focused, primarily digital, statewide college-going campaign that promotes college, addresses summer melt, and seeks to re-engage stop-out students ● Promoting the consumption of digital content focused on: 1) valuing a postsecondary education; 2) believing they belong in college; 3) receiving personalized support through the application process; 4) completing the FAFSA; & 5) highlighting the Oregon Promise ● Providing personalized, virtual FAFSA support for up to 100% of OR’s seniors ● Providing personalized, virtual support for up to 100% of OR’s seniors’ college application and scholarship essays ● Providing GS’ research-based, youth-friendly, mobile-first, college-going digital content (that also highlight scholarships - which students love and that drive significant campaign engagement!) via email to OR educators/advisors to be shared directly w/ students ● Running a statewide textline for students to receive college-going content, check-ins, nudges and personalized support for juniors and seniors (support provided by a trained team of primarily Black and Brown first-gen staff, all of whom are trained in college + career advising practices, and are NCAN certified) |
| <p>What problem will this proposal address?</p> | <p>All Oregonians - but especially Black, Brown, immigrant, first-gen and students from low-income families - complete the FAFSA and matriculate into two and four-year colleges at far lower rates than necessary to ensure Oregonians thrive, and to help lead our state into a next-generation economy. More specifically, Oregon ranked 35th in the US in FAFSA completion rates in 2022 (46% of 48K seniors). Four keys to students' successful navigation into a postsecondary institution include: 1) valuing a postsecondary education; 2) believing they belong in college; 3) receiving personalized support through the application process; and 4) completing the FAFSA/ORSAA.</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <ul style="list-style-type: none"> ● 10% increase in Oregon’s FAFSA completion rate in 2025 (compared to 2022) ● 15% increase in Oregon’s FAFSA completion rate in 2026 (compared to 2022) ● 20% increase in Oregon’s FAFSA completion rate in 2027 (compared to 2022) ● 10% increase in Oregon’s 2-year college matriculation rate in 2025 (“ ● 15% increase in Oregon’s 2-year college matriculation rate in 2026 (“ ● 20% increase in Oregon’s 2-year college matriculation rate in 2027 (“ |

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| | <ul style="list-style-type: none"> ● 5% increase in Oregon’s 4-year college matriculation rate in 2025 (“ ● 8% increase in Oregon’s 4-year college matriculation rate in 2026 (“ ● 10% increase in Oregon’s 4-year college matriculation rate in 2027 (“ ● Disproportionately higher increases of college matriculation among target population |
| How will you measure successful implementation? | Implementation success will be evaluated by reviewing real-time statewide data on FAFSA/ORSAA completion, as well as statewide higher education data on 2 and 4-year college matriculation, compared to the goals articulated above. |
| What is the timeline for implementation? | The timeline for implementation would be driven by the timeline for funding. Assuming potential funds would not be available until late Oct. 2023, planning would happen between Nov. 1, 2023 and July 30, 2024, with implementation beginning on August, 1, 2024, and extending until June 30, 2027. |
| Which entities will be responsible for implementing this policy? | The organization(s) hired to implement the statewide effort. |
| What accountability measure(s) should be in place to ensure successful implementation? | <ul style="list-style-type: none"> ● Quarterly check-ins by the OHECC. ● A comprehensive annual review of progress conducted by the OHECC. |
| Which existing statutes or programs will this policy affect? | None directly of which we are aware. |
| Do you have any additional questions or comments you would like to share with the Task Force? | No, but thank you for your consideration. |

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| Submitter | |
| Title of proposal | |
| Detailed description | |
| What problem will this proposal address? | |

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| What would be a successful outcome of your policy proposal? | |
| How will you measure successful implementation? | |
| What is the timeline for implementation? | |
| Which entities will be responsible for implementing this policy? | |
| What accountability measure(s) should be in place to ensure successful implementation? | |
| Which existing statutes or programs will this policy affect? | |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

Policy Proposal Survey Results

Work Group 1 Survey: Financial Aid and Affordability

Survey recipients: 36

Survey responses: 18

Response rate: 50%

Support for Work Group Recommendations

Q: Which of the following recommendations do you support?

The task force recommends that the state expand its grant aid programs to cover a larger share of the cost of attendance for low-income and underrepresented students.

of responses in support: 17

% responses in support: 94%

The task force recommends that the state revise its financial aid programs to accommodate the needs of working adults, who are becoming an increasingly large share of the student population across the state.

of responses in support: 13

% responses in support: 72%

The task force recommends that efforts to promote financial literacy, completion of the FAFSA and ORSAA, and the long-term implications of student debt be expanded.

of responses in support: 9

% responses in support: 50%

The task force recommends that the state address rising housing and child care costs, particularly in communities where large numbers of students reside.

of responses in support: 12

% responses in support: 67%

The task force recommends that the state continue to invest in the benefits navigator program and to streamline the ability of students in higher education to access public assistance programs.

of responses in support: 14

% responses in support: 78%

Support for Work Group Policy Proposals

Q: Using a scale from strongly disapprove to strongly approve, please rank the following proposals.

(Note: Proposals listed as "FA-#" were developed by work group members, while "SD-#" were developed by Senator Dembrow.)

Strongly disapprove = 1

Disapprove = 2

Neutral = 3

Approve = 4

Strongly approve = 5

% responses in support = (# of scores greater than or equal to 4) / (total responses)

FA-8: (HECC Funding Proposal) - Provide permanent funding for the Oregon Tribal Student Grant Program, fully funding the cost of attendance for enrolled members of one of Oregon's 9 federally-recognized tribes (currently a 1-year temporary program). (\$40 million)

Average score: 4.56

% responses in support: 100%

HECC POP 201: Student Equity (\$100,264,465)

Average score: 4.44

% responses in support: 94%

FA-9: (HECC Funding Proposal) - Increase funding for the Child Care Grant and issue grants to institutions to expand their child care services. (\$4.2 million)

Average score: 4.39

% responses in support: 94%

SD-6: Join Washington in using SNAP eligibility as an automatic indicator of Oregon Opportunity Grant eligibility.

Average score: 4.33

% responses in support: 89%

FA-19: Create a statewide multi-prong campaign to improve FAFSA/ORSAA completion rates for Low-Income Oregonians and Oregonians of color.

Average score: 4.33

% responses in support: 83%

FA-10: Create permanent funding for a regular benefits navigator program at each institution.

Average score: 4.33

% responses in support: 78%

FA-7: (HECC Funding Proposal) - Expand the Oregon Opportunity Grant to fully fund the cost of attendance at a public college or university for all who meet need standard. (\$700 million request)

Average score: 4.28

% responses in support: 89%

HECC POP 102: Oregon Opportunity Grant/Oregon Promise (\$779,394,907)

Average score: 4.22

% responses in support: 83%

SD-4: Expand the Oregon Promise to include free tuition for eligible returning CC students along with those immediately out of high school.

Average score: 4.00

% responses in support: 78%

FA-6: Allow all credit students to qualify for the basic Oregon Health Plan.

Average score: 4.00

% responses in support: 72%

HECC POP 202: Open Educational Resources (\$2,415,600)

Average score: 3.83

% responses in support: 61%

FA-5: Create child care services at each institution.

Average score: 3.72

% responses in support: 67%

SD-8: Institute a required high school course in planning for post-graduation that would introduce students to post-secondary options, filling out the FAFSA/ORSA, and understanding and accessing resources.

Average score: 3.67

% responses in support: 67%

FA-4: Appropriating an additional \$2 million to double the General Fund appropriation for Open Education Resources (producing low-cost or no-cost e-textbooks).

Average score: 3.67

% responses in support: 56%

HECC POP 103: ASPIRE/FAFSAA (\$6,659,028)

Average score: 3.61

% responses in support: 61%

SD-3: Expand the Oregon Promise to include free tuition for Pell-eligible university students.

Average score: 3.61

% responses in support: 56%

FA-11: Allow families to lock in and pre-pay tuition in advance via monthly contributions to a 529 Savings Plan.

Average score: 3.61

% responses in support: 50%

SD-9: Incentivize high school graduation and post-secondary access by creating a fund that would deposit dollars into students' postsecondary accounts at the end of the 10th, 11th, and 12th grades as they successfully meet benchmarks for graduation (modeled after successful New Brunswick program).

Average score: 3.56

% responses in support: 56%

SD-2: End the Oregon Promise, incorporating its resources into the Oregon Opportunity Grant.

Average score: 3.50

% responses in support: 61%

FA-16: Expedite the local permitting process for affordable student housing.

Average score: 3.50

% responses in support: 50%

SD-5: Expand the Oregon Promise to include free tuition for eligible returning CC and university students along with those immediately out of high school.

Average score: 3.44

% responses in support: 50%

FA-15: Create a task force on student housing and the effect of student enrollment on local housing markets. Require all higher education institutions to report quarterly on the impact that student enrollment has on the local housing market.

Average score: 3.39

% responses in support: 39%

FA-13: Appropriate \$3-\$5 million to College Housing Northwest for additional housing supply and building maintenance.

Average score: 3.33

% responses in support: 50%

FA-12: Allocate \$1 million to the Affordable Rents for College Students (ARCS) program, providing subsidized housing for students in the Portland metro area.

Average score: 3.33

% responses in support: 50%

FA-14: Direct universities to provide on-campus housing at a rate that is comparable to private rental housing.

Average score: 3.28

% responses in support: 50%

FA-3: Direct institutions to develop an electronic registration system that would allow students to see the cost of course textbook materials in addition to tuition.

Average score: 3.28

% responses in support: 44%

FA-2: Tax relief for homeowners and renters as a way to make housing more affordable for students.

Average score: 3.28

% responses in support: 44%

FA-18: Require all higher education institutions to designate a zone on campus where students experiencing homelessness may reside, camp, part vehicles, and shower without being at risk of removal.

Average score: 3.28

% responses in support: 39%

HECC POP 105: Oregon National Guard Education Grants (\$4,080,000)

Average score: 3.22

% responses in support: 44%

SD-7: Merge the OOG, Oregon Promise, Tribal grant, and all other grant programs into a single program with a weighted formula for allocation based on Expected Family Contribution, first-gen status, degree path, etc.

Average score: 3.06

% responses in support: 28%

FA-1: Augmenting need-based aid with state-funded work-study options that would include work at designated non-profits.

Average score: 2.94

% responses in support: 28%

SD-1: Limit the Oregon Promise to students who are Pell eligible.

Average score: 2.83

% responses in support: 22%

Comments and Feedback

Q1: Which of the following recommendations do you support?

- I think 1 and 2 can work together in that all Oregonians should be eligible whether they are traditional aid students or adults coming back for additional training.
- The first recommendation is the most important.
- I support all the task force recommendations but have selected the top three I believe will have the largest impact across the State.
- The costs to students beyond tuition and fees are pushing many students out of higher ed. We need policy change that will support multiple programs to address these issues.

- While housing and child care are significant issues for students and all Oregon residents I would rather see funding go directly to cover the cost of higher education and fill financial aid gaps leaving more room in students' budgets to cover other costs.
- Keep efforts focused where they can do the most good, rather than trying to prioritize everything!

SD-1: Limit the Oregon Promise to students who are Pell eligible.

- "Although well-intentioned to focus funding from Oregon Promise grant toward lower income students, this could cause many issues with Oregon Promise becoming inaccessible to students who complete ORSAA rather than FAFSA and therefore cannot qualify for Pell.
- Additionally, there are many students who have just graduated from high school who have parents with incomes surpassing the limits for Pell eligibility in the middle income range, but those parents are unwilling or unable to provide any financial support to their young adult child as they transition to college. Therefore the young adult student is now living on whatever meager income they can make working a low wage job, and receives less financial aid due to their parents' income, despite that parental income not actually doing anything to support them in their basic needs. "
- Limiting eligibility to financial aid in turn limits the number of students in attendance, limits their completion rates, and leaves Oregon's workforce less educated. A student may not be eligible for Pell grants based on Estimated Family Income, which is a deeply flawed measure of cost burden.
- Limiting eligibility to financial aid in turn limits the number of students in attendance, limits their completion rates, and leaves Oregon's workforce less educated. A student may not be eligible for Pell grants based on Estimated Family Income, which is a deeply flawed measure of cost burden.
- If we put more money in we do not have to limit it!
- It should have an EFC/SAI cutoff but it should be higher than Pell. Or we should move to an AGI measure similar to Washington.
- I don't know that limiting Oregon Promise Grant to just Pell eligible students is best as there are many "middle income" families that are not Pell eligible. I would like to see more dollars spent on low and middle income students and less on high income (as Oregon Promise currently does).
- I would recommend adding a different metric for undocumented students who cannot apply for FAFSA and therefore cannot prove Pell eligibility.
- It would be unfortunate to lose the power of the messaging behind OR Promise that every student will receive state support to attend a community college but the current model is inequitable.
- Pell Eligibility is only one indicator of need.

SD-2: End the Oregon Promise, incorporating its resources into the Oregon Opportunity Grant.

- This proposal would remove the short timeline after graduation that is currently inherent to Oregon Promise, but would create new barriers for undocumented and DACA students. Currently, undocumented status or DACA students are potentially eligible for Oregon Promise Grant as long as they complete an ORSAA and meet the timeline requirements. If Oregon Promise no longer exists, undocumented and DACA students would need to complete an ORSAA *and* meet additional special requirements in order to qualify for Oregon Opportunity Grant.
- From what I understand, the Oregon Opportunity Grant is eligible to more populations of students and rewards more money overall. Rolling over resources would be a good way to expand financial aid availability in the state.
- There should be one financial aid pot available to students no matter where they go...making one kind of school "free" even for those who do not need aid just does not make sense.
- We should have one State program.
- I have always held this opinion that Oregon Promise Grant dollars would be better spent in the Oregon Opportunity Grant fund.
- Strongly approve only if OOG opens up to non-credit students.
- This seems like a good practice to support streamlining of state aid, providing clarity for students, and reaching the students with the highest need while also giving them flexibility. That said, I am not knowledgeable about the possible back-end downsides to doing this.
- If the funding were increased to make sure that the lowest income students still had access to the same amount of funding as before.

SD-3: Expand the Oregon Promise to include free tuition for Pell-eligible university students.

- Although I have some concern regarding how this change could cause further drops in enrollment at community colleges in favor of four-year universities, I think this overall could be a beneficial change for Oregon students.
- Free tuition should be available to every student regardless.
- If we keep the Promise, this makes sense - but why not just combine per last question - - - this further bifurcation of student aid at a university confuses even more!
- Invest in OOG so this can happen. Adding OP to universities will just be confusing and difficult to administer.
- We would rather see Oregon have just one program, the Oregon Opportunity Grant that gives students the most flexibility and choice. Combatting confusion and too many options and similar programs creates confusion for students and families.
- I don't want Oregon Promise expanded as I would rather see the funding go to Oregon Opportunity Grants.

- Approve only if there are measures ensuring universities will not supplant grants/scholarships with Oregon Promise.

SD-4: Expand the Oregon Promise to include free tuition for eligible returning CC students along with those immediately out of high school.

- If the Oregon Promise is going to continue, it should cover more groups of students.
- I would rather see resources invested into OOG.
- Our most vulnerable and high-needs students often need more time to figure out a post-high school plan or to get organized to be able to attend school. They should not be penalized.
- If the Legislature keeps Oregon Promise, we fully support this change. This is especially important in our ability to serve students impacted by the pandemic from the class of 2020 + 2021

SD-5: Expand the Oregon Promise to include free tuition for eligible returning CC and university students along with those immediately out of high school.

- I would rather see the resources invested into OOG.
- I do not think Oregon Promise should be expanded to university students but rather funding should focus on Oregon Opportunity Grants.

SD-6: Join Washington in using SNAP eligibility as an automatic indicator of Oregon Opportunity Grant eligibility.

- SNAP eligibility status can change frequently based on small changes in a student's work income, which is common as students often adjust their work schedule each term to accommodate different class schedules. Additionally, it is currently quite difficult for college students to obtain initial eligibility for SNAP due to significant issues within the ODHS application processing systems. I do not want this to impact a student's eligibility for Oregon Opportunity Grant as well.
- There are lots of good aspects to this but it also sounds administratively quite complicated. Processes need to be simplified, not complicated further.
- And pair with the SNAP Training & Employment Program to offer wraparound supports and comprehensive career coaching.
- While we like the streamlined approach, I don't feel like I have enough information for an informed decision. However anywhere we can eliminate duplicate applications, forms and information families and students need to provide, we support.
- While we like the streamlined approach, I don't feel like I have enough information for an informed decision. However anywhere we can eliminate duplicate applications, forms and information families and students need to provide, we support.

SD-7: Merge the OOG, Oregon Promise, Tribal grant, and all other grant programs into a single program with a weighted formula for allocation based on Expected Family Contribution, first-gen status, degree path, etc.

- Similar concerns as comments I described regarding other proposals to merge OOG and Oregon Promise and the barriers that could create.
- Of course I approve - yahoo!
- It will be difficult to merge programs that cover different things. The biggest being the Tribal grant covering COA and the other programs not even being designed to try to cover COA. Other than the Tribal grant I would support this.
- I disagree with merging the tribal grant with the other grant programs. It will cause tribal students to lose significant funding.
- More information is needed on the wighted formula for dollar allocations.
- This seems positive for clarity, I'd want to ensure that we don't loose the focus on specific populations (tribal, student parents, etc.). Perhaps I just don't completely understand the proposal.
- I worry that this could be a burden for students to prove eligibility on all these fronts.

SD-8: Institute a required high school course in planning for post-graduation that would introduce students to post-secondary options, filling out the FAFSA/ORSA, and understanding and accessing resources.

- This should have been in place long ago. It should be timed to be completed in spring semester/trimester of 11th grade or fall semester/trimester of 12th grade. However, please ensure in this legislation that high schools are issued resources for adding this course-- please do not ask k-12 school staff to do more without giving them more.
- A full course seems like a big ask in an already crowded high school career. Content within a class or mandatory workshops make more sense.
- Add in financial literacy curriculum.

SD-9: Incentivize high school graduation and post-secondary access by creating a fund that would deposit dollars into students' postsecondary accounts at the end of the 10th, 11th, and 12th grades as they successfully meet benchmarks for graduation (modeled after successful New Brunswick program).

- This sounds great in theory, but significant considerations need to be made for the following:
 - Students who may not meet grade level and credits-earned benchmarks at the same pace due to special education accommodations and modifications, but will complete these prior to graduation.
 - Students attending alternative high schools that may not adhere to a numerical grade levels system to measure student success and completion.

- Students who leave school but achieve a GED independently or through a GED preparation program, such as what is offered at many community colleges."
- Lovely idea - funding factors and long term stability concerns
- As long as this would not take away from OOG investment.
- Sounds good but very administratively complicated and thus expensive for staffing.
- Would disproportionately support middle income families.
- This would be most beneficial to start much younger. This would help create a college-going culture in our schools and send the message that college can be for anyone.
- Nice idea, but I am concerned about too many different kinds of programs resulting in a confusion of under-funded options - rather than one clear, well-funded pathway for all.
- Would this take the place of other funding programs? This could benefit already privileged students more.

FA-1: Augmenting need-based aid with state-funded work-study options that would include work at designated non-profits.

- Students are already working far too many hours outside of their classes and struggling to focus on their studies as a result.
- Most of us have trouble spending our Federal work study. Would need to focus on students who normally would not get this funding (for instance, graduate students).
- Would the vetting of those nonprofits be onerous?
- Administratively complicated.
- Would be supplanting positions at non-profits with lower paid college student jobs.

FA-2: Tax relief for homeowners and renters as a way to make housing more affordable for students.

- This will not make a significant difference in housing affordability for students as rent rates continue to skyrocket.
- The details are important. For instance, the child tax credit that paid families every month made a huge impact on child poverty and it was not continued.
- Would not isolate supporting students, rather targets general Oregon population.

FA-3: Direct institutions to develop an electronic registration system that would allow students to see the cost of course textbook materials in addition to tuition.

- My son says almost all his books for college are on line now - not paying at all - - - really want more information on this as I think what we have may be out of date post-COVID
- I think we all pretty much do this already. I know textbooks are a hot topic to discuss but they are a very small percentage of the COA. In fact, it is the only component of COA that has gone down at OSU in the last decade. This is partly because of our focus on free and reduced cost textbooks.

- I believe this already occurs to some extent with the designation of low, no-cost textbook courses.
- This is a red herring. Cost of textbooks is certainly too high, but prioritizing this over housing or child care or tuition seems like a drop in the bucket.
- OMG please stop with the unfunded mandates! Institutions have way too many mandates that eat up the limited staffing we have.

FA-4: Appropriating an additional \$2 million to double the General Fund appropriation for Open Education Resources (producing low-cost or no-cost e-textbooks).

- Again, a drop in the bucket of college costs. Housing is a far higher priority.
- Another nice idea, but would prefer to see us focus resources in fewer, better funded, programs.
- Unsure about the language, "additional." Their expansion request is \$4.5 million for the 23-25 biennium, and that should be the amount for each biennium after as well. This program works, and saves students millions more dollars than are being put into it. Empower them to do more.
- Again - looking for more info on text book costs TODAY

FA-5: Create child care services at each institution.

- I am the daughter of a student parent, and I was a student parent myself. Available and affordable child care was absolutely a struggle both for my mother when I was a child, as well as for me when my son was little. Lack of access to affordable, convenient child care is a gender equity issue and must be addressed.
- I believe institutions should make that decision. I do think grant money available for schools that do might help
- Although this would be a good idea....unless child care is free or very low cost I don't think just having child care at each institution would help. When child care is offered at colleges/universities it is employees, not students who use it the most.
- Potential for mission creep and could lead to the cost getting passed to students and higher tuition costs. This could be addressed through early childhood initiatives.

FA-6: Allow all credit students to qualify for the basic Oregon Health Plan.

- I like the spirit behind this proposal, but I would advise revising the proposal to offer OHP coverage to any credit-earning student whose household income is under 250% of that year's federal poverty level. For 2022 this would mean those in a household of 1 who have less than \$33,975 annual gross income, for a household of 3 the limit would be \$57,575, and so on. This would act as an acknowledgement that some students may have a partner who is still earning a full time income while they are in school, but that the

student's lack of (or reduction) in earned income while attending school may cause strain on the household's finances.

- There also needs to be language specifying that students would not lose their OHP eligibility when taking the summer off from credit classes."
- Again - if only it were possible! We do not have the money to make this happen in a sustainable way
- Expand to non-credit students too.

FA-7: (HECC Funding Proposal) - Expand the Oregon Opportunity Grant to fully fund the cost of attendance at a public college or university for all who meet need standard. (\$700 million request)

- I think this is a great proposal, but I would not want it to remove the requirement that students be enrolled at least half time. Students who enroll at less than half time status are far less likely to reach degree or certificate completion. A large expansion such as this should act as a enticement for students who previously would have enrolled for only one or two classes at a time due to needing to work full time outside school to decrease their work hours and engage more significantly with credit hours due to the financial security of expanded OOG.
- May me up there with finding unicorns...but I pledge to help you make it happen!
- This would be incredible but I think covering cost of attendance is a big jump. I would like to see us get to OOG covering tuition and fees first. Don't get me wrong, if we can get to COA that would be the best case.
- That seems like an unrealistically large leap from current grant amounts but it would be incredible for our students.
- Including non-credit students.
- I concur with the need to invest in the OOG but am concerned that the amount put forward by the HECC is not realistic and would cut into the support that institutions need to provide high quality postsecondary education.
- We are far behind other states in this area.

FA-8: (HECC Funding Proposal) - Provide permanent funding for the Oregon Tribal Student Grant Program, fully funding the cost of attendance for enrolled members of one of Oregon's 9 federally-recognized tribes (currently a 1-year temporary program). (\$40 million)

- We are nearly two centuries overdue in providing adequate reparations for the harm settlers did to the indigenous peoples of the land that is now Oregon. Ensuring tribal young adults and adults can pursue higher education without financial barriers is the least we can do to work toward that reparation.

FA-9: (HECC Funding Proposal) - Increase funding for the Child Care Grant and issue grants to institutions to expand their child care services. (\$4.2 million)

- See answer to previous question - this is the way to address the child care issue

FA-10: Create permanent funding for a regular benefits navigator program at each institution.

- Colleges absolutely need a staff role outside of the financial aid office who is available to students to help them with basic needs insecurity situations. Some of the current Benefits Navigators are housed within their Student Affairs or Student Services departments, but I am especially inspired by the colleges that chose to house their Benefits Navigator position within their Equity, Diversity, and Inclusion department. Affordability and basic needs security is absolutely an equity and inclusion issue.
- I believe institutions should be doing this - on their own with their own resources
- We have had such a great experience with benefit navigators. Even if all they can do is get qualified students signed up for SNAP that is life changing for those students.

FA-11: Allow families to lock in and pre-pay tuition in advance via monthly contributions to a 529 Savings Plan.

- I don't know enough about the Oregon 529 system to be able to comment in depth on this, but I do like the idea of families being able to "lock in" present day tuition rates.
- I'd like more details. How far in advance can a family "lock in" a tuition rate? Is it scaled along a projected rate of inflation? How much money would it be possible to save as a family? Would they need to choose an institution at the time they lock in? What happens if the student goes to an institution outside of Oregon, or passes before tuition can be disbursed to institutions? Before they can attend?
- Also make the contributions tax-deductible
- Two of my kids went to college on 529 plans - help people help their kids!

FA-12: Allocate \$1 million to the Affordable Rents for College Students (ARCS) program, providing subsidized housing for students in the Portland metro area.

- Although I admire the organization behind ARCS, these subsidies are not the answer to student housing affordability, because the foundational problems of absurd market rates for housing, and limited regulation about percentage increases in rent are not being addressed and will not be addressed by this action either. A million dollars is a lot of money, and yet it will only be able to subsidize housing for a few dozen students in a specific area of Oregon, while tens of thousands of other college students around the state will still struggle intensely with housing affordability, housing security, and homelessness.
- What about students elsewhere???

- The ARCS program is a positive example of providing subsidized housing to students experiencing or at risk of homelessness. However, rather than appropriating funding of this type to a specific nonprofit in a single geography, it would be more impactful to fund similar programs across the state at both higher ed institutions and nonprofits.
- I like all ideas for housing that don't require landlords to do something that hurts them. But let's dig deeper. I have floated the CULEX idea that I wish could be dug into y those smarter than me.
 - College/University Living Exchange (CULEX) - position as OSAC?
 - Student/family exchange
 - Direct (primary switch of kids - Corvallis home houses Portland kid, Portland kid's home houses corvallis kid - parents could know each other)
 - Indirect (secondary placement of kids like a clearinghouse - Corvallis home houses Portland kids but that Portland kid's home houses Ashland kid)
 - Host/Homestay (there is already a tax credit for this)
 - Corporate tax credit for investing in housing and providing at low cost
 - Public housing requirement for local governments
 - Residential assistance match (sabbatical, senior help, work exchange)
- Only benefits 100 students.

FA-13: Appropriate \$3-\$5 million to College Housing Northwest for additional housing supply and building maintenance.

- I would prefer to see a dollar amount like this be approved to create housing supply in other areas than just Portland. Even our students in smaller cities, towns, and rural areas are struggling with housing affordability and availability.
- What about the rest of us??
- This sounds good but I wonder how much benefit actually trickles down to how many students.
- I wish I had won the lottery - again, concerned about ability to sustain

FA-14: Direct universities to provide on-campus housing at a rate that is comparable to private rental housing.

- On campus housing should be less expensive than private rental housing!
- Not "comparable," it needs to be competitive, which means the price should be more affordable than private options.
- It's unclear how this proposal would actually help housing insecure or unhoused students. It seems to conflate policies and regulations set at the state and municipality level with college/university policies. A requirement to release the home address of every student living off campus is a huge invasion of privacy and does not seem to actually contribute to any of the proposal's goals.

- Competition good
- The challenge as I see it is they are two different products. Off campus housing does not have a standard they must meet, they don't provide RA's, they don't have counseling and support services, etc.
- How will universities fund this?

FA-15: Create a task force on student housing and the effect of student enrollment on local housing markets. Require all higher education institutions to report quarterly on the impact that student enrollment has on the local housing market.

- There is much work to be done in regards to student housing availability and affordability, but I'm uncomfortable with the language of this proposal that seems to lay blame on colleges and universities for strains on local housing markets. Particularly at community colleges, most students are already residents in the same community or within 30 miles, or at most move across the state to attend a community college that offers a program not available at a community college closer to their hometown. I don't like the suggestion that higher education institutions should need to spend staff time evaluating data on how much their student population may be impacting the local housing market. The responsibility should be in reverse-- why aren't cities and counties adequately supporting the colleges and universities that exist in their areas with available housing and regulations to ensure affordability?
- I like idea, but not reporting requirement - more we ask schools to do, more cost to them = more cost to student

FA-16: Expedite the local permitting process for affordable student housing.

- I don't know that this is the main barrier for creating more affordable housing for students. My understanding is that it is the cost to build as well as the limited access to funding (like LIHTC) for housing focused on college students.
- ""Affordable"" is a deeply complex word in housing. In cities and counties it typically means housing units that rent at 75-80% of the ""market rate"" for standard rentals. If market rate for a 2 bedroom apartment in my city is \$1,600 (and we presume that two students would share it as roommates, or as partners), new construction of 2 bedroom ""affordable"" units that are still \$1,200-1,280 is nowhere near sufficient to meet these needs, no matter how quickly that housing can be permitted and constructed. On a weekly basis I receive contact from students looking for roommate situations who state they can only afford a maximum of \$500/month for rent.
- A student working 20 hours/week at my local minimum wage of \$13.50/hr earns \$1,080 before any deductions, so likely takes home \$950 or less per month. A renter is considered ""rent burdened"" if more than 30% of their income must be spent on rent each month. They are considered ""severely rent burdened"" if they must spend more than 50% of their income on housing each month. Thus, a student working 20 hours/week at minimum wage in my area would be rent burdened if they are paying more than about

\$350/month in rent, and severely rent burdened if they are paying more than \$500/month. A newly constructed "affordable" housing unit that is still \$600+/month for half of an apartment is not, in fact, affordable regardless of the speed of permitting for that construction.

- These housing needs run far deeper than tiny incremental changes like expedited permitting processes. These needs require us to consider the very nature of what we consider "affordable housing" in our country. "

FA-18: Require all higher education institutions to designate a zone on campus where students experiencing homelessness may reside, camp, part vehicles, and shower without being at risk of removal.

- Colleges and universities should be providing better support to unhoused students. However, a "space" is poorly defined in this proposal, and several of the options would leave students experiencing homelessness. A more appropriate approach would be to fund college/university housing specifically set aside for this purpose rather than allowing parking areas or tent sites to fulfill this purpose.
- I serve many students who are homeless and who do not feel safe at local shelters, or are unable to secure open beds in shelters because they are at classes during the day and unable to get in line early enough to secure an available shelter bed for the next night. Many of these students are either on long wait lists for housing programs, or do not qualify for help getting into non-shelter housing within a reasonable timeline. These students deserve basic dignities and safety where they sleep at night, including access to bathroom and shower facilities, access to laundry facilities, ability to cook food, access to dish washing, etc. There also needs to be a dedicated case worker at each college to work with these students in a more extensive and longer-duration manner than the current benefits navigators are able to provide within their role. Alternatively, local organizations such as our state's community action organizations or housing authority offices need to step up and employ a housing case worker who specifically works with college students in their area who are experiencing homelessness and understands the unique needs of college students experiencing homelessness.
- Nightmare to make sure only students there - - - our goal should be for no homeless students and this gives up on that
- This is really interesting. I see challenges in keeping the space safe, clean, used only by students, etc.
- Questions concerning liability come up.

FA-19: Create a statewide multi-prong campaign to improve FAFSA/ORSAA completion rates for Low-Income Oregonians and Oregonians of color.

- OAICU pledges to do what we can to help!

HECC POP 102: Oregon Opportunity Grant/Oregon Promise (\$779,394,907)

- Approve if expansion is granted to non-credit students
- See previous comment with concerns that proposed funding levels far exceed what the state could reasonably be expected to support.

HECC POP 201: Student Equity (\$100,264,465)

- Funding may be too limited. An increase may be needed depending on formula for division of funds.
- It is hard to rank this when it is a holding POP for the recommendations that are currently being developed. Once those recommendations are firm, I feel like I could rank this question.

HECC POP 202: Open Educational Resources (\$2,415,600)

- Strongly approve for this budget ask to be aligned with Open Oregon's "Significant Program Expansion" ask of a \$4,558,400 CSL increase
- Course material affordability is a serious barrier to student success for students who do not have cash on hand to purchase expensive textbooks and course materials prior to the dates each term when financial aid disburses to students' accounts, which does not occur until the end of the second week of the term. This leaves many students unable to afford their course materials until at least the third week of the term, endangering their successful progress in their courses. This fall I received contact from a student whose textbook cost between two science courses was about \$700- close to \$350 per book. This is an outrageous amount of money to expect college students to be able to afford at any time, and especially prior to them having access to their financial aid disbursement.
- Open Oregon Educational Resources should see this number increased and made permanent.
- Want more info

Additional Questions

- Colleges could partner with Child care services in their area to pay for spots for students that would qualify for DHS supports as they will be adding students being covered soon
- Feedback form is fine. However, a whole lot of work still has to be done on all these proposals, so I hope anything that moves forward will still go through a thoughtful development process incorporating feedback from stakeholders, before emerging as an actual LC. And please, please - focus attention and energy on doing (and funding) a few things well; jettison the unfunded mandates that are killing us.
- I look forward to working with everyone. Let me know how I can assist in getting good policy passed in future phases. Thank you for the opportunity to give input.

1. FA-8: (HECC Funding Proposal) - Provide permanent funding for the Oregon Tribal Student Grant Program, fully funding the cost of attendance for enrolled members of one of Oregon's 9 federally-recognized tribes (currently a 1-year temporary program). (\$40 million)
 - a. Average score: 4.56
 - b. % responses in support: 100%
2. HECC POP 201: Student Equity (\$100,264,465)
 - a. Average score: 4.44
 - b. % responses in support: 94%
3. FA-9: (HECC Funding Proposal) - Increase funding for the Child Care Grant and issue grants to institutions to expand their child care services. (\$4.2 million)
 - a. Average score: 4.39
 - b. % responses in support: 94%
4. SD-6: Join Washington in using SNAP eligibility as an automatic indicator of Oregon Opportunity Grant eligibility.
 - a. Average score: 4.33
 - b. % responses in support: 89%
5. FA-19: Create a statewide multi-prong campaign to improve FAFSA/ORSA completion rates for Low-Income Oregonians and Oregonians of color.
 - a. Average score: 4.33
 - b. % responses in support: 83%
6. FA-10: Create permanent funding for a regular benefits navigator program at each institution.
 - a. Average score: 4.33
 - b. % responses in support: 78%
7. FA-7: (HECC Funding Proposal) - Expand the Oregon Opportunity Grant to fully fund the cost of attendance at a public college or university for all who meet need standard. (\$700 million request)
 - a. Average score: 4.28
 - b. % responses in support: 89%
8. HECC POP 102: Oregon Opportunity Grant/Oregon Promise (\$779,394,907)
 - a. Average score: 4.22
 - b. % responses in support: 83%
9. SD-4: Expand the Oregon Promise to include free tuition for eligible returning CC students along with those immediately out of high school.
 - a. Average score: 4.00
 - b. % responses in support: 78%

10. FA-6: Allow all credit students to qualify for the basic Oregon Health Plan.
 - a. Average score: 4.00
 - b. % responses in support:72%

DRAFT

Work Group 2: Student Support and Wraparound Services.

Submitted Policy Proposals

Work Group on Student Support and Wraparound Services

Policy Proposals Survey Results

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| Submitter | Rob Fullmer, IT Specialist, Portland State University |
| Title of proposal | Retention Grants: Extending the Last Mile |
| Detailed description | Monitor balance due for full-time Pell eligible students in good academic standing. Fund modest grants to those with outstanding balances (usually owed from fees, etc. for Pell eligible students) a week prior to the registration period so they can register for classes and continue their studies. |
| What problem will this proposal address? | Students who don't complete in many cases fail to do so due to relatively small amounts owed on their balance prior to registration. For some students who miss a term and disrupt their course map, they never return. |
| What would be a successful outcome of your policy proposal? | Increased retention of Pell eligible students. |
| How will you measure successful implementation? | More continuing students than before implementation - lower dropout rate, and higher graduation rates of targeted students. |
| What is the timeline for implementation? | Could be implemented quickly after passage, may require limited enterprise system work to reliably catch students with outstanding balances a few weeks before registration opens at some universities, but could be nearly completely automated. |
| Which entities will be responsible for implementing this policy? | Universities can implement this internally. Grant funds would be remitted directly to them to pay standing balances via student allocations, like Pell grants. Policy should be set at the HECC level on maximum small grant size, which shouldn't differ among institutions because of fee and tuition differences. |
| What accountability measure(s) should be in place to ensure successful implementation? | Term by term reporting on retention figures among students who receive grants versus those who do not, a thorough and verified communication program to students who qualify and are therefore eligible to participate. |

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| Which existing statutes or programs will this policy affect? | Some universities (PSU for example) have had programs like this in place for students who are a few credits shy of graduating. This would extend the program to at least part-time students who are in good standing throughout their academic career and to all institutions. |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Robert Fullmer, SEIU 503, Staff, Portland State University |
| Title of proposal | Campus Coordinated Care |
| Detailed description | Each university would create a coordinated care network including all student support offices such as financial aid, undergraduate advising and counseling centers, registration, housing and financial advising, and any additional offered demographic specific supportive services, to coordinate and collaborate to provide full wraparound services enabling students to be successful in getting a degree. Assign each student a university liaison whose job it is to help them plug into the network and successfully navigate impediments. |
| What problem will this proposal address? | Improve retention and graduation rates at Oregon public universities, which have significant room for improvement at some institutions. |
| What would be a successful outcome of your policy proposal? | Graduation rates would improve steadily over time as the program is fully implemented. |
| How will you measure successful implementation? | Improving graduation rates, better retention, more positive experience for students, stronger institutional recommendations from alumni to others. Survey newly graduating students on their experience with the administrative offices they rely on for data. |
| What is the timeline for implementation? | The program would take a couple of years to stand up completely. It would involve some hiring to increase capacity, stakeholder convening and best practices coordination and implementation. |
| Which entities will be responsible for implementing this policy? | The HECC would be responsible for identifying best practices and working models at both in and out of state institutions and individual Oregon public universities would select and deploy the ones that were most apropos to theirs and implement. |
| What accountability measure(s) should be in place to ensure successful implementation? | The number of students served by the network, the participation level of critical student facing entities in the network, and the outcomes for students who utilize the service compared to similar students with whom the network was unable to connect. |
| Which existing statutes or programs will this policy affect? | There are analogous programs at some institutions that integrate some of these functions. Those programs would be able to expand with additional resources and focus. At other schools, putting a coordinated care network in place would mean essentially starting from scratch. |

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| Do you have any additional questions or comments you would like to share with the Task Force? | |
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| Submitter | Kimberly Johnson, Vice Provost for Undergraduate Education and Student Success, University of Oregon |
| Title of proposal | Equity Achievement Act |
| Detailed description | I represented the University of Oregon in developing our priorities and needs around wrap around services to address systemic inequities, barriers, and provide holistic, culturally competent, and relevant supports. Please see the Equity Achievement proposal for details. |
| What problem will this proposal address? | Oregon institutions struggle to sufficiently and holistically serve our underrepresented and marginalized communities as we continue with the systems that are one size fits all. This disconnect is caused by a variety of historical factors and exacerbated by underrepresented students gaining limited access to financial resources and social capital such as mentoring and professional networks. Unfortunately, these inequitable opportunities produce a compounding effect, resulting in not only reduced persistence and graduation rates, but also fewer career opportunities, lower salaries, and less opportunity for future generations to access privileged, yet invisible social benefits. Through targeted funding to support wrap around services, institutions will be able to amplify efforts to address the disparities in college access, retention, and graduation outcomes; and give our institutions an opportunity to expand offerings to appropriately scale in these areas that have stayed resource stagnate. Oregon institutions have many programs that address these issues, but have stayed small/stagnate in size. For the University of Oregon, our FTE toward evidenced based practices have barely advanced since the early 80's and 90's in terms of staffing, yet our populations have increasingly diversified. This is a challenge across all our institutions as they struggle to focus on one size fits all, and not directly addressing consistent and persistent retention and graduation gaps. If we are serious about making change we must invest in evidence based practices that have been proven to make change, and at a larger scale. |

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| <p>What would be a successful outcome of your policy proposal?</p> | <p>Integrated comprehensive wraparound programs link students to necessary holistic resources and reduce institutional barriers to success. This approach creates an environment within the larger university to explicitly address the needs of our underrepresented student population and promote student success. Connected resources and programs also support whole students recognizing our students' intersectionality without compartmentalizing their identities and experiences. With investments we will not only see more students being retained and graduating, but more students who are thriving at their institutions and not just surviving. A successful outcome would be more staffing and programmatic fund support in order to more robustly reach an increasingly diverse population.</p> |
| <p>How will you measure successful implementation?</p> | <p>Each institution should be able to track participation, outreach, and gains around recruitment, retention, persistence, graduation outcomes, and with added investments--post graduation career outcomes data. Climate surveys, Student Experience and Research Universities surveys, and other measures should also address the collection and assessment of student feedback and sense of belonging. The ultimate successful implementation are increased supports to students and engagement in activities that lead to the student success strategy the campuses employ.</p> |
| <p>What is the timeline for implementation?</p> | <p>It is critical to have short and long term planning. It requires the hiring and training and development, along with a campus culture shift as each new cohort enters. You need at minimum a year to hire, train, deploy expanded strategies, before you can even assess impact of first term retention.</p> |
| <p>Which entities will be responsible for implementing this policy?</p> | <p>While each campus is different, it is critical this involves the entire campus leadership structure in addition to the portfolio areas that oversee the work. The President and Provost at the highest level should set the charge and mandate, and units like Student Success, Advising, Student Life, etc are responsible in leadership to oversee. For the University of Oregon it would be my role in Student Success to ensure the policy.</p> |
| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>See the proposal</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>See the proposal</p> |

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| Do you have any additional questions or comments you would like to share with the Task Force? | |
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| Submitter | Veronica Dujon, Oregon Higher Education Coordinating Commission |
| Title of proposal | Single Point Entry and Engagement for Continuous Integrated Service Provision |
| Detailed description | <p>The objective is to build a framework for an integrated system of service provision that starts in high school. It should be proactive in engaging students, shifting the responsibility from students to institutions to ensure that students benefit from services that attend to their needs.</p> <p>This policy would focus on cross-sector structural and process innovations that leverage successful/proven individual program elements and treatments to fit into a comprehensive strategy supporting the whole student.</p> |
| What problem will this proposal address? | Students are often required to be proactive in finding out about and leveraging services and resources that would support their successful academic journeys. Students are required to be proactive in searching them out, but they report how substantial barriers can be in doing so. The way students find out about services is disjointed, can be hit or miss, and when they do learn of these supports they too often have to negotiate across several and and spend inordinate. The time spent on these activities are not only stressful but are a significant distraction on the academic part of their investments. |
| What would be a successful outcome of your policy proposal? | Students who enter the post secondary sector have successful, affirming experiences right through to completion and the workforce because they can easily access cross-sector wraparound services as they need them. |
| How will you measure successful implementation? | The ease of access to services and advising that underserved students experience during their academic careers. This success can be measured with student surveys at different points in their journey and in the increase in the number of students who are recruited, retained and who graduate with appropriate skills to thrive in the workforce. |
| What is the timeline for implementation? | Implementation to begin in 2023-25 with full implementation in 4-6 years |
| Which entities will be responsible for implementing this policy? | ODE and HECC in collaboration with the 24 post secondary institutions |

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| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>Regular progress reports</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>???</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | |

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| Submitter | Sage Learn, Government Relations Director, Portland Community College |
| Title of proposal | Effective Student Support and Wraparound Services Policy Priorities |
| Detailed description | <p>Funding in this area focuses on programs and changes to education delivery that have shown results, this could be delivered through a block grant that supports the types of programs detailed below, so that colleges could utilize the programs that will be most impactful for their regions and demographics served.</p> <ul style="list-style-type: none"> - Comprehensive programs for first-generation and underserved students, including outreach to high schools, coaching and stipends. Example: Future Connect -Academic coaching and accelerate transition to guided pathways model creating clear educational pathways for students significantly increasing completion rates and time to certificate or degree -Mentoring, establishment of cohort learning models when appropriate <p>Bridging the digital divide through technology stipends and grants for at-home broadband service and virtual learning training for faculty</p> <ul style="list-style-type: none"> -Expansion of CTE and Career Pathways programs that include coaching models and holistic supports for learners -Increased supports for disability services, such as SB1001 from 2017 -Support for Adult Basic Education (ABE), GED, and English for Speakers of Other Languages (ESOL): expand and make permanent ABE support services and support transition specialists, GED test vouchers, GED practice tests, free GED testing and no-cost, no-grade refresher courses in English and math and expansion of Integrated Education & Training (IET) |
| What problem will this proposal address? | These policies if funded would support programs and changes to education delivery and student support that have shown results in achieving greater equity and access for student success. |
| What would be a successful outcome of your policy proposal? | Legislation that provides such sums as needed to support programs and delivery methods that show equity and student success for higher education. |
| How will you measure successful implementation? | Monitoring enrollment and completion rates for underserved communities if adequate funding is provided to gauge impact and/or using previous data and accountability methods from successful programs. |

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| What is the timeline for implementation? | The need is for ongoing funding, but at a minimum 2-5 year completion rates to effectively capacity build, implement and collect data. |
| Which entities will be responsible for implementing this policy? | Higher education entities, with a focus on community colleges |
| What accountability measure(s) should be in place to ensure successful implementation? | Reporting measures/timelines should be on the existing reporting cycles for colleges to effectively align data collection. |
| Which existing statutes or programs will this policy affect? | Existing programs would be able to grow capacity and services: -First-generation student support (Future Connect) -Academic coaching and guided pathways -Career Pathways -Disability services -Adult Basic Education, English for Speakers of Other Language and Integrated Education & Training |
| Do you have any additional questions or comments you would like to share with the Task Force? | What type of supplemental resources will be most helpful to the Task Force? |

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| Submitter | Matt Bisek, Executive Director, Oregon TRIO Association |
| Title of proposal | Oregon TRIO Association – College Access Sustainability and Growth |
| Detailed description | <p>This policy proposal seeks the continued investment from the state budget in the Oregon TRIO Association of \$500,000 annually. In the last Biennium, under HB 2412 & HB 5006, the state committed to supporting college access for underrepresented students. These funds will support the continued operations of current TRIO programs, seek to create new opportunities for our 10,000+ students, and attempt to increase the number of TRIO grants in Oregon through community partnerships.</p> <p>Oregon TRIO Association represents the connective tissue between secondary schools, institutions of higher education, and workplace employers. Each of these individual areas provides remarkable opportunities as we aim to transform our youth into productive working citizens. However, the transitional spaces between each of those entities are a crucial area where many students lack guidance and knowledge to navigate these systems. TRIO has demonstrated for over half a century that we are capable of developing relationships with underrepresented students to help successfully navigate those transitions. From middle school through adult learners, TRIO can bridge the gap between education and employment to ensure that all students have equal opportunities for success.</p> |
| What problem will this proposal address? | <p>A postsecondary degree is often considered the most reliable path to socio-economic stability, mobility, debt management, and asset wealth in the United States. However, education costs have skyrocketed, with tuition and fees rising four times faster than median incomes, and federal need-based financial aid has failed to keep pace. Fourteen percent of the U.S. population is food insecure; at least half a million are homeless; and infant care costs single-family households 36% of their incomes on average (King, 2021). This, compounded with an affordable housing crisis and the COVID-19 pandemic, leaves millions of students with unmet financial needs and causes them to struggle to afford adequate food, housing, and child care prior to enrollment in a postsecondary institution. Adverse effects on student retention and graduation rates for U.S. state economies link to these basic needs shortages. Students who are low-income and/or come from low-income households are the most at risk of not attaining a postsecondary degree and are the least likely to succeed in the U.S. and global economies.</p> |

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| | <p>Basic needs shortages in the state of Oregon negatively affect student academic performance, mental and physical health, attendance, and retention rates. These basic needs stressors have disproportionately affected Oregon students from marginalized populations, such as those identifying as BIPOC, parenting, non-cisgender, former foster youth, the mentally and physically disabled, and first-generation. Their disparities often intersect, and low income is the common denominator among those most affected. Facing food and housing insecurities while pursuing a high school diploma or college degree is often correlated with a decline in mental and physical health fueled by negative stigmatization. According to the 2020 U.S. Census, 90.7% of Oregon residents have graduated from high school, only 33.7% have attained a postsecondary degree, and 11% are experiencing poverty.</p> <p>State funds will go toward improving these conditions through investment in Oregon TRIO Association's services which support, enhance, and sustain Oregon's TRIO programs. Oregon TRIO Association (OTA) seeks to remedy barriers to attaining a postsecondary degree by being a catalyst in Oregon for progressive initiatives that promote educational equity, access, and opportunity for traditionally marginalized student populations. Through our services and TRIO programs, we ensure that all TRIO students in Oregon have the resources and tools needed to access their educational and career goals. OTA's TRIO programs assist over 10,000 Oregon students annually with career exploration, college admissions, college preparation, financial aid, scholarships, college retention, and graduation. OTA TRIO programs increase the number of low-income, first-generation, underrepresented, BIPOC, and disabled student populations in higher education. 7,981 OTA TRIO students (70.32%) are low-income and first-generation students (LIFG).</p> <p>Additionally, there are currently no entities working on behalf of our entire state to pursue additional TRIO grant funding. Each grantee is motivated to complete their objectives and write to maintain their grant. Oregon TRIO Association can identify unserved populations that could benefit from TRIO programs and services, working with community partners to help pursue new grants during competition years.</p> <p>Sources:</p> |
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| | <p>1. "The Great Student Squeeze: Skyrocketing Costs and Unmet Basic Needs Are Impacting Student Success: Implications for Oregon" (King, 2021).</p> <p>2. U.S. Census Bureau, Oregon, Quickfacts</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <p>Successful outcomes for this policy proposal include significant increases (10%-20%) in the number of TRIO grants in Oregon and the number of students served over the next five years.</p> <p>Oregon TRIO Association's (OTA) mission is to increase the number of low-income, first-generation, underrepresented, BIPOC, and disabled student populations in higher education. OTA advocates for its TRIO programs and students at the U.S. Congressional level, provides professional development opportunities for members and students, connects students to community resources, offers grant writing support to ensure the sustainability of its programs by the U.S. Department of Education, and seeks to expand TRIO programs into populations that could benefit from our services.</p> <p>TRIO programs were the first national college access and retention programs to address the dire state of social and cultural barriers to education in the U.S. In 1964, TRIO began as part of President Lyndon B. Johnson's War on Poverty after the Educational Opportunity Act of 1964 established an experimental program called Upward Bound. In 1965, the Higher Education Act created the Talent Search program. In 1968, another program, Special Services for Disadvantaged Students (later known as Student Support Services) launched, and the term "TRIO" defined these federally funded programs. The trio of programs gained notoriety for encouraging access to higher education for low-income students. By 1998, TRIO programs had become a vital pipeline to opportunity, serving traditional students, displaced workers, and veterans. The original three programs had grown to nine, adding Educational Opportunity Centers and Veterans Upward Bound in 1972, Training Program for Federal TRIO programs in 1976, the Ronald E. McNair Post-Baccalaureate Achievement Program in 1986, Upward Bound Math/Science in 1990, the TRIO Dissemination Partnership in 1998, and finally, the Omnibus Consolidated Appropriations Act of 2001 amended the Student Support Services (SSS) program to permit the use of program funds for direct financial assistance (aka Grant Aid) for current SSS participants who are receiving Federal Pell Grants.</p> <p>Today, OTA and its TRIO programs serve over 10,000 students annually in forty-seven projects across Oregon's five districts. Our</p> |

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| | <p>primary goal is to increase the number of TRIO students served in Oregon by applying for new TRIO grants throughout the state. Current OTA activities include: (1) Hosting a yearly professional development conference that provides training and networking opportunities to TRIO professionals throughout the state. (2) Organizing an annual Student Leadership Conference (SLC) designed to develop essential leadership skills in students for their future success. (3) Providing a virtual network for programs and students to connect during the pandemic and hosting our annual conferences virtually. (4) Working statewide with non-profit organizations and educational institutions to identify communities with a high need for TRIO programs and aiding in pursuing those opportunities. (5) Identifying the unmet financial needs of our TRIO programs and securing funding to provide opportunities and remove barriers to serve TRIO students better. Examples of this include International educational opportunities, "The Last Mile Scholarship" which aids students in their 5th or 6th year of college, and paid internships.</p> |
| <p>How will you measure successful implementation?</p> | <p>Measurements for successful implementation include: increasing the number of TRIO grants in Oregon by 10-20% over the next five years, increasing the number of students served in Oregon by 10-20% over the next five years, and collecting the outcome-based data collected by each of our grants.</p> <p>OTA supports, facilitates, and sustains 47 TRIO projects/programs/grants in Oregon. Twenty-three are Student Support Services (SSS) programs. Ten are Upward Bound (U.B.) programs. Ten are Educational Talent Search (T.S., ETS) programs. Three are McNair programs. There is one Educational Opportunity Center (EOC) program. OTA TRIO program outcomes include:</p> <p>Our ETS program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Its goal is to increase the number of youths from disadvantaged backgrounds who complete high school to enroll in and complete their postsecondary education. The program is for students who are: limited English proficiency, from groups traditionally underrepresented in postsecondary education, disabled, homeless, and/or in the foster care system. There are over 6,000 students in our ETS program. The rate of non-senior ETS students persisting to the next grade level equals 95.14%. The rate of ETS seniors completing the FAFSA equals 74.40%. The rate of ETS seniors graduating with a rigorous curriculum equals 56.79%. The high school graduation rate of</p> |

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| | <p>ETS students equals 95.41%. The college enrollment rate for ETS students equals 64.70%. The rate of 2013-14 ETS cohort college enrollees graduating in six years equals 43.41%.</p> <p>Our SSS program provides opportunities for academic development, assists students with basic college requirements, and motivates them toward successfully completing their postsecondary education. SSS may provide grant aid to current SSS participants receiving Federal Pell Grants. SSS aims to increase the college retention and graduation rates of its participants. SSS programs support current college students and serve LIFG students and students with disabilities to complete a postsecondary education program. The total number of SSS 2-Year/4-Year students equals 2032. Their college retention rates equal 70.81% for 2-year students and 92.28% for 4-year students. Their graduation rates equal 44.50% for 2-year students and 61.70% for 4-year students.</p> <p>Our TRIO Upward Bound (U.B.) programs support participants in their preparation for college entrance. These programs serve: high school students from low-income families, veterans, and high school students from families in which neither parent holds a bachelor's degree. Our Upward Bound programs comprise 672 students. The benchmark completion rate of UB TRIO students from the UB TRIO program is 83%. The rate of U.B. seniors graduating with a rigorous curriculum equals 72.30%. Their high school graduation rate is 99.20%. The college enrollment rate for U.B. students is 75.80%. The rate of 2013-14 cohort college enrollees graduating in six years is 41.90%.</p> <p>Our McNair program prepares participants for doctoral studies through involvement in research and other scholarly activities and serves students from disadvantaged backgrounds who have demonstrated strong academic potential. The McNair program supports 87 students. The program's rate of students completing research/ other scholarly activities equals 93%. The program's graduate school enrollment rate equals 51.50%, and its continued enrollment in graduate school rate equals 96%. Its Doctoral Degree attainment rate equals 14.10%.</p> <p>The Educational Opportunity Center program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve participants' financial and economic literacy. An essential objective of the</p> |
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| | <p>program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.</p> <p>The TRIO program outcomes data provided is from the 2020-2021 academic school year.</p> |
| What is the timeline for implementation? | The timeline would be for the next biennium budget of 2023-2025. Oregon TRIO Association is already operational and is seeking continued funding. Federal TRIO grants cycles are five years, with new competitions beginning at the end of each grant cycle. The Oregon TRIO Association is seeking to increase the number of grants, but a year-to-year comparison will not represent the impact to maintain and add programs in Oregon. A 5-year measurement cycle is ideal to demonstrate the impact of our efforts. |
| Which entities will be responsible for implementing this policy? | The primary entity is the Oregon TRIO Association. OSAC is our grantor and is responsible for oversight and direct reporting. Additionally, the partner institutions and community organizations are secondary partners as they are the current TRIO grant holders. Therefore, cooperation between these institutions and organizations will be necessary to implement this policy effectively. |
| What accountability measure(s) should be in place to ensure successful implementation? | The Oregon TRIO Association will collect performance and narrative data to demonstrate the effective implementation of this policy. Performance data will be collected using the metrics identified in the question "How will you measure successful implementation." Oregon TRIO grant member surveys will collect narrative data on the effectiveness of Oregon TRIO Associations' efforts to support their program. Oregon TRIO Association will also submit annual reports to the state (OSAC) regarding financial reporting and budget narratives. |
| Which existing statutes or programs will this policy affect? | This proposed policy is a continuation of HB 2412 and HB 5006. This policy is also an aide to the Higher Education Coordinating Commission's educational attainment goals. Those goals stated that by 2025, 40% of Oregonians will complete a 4-year degree, 40% of Oregonians will complete a 2-year degree or certificate, and 20% will earn a high school diploma or the equivalent. |

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| Do you have any additional questions or comments you would like to share with the Task Force? | |
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| Submitter | Elizabeth Cox Brand, Exec Dir, Student Success Center at the Oregon Community College Association |
| Title of proposal | Oregon Guided Pathways |
| Detailed description | The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Ultimately, this project is meant to help increase completion rates and student achievement across Oregon. |
| What problem will this proposal address? | Low student persistence and completion rates in Oregon community colleges, particularly for historically marginalized populations. |
| What would be a successful outcome of your policy proposal? | Legislative funding to support the ongoing work of scaling guided pathways in all Oregon community colleges. |
| How will you measure successful implementation? | The Oregon community colleges have been tracking Early Momentum Metrics (EMM) that are leading indicators of student success. As of 2022, the Oregon Student Success Center (OSSC) has EMM data from all 17 community colleges that goes back more than a decade. Successful scaling of guided pathways would be present by increases in the EMMs for various student indicators. |
| What is the timeline for implementation? | The Oregon community colleges, through facilitation of the OSSC, have been working to implement guided pathways since 2018. According to research by the Community College Research Center at Columbia University, with sustained funding and institutional efforts, it takes a minimum of 10 years for a college to fully implement the guided pathways framework. |
| Which entities will be responsible for implementing this policy? | All 17 of Oregon's community colleges with the assistance of the OSSC at the Oregon Community College Association (OCCA). |
| What accountability measure(s) should be in place to ensure successful implementation? | Continued tracking and analyses of the EMM data is one measure for accountability. |

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| Which existing statutes or programs will this policy affect? | This policy would impact all programs and practices at all Oregon community colleges. |
| Do you have any additional questions or comments you would like to share with the Task Force? | Oregon community colleges have been self-funding this transformational work since its inception. Other state legislators have funded these types of efforts across the country and that type of support would help our colleges reach scale much faster. |

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| Submitter | Elizabeth Cox Brand, Exec Dir, Student Success Center at the Oregon Community College Association |
| Title of proposal | Corequisite Course Implementation at Oregon community colleges |
| Detailed description | <p>Corequisite courses offer an effective alternative to unnecessary systemic barriers such as long developmental course sequences. Students are placed in college-level English or Math upon entering community college, while also getting extra support to learn and understand the curriculum. The corequisite course provides background knowledge, reviews material, and previews upcoming topics.</p> <p>This strategy builds on Oregon’s existing student success efforts, such as Guided Pathways and Math Pathways, and has been shown to dramatically increase pass rates. For faculty, administrators, and advisors who have been immersed in that work, this is not something totally new, it’s a logical next step in student-focused practices.</p> <p>This policy would seek legislative support in the way of funding to support and incentivize community colleges to implement and scale corequisite courses in Math and English.</p> |
| What problem will this proposal address? | <p>Currently many students—including a disproportionate number of historically underserved populations—are placed in pre-requisite developmental courses, which are characterized by low pass rates and low persistence rates. When students are placed into these remedial prerequisites, it can prevent them from building the momentum they need to earn their credential. These students are more likely to rack up debt taking multiple terms of prerequisites and drop out.</p> <p>Prerequisites are one of many systemic barriers that particularly impact those who have already been marginalized by our education system, including students who are:</p> <ul style="list-style-type: none"> Black Indigenous People of color Immigrants Migrants From rural areas Experiencing poverty <p>The data shows more students succeed with supports from corequisites.</p> |

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| <p>What would be a successful outcome of your policy proposal?</p> | <p>Legislative funding would be appropriated to help community college implement and scale corequisite courses in English and Math. This funding could be used to offset the cost of faculty time needed to redesign curriculum, purchase technical assistance and professional development for faculty, staff time for updating learning management systems and scheduling software, and help ease the fiscal burden due to lost FTE to the colleges when fully implementing corequisite courses.</p> |
| <p>How will you measure successful implementation?</p> | <p>Early Momentum Metrics (EMMs) have been collected by the Oregon Student Success Center (OSSC) from all 17 community colleges for the past two years. These metrics, designed by the Community College Research Center at Columbia University, are leading indicators showing changes in student success metrics during a student's first academic year. Two of these metrics are completion of college-level Math, completion of college-level English, and completion of both in the first academic year.</p> |
| <p>What is the timeline for implementation?</p> | <p>Starting with a grant in fall 2020, Oregon community colleges have been developing corequisite Math courses for Math 105, Math 111, and Math 243. As of fall 2022, 11 community colleges are offering corequisites in one or more of those courses. This policy would assist those 11 colleges in scaling their efforts while also creating opportunity to bring the remaining seven colleges on board. This policy would also assist in scaling current efforts in several colleges of English/Writing corequisite courses.</p> <p>Funding from this policy would accelerate scaling of corequisite courses in Oregon community colleges.</p> |
| <p>Which entities will be responsible for implementing this policy?</p> | <p>All 17 Oregon community colleges with the coordination of the OSSC at the Oregon Community College Association.</p> |
| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>Early Momentum Metrics (EMMs) have been collected by the Oregon Student Success Center (OSSC) from all 17 community colleges for the past two years. These metrics, designed by the Community College Research Center at Columbia University, are leading indicators showing changes in student success metrics during a student's first academic year. Two of these metrics are completion of college-level Math, completion of college-level English, and completion of both in the first academic year.</p> <p>Upward trajectory of these metrics may be an accountability measure.</p> |

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| Which existing statutes or programs will this policy affect? | Pre-requisite remedial coursework for Math and English at all Oregon community colleges. |
| Do you have any additional questions or comments you would like to share with the Task Force? | The grant funding that helped launch this work was only one year. Since then, the Oregon Presidents' Council (OPC) has dedicated strategic funds to support the continued implementation efforts. |

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| Submitter | Jerrel Brown, Oregon Student Association, Facilitator of Disability Justice Task Force at OSA |
| Title of proposal | Disability Justice Action Plan for Oregon Higher Education |
| Detailed description | <p>The Legislature will mandate the creation of a Committee on Disability Justice in Higher Education. The committee will develop a statewide action plan to make higher education institutions more accessible, accommodating, and safe for disabled students. The Higher Education Coordinating Commission (HECC) shall support the creation and management of the committee. The Committee shall include membership of impacted communities and relevant stakeholders including disabled students, faculty, staff, social workers, and accessibility professionals. The committee shall include diverse representation with members with intersecting impacted identities, including: queer folks, immigrants, disabled folks, BIPOC folks. The plan shall identify existing disability accommodations and identify gaps across the state. Further, it shall include solutions to issues impacting disabled students across higher education institutions in Oregon. This requires adding 2 FTE positions at the HECC to staff the committee, lead research, and develop the statewide action plan. This committee shall take on issues including, but not limited to, those listed below:</p> <p>Accessing Disability Accommodations: Higher Education institutions should provide disability evaluations for students free of cost to be able to access accommodations.</p> <p>Ensure each student enrolled at a community college or public university has the right to request: (a) For a student who does not have a section 504 plan, that the community college or public university conduct an evaluation to determine whether the student should have a section 504 plan; or (b) For a student who has a section 504 plan, that the community college or public university conduct a review of the section 504 plan.</p> <p>A community college or public university: May, instead of conducting an evaluation, develop a section 504 plan using documentation that demonstrates the student had a disability during high school. The institution will not charge a student a fee for conducting an evaluation. In developing a section 504 plan, a community college or public university must allow a student to have assistance from support personnel, including but not limited to parents, guardians or other persons</p> |

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| | <p>knowledgeable in the development and review of section 504 plans.</p> <p>Streamline and Strengthen Disability Accommodations Across the State:</p> <ul style="list-style-type: none"> -Investment in universal system for higher education institutions/instructors to access accommodation information for students across the state. -Due to the highly individualized/unique needs of Disabled folks across the board accommodations need to be on a case by case basis and tailored to the students needs specifically. -It shall include explicit protections of the status of invisible disabilities and associated accommodations. <p>Modify credit requirements for disabled students including:</p> <ul style="list-style-type: none"> *Maintaining status as a student *Accessing state financial aid *Full time status credit requirements *Degree completion timeline *Accessing government disability benefits including tax-credit/Section 8/affordable housing programs <p>Identify needs for investments across Oregon institutions in: Making speech-to-text technology easily accessible for students to complete assignments</p> <p>Implementing Accommodations</p> <ul style="list-style-type: none"> -Identify how to instate mandatory DEI training for admin/staff/faculty to prep them to address the intersecting issues associated with Ableist barriers in Higher Ed (i.e. the intersection of patriarchy and ableism, Racism and ableism, xenophobia and ableism, ETC.) *Must include content surrounding discriminatory harassment, ableist microaggressions and sharing confidential information about a student's diagnosis or struggles in front of the class/in the presence of students *Must include content surrounding social shaming of students with non-heteronormative life trajectories (i.e. The shaming of single and/or asexual disabled students and attributing their different life-trajectory to their level of social functioning.) -How to honor reasonable accommodations for disabled students <p>Each community college and public university shall establish procedural safeguards for students with disabilities ensuring that: (a) The community college or public university's no-discrimination statements, disability access information, grievance procedures</p> |
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| | <p>and other disability-related policies are current, publicly available and widely distributed;</p> <p>(b) Services, activities and facilities are accessible to, and usable by, students with disabilities;</p> <p>(c) Faculty and staff understand their responsibilities under section 504 of the Rehabilitation Act, 29 U.S.C. 794;</p> <p>(d) There is a system at each community college and public university for responding to disability concerns in a timely and appropriate manner;</p> <p>(e) There are consistent procedures in place for students with disabilities regarding the referral, evaluation and implementation of section 504 plans;</p> <p>(f) Faculty and staff are informed about developments in both recommended educational interventions and legal requirements for students with disabilities;</p> <p>(g) Faculty and staff are provided with training for interactions with students with disabilities;</p> <p>(h) A formal complaint process and grievance policy are in place for students with disabilities; and (i) The complaint process and grievance policy required under paragraph (h) of this subsection require prompt and impartial investigations into complaints made by students with disabilities and that complainants are notified of the outcomes of these investigations.</p> <p>Campus security training for interacting with disabled students Almost half of the people who die at the hands of police have some kind of disability, according to a new report, as officers are often drawn into emergencies where urgent care may be more appropriate than lethal force. (Source)</p> |
| <p>What problem will this proposal address?</p> | <p>This policy proposal will solve the issue of disabled students not being provided access to reasonable accommodations during their journey through higher education due to the financial and institutional barriers that make acquiring necessary evaluations that Higher education institutions used to decide what accommodations are acceptable for each student.</p> <p>This policy starts the process of streamlining and strengthening disability accommodations across Oregon. As it stands there is no standard state wide for students accessing disability accommodations or institutions implementing disability accommodations. There also is no standardization for what accommodations look like from campus to campus. This is problematic as students move from one institution their accommodations do not follow them, so they must figure out the</p> |

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| | <p>application process for receiving disability accommodations at their new campus, and hope that the accommodations offered will work for their specific needs.</p> <p>The current iteration of disability accommodations do not go far enough to provide true useful support to ensure that our disabled students in Oregon have everything they need to be successful in their journey through higher education. Currently accommodations are limited basic concessions like 1.5 time on tests or a separate proctored room to complete quizzes. However, accommodations like that are not helpful for students with auto-immune issues that keep them in bed for days at a time, or students struggling with anxiety or sensory overload issues. Having extra time on a test isn't going to keep your instructor from giving you a failing grade when your motorized chair breaks down and you miss the test in question. Accommodations in their current iteration are not effective because issues like disability and accessibility are nuanced problems, and thus require nuanced solutions that basic one-size-fits-all approaches cannot begin to address. This is why accommodations tailored to the specific impediments a student is living with are necessary as it relates to access and accessibility in higher education for disabled students.</p> <p>We need to ensure that professors and instructors are receiving periodic competence training surrounding disability, because most individuals don't have the context necessary to fully grasp why X/Y/Z accommodation is so important to the ultimate success of these students as it relates to passing classes and graduating. As it stands there aren't any tangible avenues for students to bring repercussions down on professors who refuse to honor a student's accommodations. So when professors and instructors don't understand why it is important to take the accessibility of their class work seriously in the first place it increases the probability of further barriers popping up for students in the form of ableist instructors.</p> <p>It solves the issue of lack of accountability for institutions that are not providing holistic support for students with disabilities. The Disability Justice Committee and the action plan they produce will shed light on the scope of the issues and meaningful ways to move forward and implement changes. The eventual goal is to actually implement the outcomes of the plan and improve our higher education institutions for students in years to come.</p> |
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| What would be a successful outcome of your policy proposal? | The HECC's disability justice committee will release the action plan within 1 year of the bill's passage. The Commission will review the plan and move forward with implementation across the state via policy recommendations. |
| How will you measure successful implementation? | Swift creation of the Disability Justice Committee, hiring staff for the committee, meaningful engagement of impacted groups in the committee, and development of the action plan. |
| What is the timeline for implementation? | To be implemented within one year after passage of the bill. |
| Which entities will be responsible for implementing this policy? | Public higher education institutions and The Higher Education Coordinating Commission |
| What accountability measure(s) should be in place to ensure successful implementation? | Unsure exactly, but we want to ensure there is an official complaint process in place for students to file grievances. |
| Which existing statutes or programs will this policy affect? | Unsure in the legislature. At institutions it will impact their offices for disability access. |

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| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>Please see definitions that may be helpful:</p> <p>Section 504 plan: “Section 504 plan” means a written statement of an educational program for each student with a disability that is developed, reviewed and revised in accordance with criteria established by rules of the Higher Education Coordinating Commission and in compliance with the requirements of section 504 of the Rehabilitation Act, 29 U.S.C. 794.</p> <p>Student with a disability: “Student with a disability” means an individual enrolled in a community college or public university listed in ORS 352.002 who the Higher Education Coordinating Commission has determined, through a process established by the commission by rule, is entitled to a section 504 plan because the student:</p> <ul style="list-style-type: none"> (a) Qualifies as an individual with a disability under section 504 of the Rehabilitation Act, 29 U.S.C. 794, as amended and in effect on the effective date of this 2017 Act; (b) Has an identified physical or mental impairment, which substantially limits one or more major life activities; (c) Has a record or history of being classified as having a physical or mental impairment of the type described in paragraph (b) of this subsection; or (d) Has been identified by a member of the faculty or staff of the community college or public university as having a learning disability and the student would benefit from a section 504 plan. <p>Please let us know if you have any further questions! Thank you!</p> |
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| Submitter | Luda Isakharov, President at the Associated Students of the University of Oregon |
| Title of proposal | Higher Education Excused Absence Act |
| Detailed description | The Higher Education Excused Absence Act recognizes the need for consistent university-wide excused absence policies that accommodate sickness and mental health-related excusals in the state of Oregon, but it also acknowledges that university policies and processes need to be created collaboratively and thoughtfully. Hence, the bill gives every public university in the state of Oregon until the end of the 2023-24 academic year to publish a university-wide excused absence policy that provides students with a baseline of excused absences for sickness (COVID and non-COVID related), mental health issues, and other emergencies. This bill has no fiscal costs attached to it. |
| What problem will this proposal address? | Currently, Oregon universities do not provide a baseline of university-wide excused absence policies for students. Most policies state that excused/unexcused absences are up to the discretion of every professor and their policies can be found in their syllabus. As a result of unclear standards for excused absences, students are expected to come to class with symptoms of sickness, sometimes including fever, coughing, nausea, and light-headedness. Not only is this unsafe for students and their health, but it also puts faculty at risk. Furthermore, there is no university-wide standard of accommodation for students going through mental health crises without students going through a lengthy and inaccessible process of getting on an accommodation plan through the university. As a result, students going through mental health crises such as severe anxiety, depression, and panic attacks end up having to drop classes and even drop out of university because of their inability to show up every day. Although individual professors can be very accommodating, there are severe discrepancies between excused absence policies in social science versus STEM departments. Where many students studying social sciences often have better luck getting excused or catching up on what they missed, STEM programs expect students to show up to labs and exams even when they express they are “on their death beds”. In the post-pandemic world, it is more important than ever to create clear expectations and accommodations for when students are required to show up in person in order to create safe learning spaces for both students and faculty. |

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| <p>What would be a successful outcome of your policy proposal?</p> | <p>A successful short-term outcome of the Higher Ed Excused Absence Act would be if every public university in Oregon published a university-wide excused absence policy that every professor must implement that defines expectations and accommodations for sickness, mental health, and personal emergency-related absences. Some successful long-term outcomes would be safer learning spaces for Oregon students, higher retention and lower drop-out rates at universities, and lowered barriers for non-traditional students and students with disabilities.</p> |
| <p>How will you measure successful implementation?</p> | <p>Successful implementation can be measured initially by requiring universities to publish new policies on their websites by the implementation deadline. Additionally, every professor at the universities should be required to include the university-wide policy in their syllabus.</p> |
| <p>What is the timeline for implementation?</p> | <p>Universities will be informed of this bill at the time of its passing. The HECC will check in with the university administrations before the start of the 2023-24 academic year requesting to see their plans for the creation of the new policy whether it be a task force, a committee through the University Senate, or by other means. In June of 2024, all universities will be required to submit their policies to the HECC as well as publish them on their websites and announce them to faculty.</p> |
| <p>Which entities will be responsible for implementing this policy?</p> | <p>For consistency, the Oregon HECC will be responsible for reaching out to universities in the fall for their policy development plans, and then again in June 2024 to see if the policies have been posted on university websites.</p> |
| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>The Oregon HECC will make sure every university completes its excused absence policies by June of 2024 and that the policies are published on their websites.</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>This policy will affect no statewide statutes or measures. It may, however, affect existing university-wide policies and understandings.</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>The state of Oregon led the nation in 2019 with a similar bill expanding excused absences for K-12 students to cover mental health in 2019.</p> <p>Link 1</p> <p>Link 2</p> |

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| Submitter | |
| Title of proposal | |
| Detailed description | |
| What problem will this proposal address? | |
| What would be a successful outcome of your policy proposal? | |
| How will you measure successful implementation? | |
| What is the timeline for implementation? | |
| Which entities will be responsible for implementing this policy? | |
| What accountability measure(s) should be in place to ensure successful implementation? | |
| Which existing statutes or programs will this policy affect? | |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

Student Support Survey Findings

(a brief summary of the findings and/or a link to the slide deck posted to the website can be made available if requested by the Chair)

Work Group 3: Systemic Accountability and Continuous Improvement.

Submitted Policy Proposals

Work Group on Systemic Accountability and Continuous Improvement
Policy Proposals Survey Results

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| Submitter | Jennifer Kovitz, Director of Marketing and Public Relations, Central Oregon Community College |
| Title of proposal | Permanent Staffing and Funding for Equity Positions |
| Proposal # | SA-1 |
| Detailed description | Right now, many (most?) staff positions that support underrepresented students at CCs are funded by grants. This is an upside down approach and creates hours and hours of wasted time and energy renewing grants/searching and applying for new ones instead of directing that energy, time, effort to the students themselves. Let's fund permanent support positions at CCs for our Students of Color, LBTQIA+ Students, Student Veterans, First-Gen and Low-Income Students. |
| What problem will this proposal address? | Right now, many (most?) staff positions that support underrepresented students at CCs are funded by grants. This is an upside down approach and creates hours and hours of wasted time and energy renewing grants/searching and applying for new ones instead of directing that energy, time, effort to the students themselves. Let's fund permanent support positions at CCs for our Students of Color, LBTQIA+ Students, Student Veterans, First-Gen and Low-Income Students. |
| What would be a successful outcome of your policy proposal? | Permanently funded support positions for underrepresented student communities whose employees and their supervisors can direct more time, energy, effort into serving students rather than finding next year's funding for their roles. |
| How will you measure successful implementation? | # of perm. funded positions |
| What is the timeline for implementation? | 18 mo |
| Which entities will be responsible for implementing this policy? | CCs, with funding from the state |
| What accountability measure(s) should be in place to ensure successful implementation? | Open to ideas |

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| Which existing statutes or programs will this policy affect? | Not sure |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Vicky Lopez Sanchez, Dean of K-12 & Community Partnerships, Portland Community College |
| Title of proposal | Scaling Student Success Programs Toward Institutional Change |
| Proposal # | SA-2 |
| Detailed description | Higher education institutions have several programs (TRIO, Future Connect, Educational Opportunities Program, etc.) that are proven to successfully support students access, persistence, and graduation from college. These programs can be scaled-up if provided with sustainable financial resources. |
| What problem will this proposal address? | <ul style="list-style-type: none"> - Improve student persistence and success. - Foster a sense of belonging through community building, peer mentors, and coaches. - Help to close the opportunity gap and eliminate educational disparities to ensure all students can thrive. - Move toward institutional change, not just programming. |
| What would be a successful outcome of your policy proposal? | <ul style="list-style-type: none"> - Create a structure that allows all students to reach their full potential regardless of traditional barriers to retention and completion. - Create programming and services that promote the diversity and inclusion of all students, support student learning and personal development, foster community, ensure an inclusive environment, and enrich the overall student experience so that they can be successful (student's goals define success - career pathway, certificate, degree seeking). |
| How will you measure successful implementation? | <ul style="list-style-type: none"> - Budget estimate - Number of students served - Measure student progress, persistence, retention, goal completion - Staffing plan - Objectives |
| What is the timeline for implementation? | 3-6 months |
| Which entities will be responsible for implementing this policy? | Community College leadership |
| What accountability measure(s) should be in place to ensure successful implementation? | <ul style="list-style-type: none"> - Orientation - Goal setting - Clear expectations and communication - Ensure necessary resources - Record keeping |
| Which existing statutes or programs will this policy affect? | ? |

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| Do you have any additional questions or comments you would like to share with the Task Force? | |
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| Submitter | Theodora Ko Thompson, Admissions Evaluator/Specialist, University of Oregon |
| Title of proposal | LEARNING JOURNEYS: CRITICAL PARTNERS AND PIPELINES FOR SAFE, INCLUSIVE AND RESILIENT COMMUNITIES |
| Proposal # | SA-3 |
| Detailed description | <p>Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand. Native American Saying</p> <p>A multiprong approach – concept of multicultural education strategies. Visibility of systemic invisibility. The high cost of systemic invisibility of experiences of underrepresented students and staff. The nation’s schools today are more racially and ethnically diverse. We live in a pluralistic society, socialized from early childhood to formulate stereotypes and misconceptions and harbor prejudices about individuals and groups who differ from us and our experiences. We need to recognize that each underrepresented student is an individual who should not be invisible.</p> <p>FAMILY: The campus community is the FAMILY for underrepresented students. Higher Ed institutions are learning organizations. Their communities are rich with learning opportunities: course offerings, museums, language lab resources, with community organizations that offer learning opportunities for the engagement within the university or in the community. These inherently provide opportunities to venture outside the comfort zone, be engaged for the introspection, cultural humility learning of shared values for critical conversations.</p> <p>It is as important to mainstream “courageous conversations” as regular as staff meetings, as annual as retreats, as strategic with benchmarking goals as recruitment/enrollment strategies. Inculcate - make it a natural process - for individual learning journeys to demonstrate valuing diversity. Build on shared values - because every individual needs to be knowledgeable about what’s going on that will affect the success of our underrepresented students.</p> <p>RETENTION: of staff of color, the welcoming and supportive environment for underrepresented students and staff – the tokenizing, invisibility of the value of our knowledge and experiences – keeps the status quo of white fragility, the discomfort of talking about critical issues in structural racism. “I don’t see color” keeps embedded structural and institutional racism - the modern day racism or laissez-faire racism – at status quo.</p> <p>As it is as crucial to recruit more people of color for the inherent valuable connection to students of color and the vital pipeline for the new generation of leaders, it is as crucial for the “See Us, Hear Us, Value Us” – to value and retain underrepresented staff for the critical</p> |

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| | <p>mentoring, learning for student success. e.g at University of Oregon, we have an interactive dashboard around diversity. A good start. Make transparent these efforts, and accountability for the retention and turnover churn.</p> <p>TARGETED UNIVERSALISM: The campus community is the FAMILY of support for underrepresented students. Child care support is inherently an important issue. Funding students and families, support and resources for student success. Building Multicultural Learning strategies universally across campus. Valuing critical staff and their role in all units for mentoring. Mainstreaming learning journeys through involved engagement that demonstrates the Walk-the Talk, Walk-the-Walk values for universal welcoming, safe and inclusive climates. Strategic plans over the years punt the “hot potato” issues in our collective experiences; strategic plans do not involve all voices for learning and ownership and are absent of transparency and accountable benchmarking goals. Make transparent where the equity gaps are in engagement, training, etc.</p> <p>PIPELINES:. Invest in developing networks with organizations, labor affiliates, for paid internship and immersive opportunities, create or develop pipeline career path journeys that will lead into the growth of an eco-system that reimagines for the future of inclusive and culturally competent Environmental, Social and Governance (ESG) economies.</p> |
| <p>What problem will this proposal address?</p> | <p>Staff of color and diversity leaders do not have the magic wand to wish away the systemic issues around race and equity that underrepresented students have to contend with. True inclusion – true cultural pluralism - means that every individual – sees responsibility and accountability to the commitment of the institutional mission of being an anti-racist organization that provides a quality education the underrepresented students in our schools need to survive in the new global knowledge-intensive world. Thus to value the mosaic identity of the individual student – emerging leaders of tomorrow. Create the school environment that excites the inquiring young minds to reach for their American Dream. It should not be an elusive dream that any individual student has to forsake. We are all stakeholders with the capacity for introspection, to learn with humility, with strident steps and sincere commitment, to achieve the goals a multicultural education for all to ensure we value welcoming, safe and inclusive resilient communities.</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <p>Strategic investment and universal involvement in Dismantling Racism. Anti-Racism work is a journey as arduous as the civil rights and women’s suffrage struggles. The high cost of that work is the weight upon the shoulders of people hired into positions to uplift and advocate for underrepresented students. Imperative that everyone recognize they</p> |

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| | have an important role to be Agents of Change. Cultural humility + vulnerability learning journeys: Taking the first step of their learning journey to examine deep-rooted assumptions and prejudices - not the lackadaisical approach or cloak of ""I don't see Color"" that keeps the status quo. |
| How will you measure successful implementation? | Report cards. Review and evaluate the shortfalls to see where the equity gaps and opportunity gaps are, for universal involved discussions on improvements are, audit mechanisms for transparency and accountability at every departmental level. Empathetic learning growth and goal setting inculcated in regular check-ins - where are we now - and annual performance evaluations. |
| What is the timeline for implementation? | Perhaps dovetail with HB 2864 initiatives and goals on cultural competency |
| Which entities will be responsible for implementing this policy? | Executive and senior leadership to be accountable – partnership with all related offices – compliance with HB 2864 initiative and goals on cultural competency |
| What accountability measure(s) should be in place to ensure successful implementation? | At UO there is an interactive platform on institution diversity numbers. A good start. DEI conducted a community survey. Good revealing info. Which institution has the a good model for transparency and accountability. How did they get there? Retention issue is not new, what is length of service, etc? What do exit surveys reveal? What and where are the pain points, what are the proactive steps that address the issues. |
| Which existing statutes or programs will this policy affect? | HB 2864. Opportunity grants, etc. (am interested in shared information) |
| Do you have any additional questions or comments you would like to share with the Task Force? | Thank you. Am honored to be serving on this important Taskforce work. |

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| Submitter | Erin Carpenter, Eastern Oregon Workforce Board |
| Title of proposal | Requirement of Metrics for Higher Education |
| Proposal # | SA-4 |
| Detailed description | Require colleges to capture measurable data to help address specific opportunities for improvement to the system and increased access. |
| What problem will this proposal address? | It will help narrow down the reasons that affect student success so that funds can be placed where they have the best opportunity for the greatest return on investment. |
| What would be a successful outcome of your policy proposal? | We learn what circumstances are most likely to affect student disengagement and can begin to focus resources to address the gaps. |
| How will you measure successful implementation? | We will have a list of meaningful measurements to begin capturing and a way to begin compiling the data and reporting the information. |
| What is the timeline for implementation? | Could begin as soon as the policy is approved, but most likely start capturing data as early as July 1, 2023. |
| Which entities will be responsible for implementing this policy? | Colleges and high schools would need to begin capturing student data. HECC maybe? |
| What accountability measure(s) should be in place to ensure successful implementation? | This would have to be created based on the information needed to achieve improvement. |
| Which existing statutes or programs will this policy affect? | Unsure |
| Do you have any additional questions or comments you would like to share with the Task Force? | I am wondering if maybe I ended up in the wrong group? I thought we would be addressing recommendations to help students be more likely to succeed. |

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| Submitter | Dana Richardson, Oregon Council of Presidents |
| Title of proposal | Build upon institutional cultural competency approaches by supporting approaches such as targeted universalism |
| Proposal # | SA-5 |
| Detailed description | <p>"House Bill 2864, relating to cultural competence at post-secondary institutions of education, was enacted in 2017. Under the bill, public postsecondary institutions are required to establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the university and its employees.</p> <p>In the case of public universities, HB 2864 appears to have functioned as a strong tool 1) to assess, compile and coordinate existing DEI efforts and programs, 2) to establish assessments and measurements of progress, and 3) as a catalyst to heighten DEI efforts. On several campuses, it appears as though HB 2864 pushed DEI efforts onto the leadership agenda. At all of the institutions there is evidence of increased training and consideration of DEI and HB 2864 in hiring.</p> <p>To build upon the structures established by HB 2864, the state could support institutions setting universal goals that are supported by targeted processes to achieve those goals. One such approach is known as targeted universalism - https://belonging.berkeley.edu/targeted-universalism. Targeted universalism is an approach that doesn't take an overly formalistic, one-size-fits-all policy formula in favor of an approach that is more outcome-oriented. "</p> |
| What problem will this proposal address? | It would help today's diverse students navigate institutional processes that were built in another time for differently-situated students. |
| What would be a successful outcome of your policy proposal? | The state and institutions would contribute to changing structural inequities that produce different outcomes for different students. |
| How will you measure successful implementation? | Assessing whether institutional goals are achieved. |
| What is the timeline for implementation? | This type of work is underway under HB 2864 and ongoing. State support for this approach could allow institutions to expand current activities in Fall 2023. |
| Which entities will be responsible for implementing this policy? | Campus communities including students, faculty, staff and administrators. |
| What accountability measure(s) should be in place to | Reporting on process toward and completion of goals should be expected. Progress toward different goals will require different amounts of time and benchmarks for each should be established at the outset. |

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| ensure successful implementation? | |
| Which existing statutes or programs will this policy affect? | This should be complimentary to HB 2864 related programs, structures, and discussions. |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Carrie Vath, Dean of Students, SOU |
| Title of proposal | Higher Education Accountability for Transition-To-Work Success |
| Proposal # | SA-6 |
| Detailed description | Systemic accountability requires a process to affirm the outcomes produced meet expectations. While public university faculty and staff are focused on – have a deep personal commitment to - getting diverse students into higher education and through to graduation – and metrics tracked by the Higher Education Coordinating Commission affirm how well we are doing at that - the current system does not address how underrepresented students are supported in translating a college degree into career success. This proposal calls for funding to support underrepresented students in internships, career preparation, and transition to work. |
| What problem will this proposal address? | Underrepresented students will participate in internships, career preparation, and transition to work programs at the same level as other students. |
| What would be a successful outcome of your policy proposal? | Underrepresented student enter the workforce fully equipped with skills, experiences, and connections to succeed in their careers. |
| How will you measure successful implementation? | Earning power of underrepresented students one year and five years post-graduation, compared to other students in the same disciplines. |
| What is the timeline for implementation? | Programs introduced in 2023-25 biennium; outcomes measured in 2025-27 biennium and beyond. |
| Which entities will be responsible for implementing this policy? | Funding will roll through HECC as block grants to public higher education institutions, who are responsible for using those funds to ensure underrepresented students have full access to internships, career preparation, and transition to work programs by removing barriers. |
| What accountability measure(s) should be in place to ensure successful implementation? | Need to ensure proper staffing of Career Services departments/offices at institutions before funding is allocated. For example, institutions need to demonstrate how they would be able to implement giving current staffing. |
| Which existing statutes or programs will this policy affect? | Unknown |
| Do you have any additional questions or comments you would like to share with the Task Force? | I am excited to join this committee. |

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| Submitter | Lindsay Romasanta, Assistant Vice President, Global Diversity and Inclusion, Portland State University |
| Title of proposal | Strengthening Equity-Minded Data Capacity of Higher Education Institutions |
| Proposal # | SA-7 |
| Detailed description | Continuous improvement requires access to data. Nationally, there is a movement to ensure that universities lean into continuous improvement strategies, with philanthropic investments like the Bill and Melinda Gates Foundation providing funding for organizations like NASPA and AASCU to support cohorts of universities to participate in how to utilize the National Student Clearinghouse's Postsecondary Data Partnership. However, universities have to ensure they have the correct software systems, expertise of data analysts, and the correct data tools. This policy proposal is to ensure that state universities have access to funding to build out their data infrastructure through appropriate funding of FTE. In addition, these data analysts should be trained to not just rely on quantitative analysis alone. There is a growing body of research called quant CRT in which critical race theory is implemented alongside quantitative analysis so that data does not perpetuate solely dominant narratives. Instead, it makes it a point to ensure that varied lived experiences are illuminated. |
| What problem will this proposal address? | This policy proposal will ensure that Oregon higher education systems are not left behind in sharing our data and learning more about our data to create timely interventions to support students. The added expectation of ensuring that data analysts have professional development and training to build their capacities to be equity minded is even more important and will really lead to greater paradigm shifts in transforming higher education to best support underrepresented and minoritized students. |
| What would be a successful outcome of your policy proposal? | As a result of this policy proposal, all Oregon universities will have greater access to data from an equity-minded lens, leading to greater policy changes that inform the transformative shifts needed. |
| How will you measure successful implementation? | Timely hire of data analysts and professional development hours. |
| What is the timeline for implementation? | 1-3 academic years. |
| Which entities will be responsible for implementing this policy? | Legislature ensures funding is diverted to all higher ed institutions and each institution identifies their data infrastructure capacity building needs. |
| What accountability measure(s) should | To be determined |

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| be in place to ensure successful implementation? | |
| Which existing statutes or programs will this policy affect? | To be determined |
| Do you have any additional questions or comments you would like to share with the Task Force? | |

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| Submitter | Aislyn Matias, Staff, Portland State University |
| Title of proposal | Establishment of a Permanent Committee for Post-secondary Education for Adults in Custody. |
| Proposal # | SA-8 |
| Detailed description | <p>AIC students in higher ed. have unique barriers to student success, as identified in the recent SB 234 work group findings. Currently, coordinating and managing HEP programs, and the roll out of SB 234 recommendations, are ad hoc and an iterative process. As recommendations from SB 234 take shape, the implementation processes are best managed through jointly-coordinated efforts between the DOC, OCHEP, and the HECC. This proposal seeks to create a permanent coordinated committee tasked with managing HEP programs and issues for AICs.</p> <p>AIC: adult/s in custody DOC: Department of Corrections HEP: higher education prison OCHEP: Oregon Coalition of Higher Ed. in Prison</p> |
| What problem will this proposal address? | <p>Currently, coordinating and managing post secondary higher ed is an ad hoc and iterative process. The creation of a permanent committee can provide oversight and solutions for issues that directly affect AIC students.</p> <p>Identifying issues, developing solutions for AIC students, and the continuous strategic management of HEP programs resides in the collective and dedicated coordination with AICs (former participants and current), the Department of Corrections, HECC, and Post-secondary partners (incl. HEP providers, OCHEP members).</p> |
| What would be a successful outcome of your policy proposal? | <p>Increased understanding of the unique issues that affect AIC higher ed students, and increased collaboration and problem-solving that directly address the issues - with net-positive measurable outcomes.</p> <p>Strategic coordination of HEP programs statewide via the permanent committee; the development of shared statewide minimum standards for HEP courses; and the development of a strategic road map for HEP programs.</p> |

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| <p>How will you measure successful implementation?</p> | <p>The success of the permanent committee would be measured by the ability to collectively identify issues and develop implementable solutions that fit the scope of the problems, and wherein the process of successfully navigating the higher education landscape becomes predictable and translatable for AIC students.</p> <p>Success can also be measured by deliverables that include: defining a coordination strategy for HEP programs statewide; the documentation and implementation of shared statewide standards for HEP courses; and increased coordinated support from the DOC, HECC, and other entities that result in a direct increase student access to courses that align with their degree requirements; increased number of eligible AICs enrolled in higher ed programs; increased number of transferable and non-credited higher ed programs offered to AICs; increased number of AICs utilizing Pell and other funding streams.</p> |
| <p>What is the timeline for implementation?</p> | <p>The creation of a permanent committee and subsequent creation and implementation of shared statewide standards for HEP courses could be developed in approximately one (1) year. The timeline for the committee to create a shared coordination strategy for HEP programs statewide (thus converting it to Statewide HEP Programs) might require two (2) years. The timeline for measuring the implementation of minimum statewide standards for HEP courses may take two (2+) years. The timeline for measuring program enrollment and the disbursement of funding/award trends may take five (5) or more years.</p> |
| <p>Which entities will be responsible for implementing this policy?</p> | <p>The permanent committee, comprised of HECC, DOC, OCHEP, former and current AICs, and AIC providers, would be collectively responsible for the implementation of shared initiatives.</p> |
| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>Accountability for the work group should reside in the recurring application of committee assessment tools. Measurements should be data-driven and reflect target goals.</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>While HEP management exists in different planes - through DOC, HECC, OCHEP, HEP providers; management does not exist in formal coordination. The creation of a formal work group may directly affect DOC, HECC, OCHEP, and HEP provider programs.</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>My apologies for submitting this late - a series of personal disruptions limited my intent to submit earlier. I appreciate this proposal being considered very much!</p> |

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| Submitter | Erika Giesen, Social Science/Human Services Department Chair at Rogue Community College |
| Title of proposal | Expanding eligibility for the Oregon Promise Grant. |
| Proposal # | SA-9 |
| Detailed description | <p>Currently, Oregon Promise is a wonderful program that is limited to students who have just earned their GED or graduated from high school. This leads to a disproportionate number of white and middle-class students accessing Oregon Promise because their social capital and class-based resources support their immediate transition from high school to college.</p> <p>This proposal would expand the grant's reach so that aspiring community college students who entered the workforce after high school graduation would also be eligible for assistance to retrain themselves and access community college.</p> |
| What problem will this proposal address? | <p>Expanding the eligibility of Oregon Promise would solve multiple problems, primarily by expanding the percentage of underrepresented students accessing higher education. It would:</p> <ul style="list-style-type: none"> - expand the number of first-generation students, who are a larger percentage of non-traditional students (National Center for Education Statistics), to access higher education and greatly lower their student debt - expand the number of BIPOC students, who are a larger percentage of non-traditional students (National Center for Education Statistics), to access higher education and greatly lower their student debt - support the education of single-parents, who are more likely to be women - support the education of LGBTQ+ students, who have greater federal student loans than non-LGBTQ+ students (Williams Institute) - increase the academic success of community college students since nontraditional students tend to have higher GPAs than traditional age college students (Newbold, Mehta and Forbus, 2010) |
| What would be a successful outcome of your policy proposal? | <p>Increased funding for Oregon Promise to expand the eligibility criteria would increase underrepresented students' access to education and decrease their student debt (which is disproportionately higher).</p> <p>Additionally, nontraditional students have higher GPAs and more academic success. Anecdotally, over 20 years our department has seen that nontraditional students have more drive, focus, and purpose since they are old enough to know what pathway they want to follow; because they have been in the workforce they know what they don't want. Recent high school graduates are much more likely to be in school because of their parents' desires, and to have less focus and thus academic success. Thus, the policy would very likely increase academic success and completion.</p> |

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| <p>How will you measure successful implementation?</p> | <p>Expanded funding for Oregon Promise to a broader eligibility pool is in place.</p> <p>A greater proportion of first-generation, low-income, BIPOC, LGBTQ+, and single-parents are accessing community college education, and their educational debt has significantly lessened.</p> <p>Increased GPAs of Oregon Community College students.</p> |
| <p>What is the timeline for implementation?</p> | <p>Dependent on funding.</p> |
| <p>Which entities will be responsible for implementing this policy?</p> | <p>Higher Education Coordinating Commission and Oregon Student Aid.</p> |
| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>Oversight of the eligibility criteria expansion to ensure it is inclusive. Data collection on demographic changes to enrollment data in Oregon Community Colleges.</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>Oregon Promise Grant.</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>Thank you for inviting this opportunity for democratic engagement in policy.</p> |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | Comprehensive Orientation for All Oregon Students |
| Proposal # | SA-10 |
| Detailed description | Orientation in the public university or community college environment is an important step in supporting students’ academic journeys. Underrepresented students, particularly first-generation students, face a unique set of barriers when arriving on college campuses. Oregon's higher education institutions must do better at making support equally accessible to every student and better onboarding students who have little exposure to higher education. Currently, there are flaws within post-secondary orientations across the state and a lack of standardization across institutions. For instance, many institutions do not provide resources for students at orientation about food insecurity, resources, SNAP, housing support and tenant rights, disability accommodations, mental health counseling, student legal services, financial aid literacy, and beyond. While each institution is different, it has been shown that housing insecurity, food insecurity, and other student struggles are present at every higher education institution in Oregon. With systemic insecurities within higher educational institutions, it has statistically been shown that underrepresented students are the most deeply impacted. We can better support students from the beginning by requiring institutions to implement minimum standards for orientation that educate students on various basic needs resources on campus and in the community. Another welcomed addition to this policy would require institutions to provide Spanish translation for orientation events – this is not a current practice. |
| What problem will this proposal address? | This policy will help fill gaps that currently exist in orientation programs at higher education institutions. Specifically, it will require institutions to provide resources at orientation for: (1) SNAP benefits training and food security resources, (2) housing and tenant support resources, (3) disability accommodations, (4) mental health counseling, (5) student legal services, and (6) financial aid literacy resources. Further, this policy would require Spanish translation at orientation for all higher education institutions. This would provide all students, particularly underrepresented students, with a more comprehensive orientation experience. Therefore, better supporting students’ success, health and wellbeing, and retention throughout their time in higher education. |
| What would be a successful outcome of your policy proposal? | A successful outcome of this policy will bring more awareness to the student populations about resources that may exist for them in supporting their basic needs and personal success. Further, providing Spanish translation will allow Spanish-speaking parents to participate in orientation programs in the same way that English-speaking parents are able to now. |

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| <p>How will you measure successful implementation?</p> | <p>A potential way to measure successful implementation would be for the institutions to report back to the state annually to present benchmarks that show that they have made efforts in these areas or met the requirements of the bill. Further, the resources that are being prioritized in this policy may see a rise in demand from first-year students or students that have attended the more comprehensive orientation session. Some institutions may collect data on who is using these resources that could provide further evidence of how the policy has been a success.</p> |
| <p>What is the timeline for implementation?</p> | <p>It may take time for institutions to rework their orientation programs to accommodate the requirements of this bill. Further, there may be a cost to some of these requirements. Thus, it may be reasonable to give institutions a year or so to phase the more comprehensive orientations into place.</p> |
| <p>Which entities will be responsible for implementing this policy?</p> | <p>The public higher education institutions will be responsible for implementing this policy and may need HECC or other state and non-profit agency support.</p> |
| <p>What accountability measure(s) should be in place to ensure successful implementation?</p> | <p>Public higher education institutions should be required to report back to the state or to HECC that these requirements have been completed and institutionalized within orientation programs.</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>We are unsure of the answer to this question, but imagine that this policy will not clash with other existing statutes or programs.</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>In California, a bill was passed in 2021 mandating all public higher education institutions provide educational information about CalFresh (their state SNAP program) and the student eligibility requirements for CalFresh to all incoming students. See more here.</p> |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | Ethnic Studies Requirements at Oregon Higher Education Institutions |
| Proposal # | SA-11 |
| Detailed description | Ethnic Studies is the study of the histories, experiences, cultures, and issues of racial-ethnic groups in the United States. Through the study of power and its linkages to race, ethnicity, class, gender, and sexuality, students gain an understanding of the impacts of systemic inequality and historical movements for social transformation. Further, exposure to ethnic studies for students can help foster a more safe, equitable, and anti-racist campus climate. In 2017, the Oregon State Legislature passed a bill requiring Ethnic Studies to be incorporated into Oregon's K-12 curriculum – becoming the first state in the nation to do so. Currently, in Oregon, there is no requirement for higher education institutions to include Ethnic Studies in their curriculum or require students to take a course in Ethnic Studies. At the University of Oregon, students are required to take a course that meets a “cultural literacy” requirement, but the courses allowed to meet this requirement are broad and not adequate. It’s unclear where other institutions are on this front. In passing this policy, students would be required to take an Ethnic Studies course or complete an equivalent course as an undergraduate graduation requirement. |
| What problem will this proposal address? | Historically, the State of Oregon banned African Americans and forcibly removed Indigenous peoples from their land. The repercussions of these injustices are still felt today. Students should learn about these issues and be exposed to a curriculum that teaches the histories, experiences, cultures, and issues of racial-ethnic groups in the State of Oregon and in the United States. By expanding the curriculum and requiring Ethnic Studies, students will further develop their critical thinking skills and worldview. Additionally, this could promote a campus climate that is safer and more inclusive for students of color – who often report and experience acts of bias and discrimination on Oregon’s college campuses. |
| What would be a successful outcome of your policy proposal? | A successful outcome of this policy would be a more culturally competent and historically aware student body. Further, this policy would help affirm the importance of Ethnic Studies departments in higher education across the state. |
| How will you measure successful implementation? | Successful implementation of this policy could be measured by tracking each institutions' progress on the course requirements and having them report back to state agencies and the legislature. |
| What is the timeline for implementation? | The timeline for the implementation of this policy would be similar to Oregon House Bill 2845 – requiring the expectations of the bill to be met after a 4-year period. The legislature and policy makers should work with state agencies and higher education institutions to determine an appropriate timeline. |

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| Which entities will be responsible for implementing this policy? | Oregon’s higher education institutions in collaboration with HECC and other state agencies would be responsible for implementing this policy. Institutions should be encouraged to work with existing Ethnic Studies departments (when applicable) to create and plan for this requirement. |
| What accountability measure(s) should be in place to ensure successful implementation? | Throughout the process and at the end of the implementation period, institutions should be required to report back to HECC and state agencies on their progress in implementing the Ethnic Studies requirement. |
| Which existing statutes or programs will this policy affect? | This policy would certainly impact the degree requirements of higher education institutions across the state. Ethnic studies classes and departments will certainly be impacted with higher enrollment and demand. Existing statutes around higher education curriculum may be impacted. |
| Do you have any additional questions or comments you would like to share with the Task Force? | Link to Oregon House Bill 2845 The State of California passed an Ethnic Studies graduation requirement in 2020. Link to bill |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | HECC Statewide Task Force on Student Fee Autonomy and Shared Governance |
| Proposal # | SA-12 |
| Detailed description | <p>Student Fee Autonomy and Student Government Autonomy have been bedrock principles of shared governance in higher education in Oregon for decades. Despite this, student fee autonomy and student government autonomy has been threatened and disregarded across various higher education institutions in Oregon over the last few years – see recent examples in next section from Western Oregon University and University of Oregon. This policy would build on 2021’s Oregon House Bill 3012 around student fee autonomy statute language by requiring the HECC to form a statewide task force (consisting of student leaders) to look deeper into recent issues that have arisen around student fee autonomy. This bill would investigate the current language of state statutes, current timelines for student fee rejections or alterations by university Boards and administration, and develop recommendations for new practices through the collection of student testimony and perspectives. Following the investigation into the issue, the task force should release a report with recommendations and potential next steps for policy makers to take to protect student fee autonomy.</p> |

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| <p>What problem will this proposal address?</p> | <p>The incidental fee is an integral part to funding student programs, resources, and opportunities. Despite their importance to shared governance, student fee autonomy and student fee process are not as well protected as they should be in the State of Oregon. For instance, at Western Oregon University, the student incidental fee committee was restricted by the University Administration during COVID-19 shutdowns to collecting only 5% of their \$1.9 million student incidental fee budget. The incidental fee committee had not been consulted by the University's reopening committee regarding their decision to only charge the incidental fee to student's accounts that were taking classes in-person – violating student fee autonomy. With only gathering 5% of the annual budget, it would have made it extremely difficult for programs, resources, and opportunities to sustain once students, staff, and faculty began returning to campus. Eventually, the ASWOU government submitted an appeal to HECC that was later resolved within 2 days where ASWOU was able to secure a million dollar settlement from the University administration. To provide another example, multiple instances involving student fee autonomy violations have recently occurred at the University of Oregon. For instance, in 2021, management of the student union building's funding was taken away from the ASUO student government's incidental fund by the University Administration. The incident was surrounded with controversy due to the lack of a student involvement in the decision, the violation of the ASUO student government bylaws, and a question of legality. Ultimately, the action resulted in a nearly \$10 million reduction in the UO student incidental fee budget, over half of the annual budget, resulting in a major loss of student autonomy over their own student union building. Given these recent issues, this policy proposal would require state agencies and higher education policy experts to look into the recent issue of student fee autonomy violations. For more information on these incidents, helpful links can be found here:</p> <p>(1) https://www.opb.org/article/2021/05/25/oregon-affirms-power-student-governments-have-over-student-fee-money/</p> <p>(2) https://wou.edu/westernhowl/aswou-makes-a-million-dollar-deal-with-wou-administration/</p> <p>(3) https://www.dailyemerald.com/news/asuo-senate-vetoes-decision-to-remove-emu-from-i-fee/article_42c6e27e-9125-11ec-a836-fb0d52f59350.html</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <p>A successful outcome of this policy proposal would be the acquisition of more information about what policy approaches could be implemented in the future to further protect student fee autonomy in the State of Oregon. Despite the recent narrowing of language that HB 3012 provided, we still need to collect some information on this issue.</p> |

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| How will you measure successful implementation? | If this policy is successfully implemented, a statewide task force around student fee autonomy will be created that incorporates students and higher education policy leaders who develop final policy recommendations for future action in the area of strengthening and protecting student fee autonomy. |
| What is the timeline for implementation? | The statewide task force could be convened shortly after the bill’s passage and could work for a one to two-year period, depending on capacity and need. |
| Which entities will be responsible for implementing this policy? | The Higher Education Coordinating Commission (HECC) would be primarily responsible for implementing this policy. HECC should also bring students and higher education advocates into the process of implementing this policy. |
| What accountability measure(s) should be in place to ensure successful implementation? | Given that HECC is a state agency, it will not be too difficult to ensure that this process is completed if this policy is implemented. A timeline will be an important accountability measure to ensure this policy and effort are implemented in a timely manner. |
| Which existing statutes or programs will this policy affect? | This policy would in the long-run likely impact existing state statutes around student fee autonomy by building on and strengthening current statutes. |
| Do you have any additional questions or comments you would like to share with the Task Force? | Link to HB 3012 |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | Educational Debt Collection Practices Act |
| Proposal # | SA-13 |
| Detailed description | <p>This policy proposal would prohibit the practice of transcript withholding and limit the practice of student class registration holds at institutions of higher education as debt collection practices. Holds that result in the following will be prohibited: condition release of unofficial or official transcripts upon debt payment; prevent enrollment in courses and/or changing schedule; less favorable treatment in maintaining status as student at institution. Similar policies have recently been passed in Washington, Louisiana, and California.</p> <p>Washington link</p> <p>Louisiana link</p> <p>California link</p> |

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| <p>What problem will this proposal address?</p> | <p>Administrative holds are problematic and punitive measures that result in compounding penalizing effects including: emotional, financial, and academic distress. These hold policies cause major disruptions in students’ education, graduation, and postgraduate entry into graduate programs or the workforce. When a hold is administered, students may be prevented from registering for classes, staying enrolled, working their campus job, attaining campus housing, or accessing their unofficial or official transcript. The practice of higher education placing a “hold” on a students’ account is referenced differently at each intuition: administrative holds, financial holds, registration hold, transcript hold, etc. There are dozens of reasons why a hold may be placed on a student’s account. Here are some scenarios: Scenario 1: A university graduate cannot access their transcript to apply for a graduate program because of an unpaid balance with the university of \$200 for student fees. Scenario 2: A student’s financial aid covers all except \$100 of their term’s cost. They are awaiting their next paycheck to pay the bill. They are prevented from registering for their next term because they have not paid, causing them to lose access to entry in a class they need to graduate. Scenario 3: In spring term, a student is unable to register for the next quarter because of an administrative hold on their account. Over the summer, they are unable to start working at their campus job because they are technically no longer an enrolled student. They are also unable to apply for campus housing because they are no longer enrolled. Because they are unable to pay a small debt with the school, they have lost access to their job and housing. These are just a few examples. This policy disproportionately hurts low income and underrepresented students. Anecdotally, this issue seems to be prevalent among students in Oregon. Due to lack of data on this issue, it is difficult to determine how many students are impacted. An additional layer of difficulty in understanding the scope of this issue is that policies differ across each higher education institution. For instance, PSU and UO have very different policies (links below). We know that this business practice hurts students in a multitude of ways, and ending this practice would help students achieve their educational goals.</p> <p>PSU policy link</p> <p>UO policy link</p> |
| <p>What would be a successful outcome of your policy proposal?</p> | <p>If barriers were removed around administrative holds, students with stranded credits, unable to continue their education, would return back to school. Further, community colleges and universities would hopefully see an increase in retention of students, especially underrepresented students. Additionally, graduates and former students who did not complete their degree would have access to transcripts to either continue their studies or get a job.</p> |

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| How will you measure successful implementation? | The Higher Education Coordinating Commission (HECC) shall oversee implementation and academic institutions should be required to report back to state agencies their new policies around debt collection practices and removing administrative holds. |
| What is the timeline for implementation? | To be implemented within a school year of the bill's passage, so the school year of 2024-2025. |
| Which entities will be responsible for implementing this policy? | Public higher education institutions, community colleges and public universities will be responsible for implementing this policy. HECC will be responsible for oversight. |
| What accountability measure(s) should be in place to ensure successful implementation? | All institutions should be monitored by the HECC throughout the process. This could look like HECC hearing concerns on implementation at monthly commission meetings. Further, HECC should help institutions facilitate a transition to more compassionate, supportive, and student-centric policies for institutions. The goal should be to ensure that the burden is not shifted to a new form of penalization. |
| Which existing statutes or programs will this policy affect? | Unsure |
| Do you have any additional questions or comments you would like to share with the Task Force? | We are happy to share more studies on these issues and student stories. Thank you! |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | Strengthening Student Legal Services for Oregon Students |
| Proposal # | SA-14 |
| Detailed description | At a plethora of Oregon’s higher education institutions (UO, LCC, PSU, OSU, etc.), students are offered free legal services to assist with matters that may arise around housing and landlord issues, employment and wrongful termination, and beyond. Primarily, this is funded through student incidental fees or mandatory fees paid by students. Unfortunately though, many institutions require that these legal services cannot be used towards the institution. Given that many higher education institutions house and employ students, this leaves students with virtually no legal support when conflicts arise between a student and the institution. Further, students are often not permitted to use legal services when code of conduct issues arise that could threaten their enrollment. Finally, student governments are not permitted to use this legal service support during student fee process when University Boards and Administrations deny or alter student fee decisions. This policy proposal would require student legal service programs to allow students to use these vital resources when issues arise with the institution they attend. |
| What problem will this proposal address? | Due to unnecessary restrictions, student legal services are often an underutilized resource for students. These policy proposals would eliminate a gap that exists in student legal service programs across the state that prevent students and student governments from using legal services in conflicts or disagreements with their institutions. |
| What would be a successful outcome of your policy proposal? | The successful outcome of this policy proposal would be the broadening of student legal services. This would allow students more support in areas of university housing, code of conduct situations, and student fee processes. |
| How will you measure successful implementation? | To measure the success of these policies, student governments and higher education institutions can be asked to report back to state agencies the progress of this requirement. |
| What is the timeline for implementation? | The timeline for this implementation would likely have to be over a few year period since most student legal services are funded via contracts with legal firms and through student fee processes that take place during the academic year. |
| Which entities will be responsible for implementing this policy? | Student governments and student fee committees will be responsible for changing language of their contracts and University administrators will be responsible for complying with the policy. Support from HECC may be needed. |
| What accountability measure(s) should be in place to | Accountability measures that protect the changes to student legal services from University administration retaliation should be strongly considered. Entities responsible for the implementation of this policy |

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| ensure successful implementation? | should report back to state agencies after the initial implementation period. |
| Which existing statutes or programs will this policy affect? | This policy may impact student fee autonomy statutes. Further, this policy would likely impact current student legal service programs across various institutions. |
| Do you have any additional questions or comments you would like to share with the Task Force? | n/a |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | Centralized Statewide Student Resources Portal |
| Proposal # | SA-15 |
| Detailed description | Numerous programs and resources exist throughout the state to support students in higher education. Despite this, there is little to no centralized promotion of these resources. When students in need try to access resources today, the process of finding resources proves to be difficult – often preventing students from access. This proposal seeks to create and centralize a student resources virtual portal in the form of a website, app, and/or virtual center for easy student access to the numerous existing resources they might not have otherwise known about. The student resources portal aim is to be a “one-stop shop” for student resources on their campus and on a statewide level. For instance, the portal should include a section for statewide resources like SNAP, OHP, rent assistance, and beyond. The regional and campus resources section should include information on resources like local mental health support, food security resources, emergency housing resources, and beyond. |
| What problem will this proposal address? | This policy proposal will help reduce barriers that prevent students from accessing resources for their basic needs and survival. When students are required to sift through countless lengthy websites or reach out to several different people to receive help, it takes the student’s attention away from focusing on their education. A centralized student resources portal would not only help with the underutilization of existing resources for students in higher education, but helps make navigating resources for college students less confusing and more streamlined. |
| What would be a successful outcome of your policy proposal? | More students in higher education utilizing existing resources that may help with navigating higher education and addressing their basic needs. |
| How will you measure successful implementation? | Potential ways that successful implementation could be measured is through website traffic metrics, feedback surveys, and through the tracking of student resource demand on each campus. |
| What is the timeline for implementation? | Given that a website and online portal would need to be designed and launched, the timeline for this would likely have to be a few years. During the website construction process, an advertising and outreach plan should be developed to eventually promote the new student resources portal. |
| Which entities will be responsible for implementing this policy? | The Higher Education Coordinating Commission (HECC) would be responsible for streamlining these resources into a centralized support portal. The agency should seek to collaborate with Dean of Student offices across institutions and local and statewide non-profits. |
| What accountability | Given that HECC is a state agency, it will not be too difficult to ensure that this process is completed if this policy is implemented. A timeline |

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| <p>measure(s) should be in place to ensure successful implementation?</p> | <p>will be an important accountability measure to ensure this policy and effort are implemented in a timely manner.</p> |
| <p>Which existing statutes or programs will this policy affect?</p> | <p>To our knowledge, this will not affect any existing programs or statutes.</p> |
| <p>Do you have any additional questions or comments you would like to share with the Task Force?</p> | <p>This policy proposal would likely have a fiscal ask attached to it that would designate funding for HECC to complete the website construction.</p> |

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| Submitter | Kavi Shrestha, Elizabeth Braatz, and Nick Keough, Student Members of JTUSHE Workgroup 3: Systemic Accountability and Continuous Improvement |
| Title of proposal | Cultural Competency for Academic Advisors and Mental Health Counselors |
| Proposal # | SA-16 |
| Detailed description | Academic advisors and mental health counselors are critical support for students during their journeys in higher education and on campus. On top of the general lack of capacity for these services to meet students' needs, these services tend to not have adequate and culturally competent support systems for students of color, queer students, and other marginalized students. The advising and support needed by students of color, queer students, and other underrepresented student groups are different than what has traditionally been provided. Underrepresented students deserve culturally competent advisors and counselors who understand them. Further, students of color deserve advisors and counselors who come from their own communities. Conversations regarding careers, academics, the future, and mental health all come with “cultural baggage” for Black, Indigenous, and students of color that often require someone with a similar lens to truly understand. Queer students need mental health counseling that is queer affirming and safe. Many counselors are simply not adequately prepared to discuss additional considerations and experiences people from underrepresented identities experience. Thus, there needs to be more efforts put in by academic institutions to recruit and retain advisors and counselors with more racial, cultural, and ethnic diversity. This bill would require higher education institutions to create and uphold a plan for diversifying their advising and counseling workforces for new hires. Additionally, it would mandate and institutionalize cultural competency training and workshops for academic advisors and mental health counselors. |
| What problem will this proposal address? | Through the diversification of staff and more rigorous cultural competency training, this policy proposal would help foster student support systems (counselors and academic advisors) who are better able to properly address underrepresented students' needs. Thus, reducing the burden of explaining cultures, customs, experiences of racism, and/ or discussing the impact of living as a person of color and its impact on daily life stressors. The lack of LGBTQIA+ representation, and Black, Indigenous, and Persons of Color representation in the advising and counseling departments has deep impacts on students. With diversification, underrepresented students can feel more welcome on campus and have access to mentors and support personnel on campus who understand their lived experiences and background. |
| What would be a successful outcome of your policy proposal? | A successful outcome of your policy proposal would be higher rates of underrepresented student identities using mental health and academic counseling services on their campuses. Another successful outcome will be a more diverse and culturally competent student support staff who |

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| | are able to take a more holistic and meaningful look at student needs and properly address them. |
| How will you measure successful implementation? | Each campus should be required to create a plan for student support diversification and cultural competency implementation. This plan should detail plans for the recruitment and retention of BIPOC and queer academic advisors and mental health counselors. Measuring retention of the more diverse staff and underrepresented student foot traffic within advising resources and mental health resources will be an important indicator of successful implementation. |
| What is the timeline for implementation? | Given the intentionality and planning that would need to go into making this policy successful, the higher education institutions should be given a few years to create plans and act on them. Plans must include a diversification plan and action items for implementing more cultural competency training. |
| Which entities will be responsible for implementing this policy? | The higher education institutions in Oregon along with support from the Higher Education Coordinating Commission (HECC) will be responsible for implementing this policy and plan. |
| What accountability measure(s) should be in place to ensure successful implementation? | Universities should be required to track and regularly report back to state agencies on the status and progress of their diversification plans and cultural competency programs for student support systems. |
| Which existing statutes or programs will this policy affect? | This policy proposal would likely impact existing programs for student academic advising and mental health counseling. |
| Do you have any additional questions or comments you would like to share with the Task Force? | n/a |

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| Submitter | Larry Roper, Nick Keough |
| Title of proposal | Campus Accountability Teams |
| Proposal # | SA-17 |
| Detailed description | <ol style="list-style-type: none"> 1. Every campus will construct a statement of its diversity, equity and inclusion goals, commitments, and expectations for institutional. This statement may be derived from existing statements, including strategic plans, mission, vision and values statements or other documents. Included in this statement should be institutional diversity, equity and inclusion goals to which the institution will be held accountable. 2. Each campus will create and convene a “Campus Accountability” Team. The institution can designate an existing campus body, with the appropriate composition, to serve in the role of Campus Accountability Team. 3. The team will review and provide formal response to the campus’ institution-wide goals to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds. The response will highlight: <ol style="list-style-type: none"> a. Concerns (areas of improvement) b. Recommendations c. Commendations 4. Campus leaders respond to the accountability team with timelines for addressing concerns and recommendations and assess opportunities to expand work in areas of commendation. 5. The team report and response shall be presented to the appropriate board annually to review progress toward achieving the institution-wide goals. 6. A summary of the accountability process will be sent to the HECC or another designated body for annual submission to the Oregon Legislature. 7. The HECC or another designated body should periodically convene teams from multiple campuses to discuss the development of team responses. The content of process discussions shall consider how to assess the process performance and be used to inform adjustments in the process. In the first year, HECC may invite representatives of community colleges and universities to describe their process. 8. Steps 2-4 will be repeated annually. |

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| What problem will this proposal address? | Establishing this process will ensure that, following the dissolution of the JTUSHE Task Force, there is a venue and fora on each campus to continue to work on issues that students shared with the Task Force and establish ongoing campus discussions with accountability that rests with each respective campus community. |
| What would be a successful outcome of your policy proposal? | Campus communities exercise accountability for their respective institution. |
| How will you measure successful implementation? | Campus climate surveys can be used as a measurement tool over time. The key is for venues to exist for campus-specific issues to be addressed. |
| What is the timeline for implementation? | Ongoing. |
| Which entities will be responsible for implementing this policy? | Legislature, students, institutional leaders, institutional boards, faculty, staff, accountability team members, members of related institutional committees or work groups. |
| What accountability measure(s) should be in place to ensure successful implementation? | The proposal describes the measures of accountability. |
| Which existing statutes or programs will this policy affect? | HB 2864 |
| Do you have any additional questions or comments you would like to share with the Task Force? | |