



FEATURED STATEWIDE STRATEGIES

Joint Committee on Ways and Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

APRIL 3, 2025

2025 HECC Budget Presentation Structure

HECC Presentations + Partner Presentations and Public Testimony

HECC Day 1 INTRODUCTION TO POSTSECONDARY EDUCATION AND WORKFORCE TRAINING IN OREGON:

- Return on Investment and State Attainment/Equity Goals
- Intro to Oregon Students/Learners
- Strategic Planning and Governance



HECC Day 2 THE FUNDING LANDSCAPE FOR THE CONSOLIDATED BUDGET, HECC AGENCY BUDGET

- History of Funding, National Comparisons
- Budget Components
- HECC Agency Funding Overview



HECC Day 3 PRIORITIZING AFFORDABILITY

- Key Factors in Affordability
- Investments in Financial Aid



HECC Day 4: FEATURED STATEWIDE STRATEGIES

- Featured Statewide Strategies Supported by State Investments

HECC Day 5

OREGON'S INVESTMENT IN INSTITUTIONS: IMPACT ON OREGONIANS

- Governance Structure at Community Colleges, Universities, Workforce Entities, HECC Role
- Oregonians Served
- Equity, Affordability, and Completion Trends



HECC Day 6

OREGON'S INVESTMENT IN INSTITUTIONS: FUNDING LEVELS

- Funding for Public Universities, Including Funding Models
- Funding for Community Colleges, Including Funding Models
- Funding for Workforce
- Capital Funding



Invited Presentations and Public Testimony + HECC CONCLUSION (nine days total for topics below)

- **Public Testimony** (affordability or any topics in HECC budget)
- Workforce Board presentations + **Public Testimony**
- Community College (CC) presentations
- Continued CC presentations + **Public Testimony**
- Continued CC presentations + **Public Testimony**
- Public University presentations
- Continued University presentations + **Public Testimony**
- Continued University presentations + **Public Testimony**
- Presentation by OHSU + **HECC CONCLUSION** + **Public Testimony**

Strategic Investments Will be Presented Today in Four Themes



IMPROVING EQUITABLE ACCESS AND SUCCESS



DRIVING ECONOMIC MOBILITY AND ADDRESSING WORKFORCE NEEDS



OUTREACH SUPPORTING ACCESS AND AFFORDABILITY



INVESTING IN INSTITUTIONS THAT STRENGTHEN OREGON'S FUTURE

In addition to the largest funds in the HECC budget (PUSF, CCSF, financial aid), we focus today on statewide strategies and HECC agency initiatives in each category here.

Institution Support Funds at the 24 Public Postsecondary Institutions

State Financial Aid Programs

Workforce Investments

Capital Construction and Deferred Maintenance Costs + Other University Funding

Funding for Strategic Initiatives

HECC Agency Funding



HECC Agency Administration Budget

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Higher Education Coordinating Commission (HECC) Agency Administration	Supports HECC’s agency office operations, including 201 staff members in the GRB performing policy and funding coordination across all sectors of postsecondary education and workforce.	\$88.5M Total	\$88.4M Total	\$100.3M Total
		\$48.9M GF	\$54.7M GF	\$55.7M GF
		\$23.7M OF	\$16.6M OF	\$27.7M OF
		\$15.9M FF	\$17.1M FF	\$16.9M FF
	GF increase in CSL and GRB primarily results from significant increase to salary and benefits for all state employees.			
	OF increase in GRB results from POP 101 (IT Modernization)			
Change from LAB and CSL				+13.4% from LAB +13.4% from CSL

Many topics today are led by staff funded by the HECC agency administration portion of the budget, and we note the HECC offices that lead the work.

Offices of the HECC

- Office of the Executive Director (EDO)
- Office of Community Colleges & Workforce Development (CCWD)
- Office of Academic Policy and Authorization (APA)
- Office of Student Access & Completion (OSAC)
- Office of Workforce Investments (OWI)
- Office of Postsecondary Finance & Capital (PFC)
- Office of Research & Data (RD)
- Office of Operations

New Investments in the Governor's Recommended Budget Related to Today's Presentation

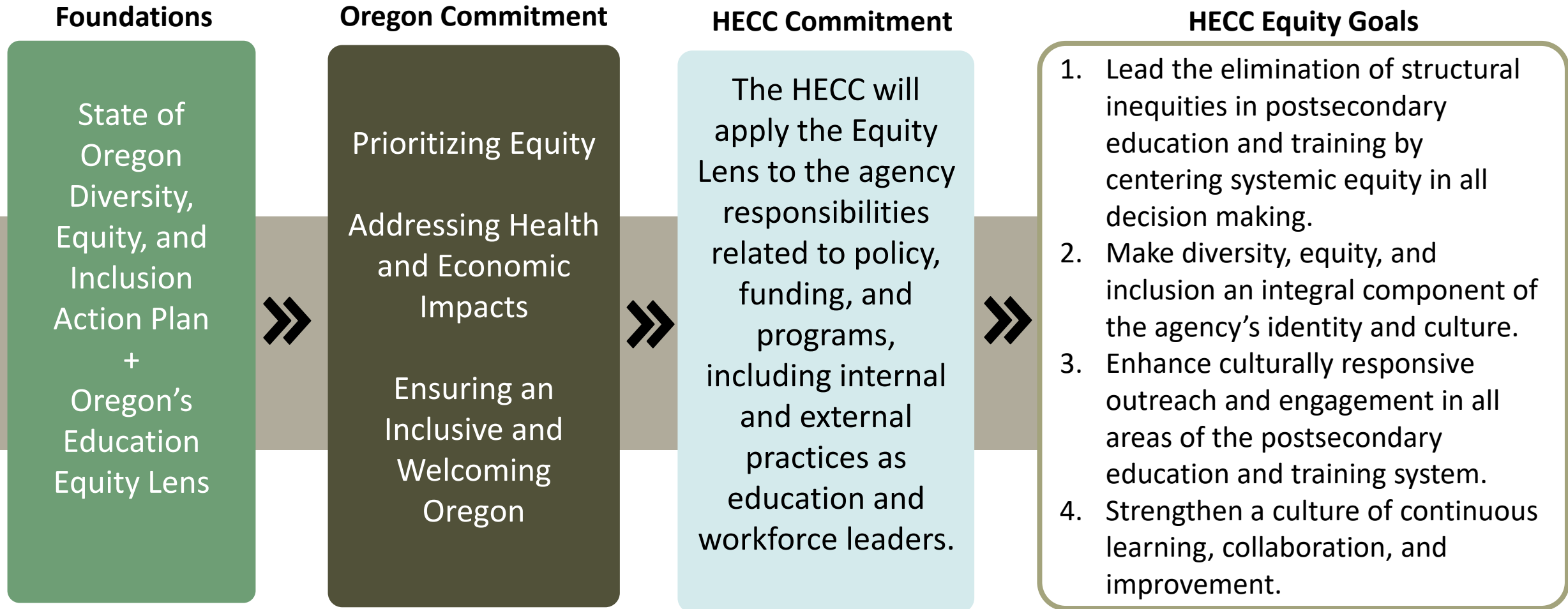
Policy Option Package

- \$62.5M OF for **Future Ready Oregon** (POP 104) transferred to HECC from federal American Rescue Plan Act (ARPA) funding to continue the administration of obligated grant funding for HECC Future Ready Oregon grants through 2026.

Other New Investments (Included in Package 90 in Each Program Category)

- **\$25.7M in Behavioral Health Workforce Investments (NEW)** to expand education and training in the behavioral health workforce. This includes OSAC-administered grants/scholarships (\$5M) and grants to education/training providers (\$20M).
- **\$5M in Pre-Apprenticeship Investments (NEW)** to expand pre-apprenticeship programming in the construction and housing fields.

Agency Administration – Equity Commitment and Goals



Equity Leadership – A Foundation of Agency-Wide Strategies



Cross-Office and Cross-Agency Collaboration

- Continued cross-office collaboration and capacity-building to foster understanding of the agency's commitment to equity and belonging, and to implement a **protocol for equity-centered decisions using the Equity Lens**
- Monitoring progress with agency and office goals



Consultation and Partnership

- **Consultation on the equity impacts of policy and funding**, through the Leadership Council for Equity, the Equity Advisory Committee, and other groups
- Aligning **best practices and capacity-building** for the Governor's equity and racial justice priorities



Initiatives and Policy Analysis

We apply an **equity framework in coordinating policy development and implementation** with an emphasis on equity analysis and engagement strategies. Some recent areas of work include:

- **Future Ready Oregon**
- **Oregon Tribal Student Grant**
- **Educator Equity Plans**
- **Sexual Misconduct Survey Council**

Agency-wide work led by three permanent DEIA positions.

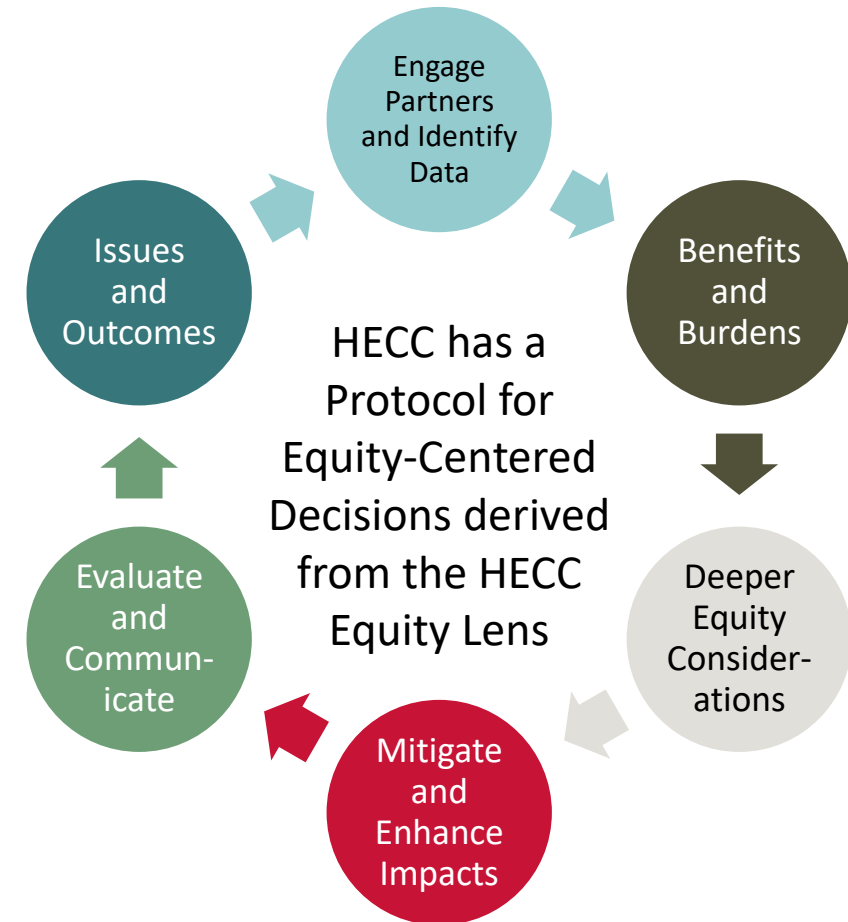
Budget area: HECC Agency Administration
HECC Agency Office: Executive Director's Office + all offices

Equity Leadership – Equity Impact Protocol



Equity Impact Protocol

- The HECC is committed to explicitly identifying disparities in educational outcomes to act, intervene, and invest in equity practices. We apply an equity framework in the coordination of key policy development and implementation with an emphasis on engagement strategies in process.
- To make equity-centered decisions, the HECC is focusing on applying an Equity Impact Protocol in collaboration with our partners as a guide when developing and implementing policies, procedures, and budgetary decisions.
- **HECC Agency Office: Executive Director's Office + all offices**



Read the full Equity Lens here, including the 10 guiding questions to apply this tool:

www.oregon.gov/highered/strategy-research/pages/equity-lens.aspx

Equity Leadership – Community and Tribal Engagement



Community and Tribal Engagement

- The HECC is making efforts to increase community engagement and create new working partnerships.
- **HECC Agency Office: Executive Director's Office + all offices**

Ongoing engagement through the Racial Justice Council, DAS Cultural Change Office, and the HECC Equity Advisory Committee comprised of DEI experts and leaders from across the 24 public institutions.

Partnership with the newly formed Oregon Community Table for Postsecondary Education and Training.

Ongoing tribal engagement and consultation with tribal representatives through the Government-to-Government process and the Legislative Commission on Indian Services. This includes collaboration on programs for the Oregon Tribal Student Grant, network events, and Oregon Youth Works programming.

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

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

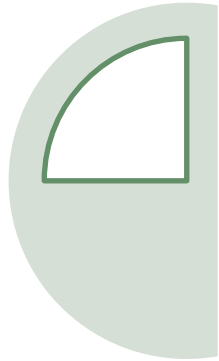
FEATURED
STRATEGIES:

OUTREACH
SUPPORTING ACCESS
AND AFFORDABILITY



Featured **OUTREACH** Projects and Accomplishments 2023-25

Supporting Access and Affordability



NEW

Joint, successful outreach with partners to [encourage FAFSA/ORSAA completion](#), which was critical during the change to the new FAFSA.

Considerable work to forecast change and manage administration of [Oregon Opportunity Grant](#) during the shift to the new Student Aid Index.

[ASPIRE](#) expansion of partnership sites in rural and frontier areas. Introduction of capacity building grants (one-time funding) as well as other funding to access programs: AVID, BUILD EXITO Director's Fund, College Possible, Oregon TRIO.

Advertising of state financial aid opportunities at Oregon high schools through the Oregon Schools Activity Association.



CONTINUED

[ASPIRE program](#) ongoing programming offering education, resources, and mentoring to students across the state.

FAFSA/ORSAA student events, including College Goal Oregon, and college/career professional events such as the [annual ASPIRE conferences](#).

[Webinars](#), presentations, and [publications](#) on financial aid and college/career prep.

Continued partnership with Oregon Tribes to spread awareness of the [Oregon Tribal Student Grant](#).

Administration of funds and methodologies for awarding the [Oregon Opportunity Grant](#), the state's largest need-based grant for postsecondary students, as well as [other publicly-funded financial aid programs](#).

Administration and awarding of more than [600 privately-funded OSAC scholarships](#).

Administration of ORSAA, the financial aid application for students who are not eligible to complete the FAFSA - [Learn more about FAFSA and ORSAA here](#).

Administration of Governor's Education Emergency Relief funds to supplement financial aid and youth program funding.

[Financial aid application reporting by public high school](#), allowing schools to track progress and measure success.

[Legislative reports on state aid programs](#) - analysis of the Oregon Opportunity Grant and Oregon Promise Grant to guide continued progress.

OSAC Outreach



OSAC Outreach

- During the 2023-2024 program year, OSAC outreach initiatives supported an estimated 2,195 events. These events support career and college readiness in 33 of Oregon's 36 counties and served an estimated 45,000 students through our ASPIRE, Outreach Requests, College Goal Oregon, and FAFSA/ORSAA completion events.
- **HECC Agency Office:** Office of Student Access and Completion

ASPIRE

ASPIRE is Oregon's statewide career and college readiness program that offers education, resources, and mentoring for students.

OSAC Outreach Requests

Workshops, presentations, and tabling events requested by schools and attended by OSAC staff.

College Goal Oregon

CGO is a free event that supports college-bound students and their families in completing the FAFSA/ORSAA.

FAFSA/ORSAA Completion

Events, trainings, and workshops that support practitioners, students and families in completing the FAFSA/ORSAA.

Publications

OSAC has 22 different publications for order on our website, including posters, brochures, checklists, and other materials.



Grants and Scholarships for ALL OREGONIAN

Need money for college? We can help with that!

Complete

The FAFSA or ORSAA

Apply for Grants and Scholarships

- Oregon Opportunity Grant
- Oregon Promise Grant
- Chafee Grant
- Oregon National Guard State Tuition Assistance
- Oregon Tribal Student Grant
- Oregon Teacher Scholars Program Grant
- Student Child Care Grant
- 600+ Scholarships

Learn More At
OregonStudentAid.gov

Alternative formats available upon request



Statewide FAFSA/ORSAA Completion Strategies

OSAC's Outreach Initiatives, FAFSA Plus+, ASPIRE, and College Goal Oregon Programs Played a Critical Role in Helping Oregonians Complete the FAFSA or ORSAA, Despite Challenges With FAFSA Simplification

- In partnership with ODE, sent joint **messages urging high school seniors to file**.
- Staff attended **45 FAFSA/ORSAA completion events** and supported College Goal Oregon events across the state.
- Schools in the ASPIRE program **hosted an additional 700 financial aid events** supported by OSAC staff.

Partner
Collaboration



- Partnered with ODE to provide multiple trainings to the Migrant Education Program.
- Increased online webinars and **hosted 59 FAFSA/ORSAA training sessions and webinars**.
- Sent targeted messages to students with authorized state aid to apply to college and enroll.
- Posted 65 social media posts, **reaching a total of 40,000 screens**.

FAFSA/ORSAA
Trainings and
Communication



- FAFSA Plus+ provides 279 high schools, community-based organizations, and college access programs student level FAFSA data.
- FAFSA Plus+ **partners have higher FAFSA/ORSAA completion rates** than the state average.
- FAFSA Plus+ partners are located in 32 counties, and 43 applications are in progress.

FAFSA Plus+



The FAFSA/ORSAA completion rate for the Oregon Public High School Class of 2024 showed a decrease of only 1.2% from the previous year despite the challenges with the FAFSA roll-out.

ASPIRE: Supporting Career and College Readiness



ASPIRE

- ASPIRE sites receive individualized career and college readiness support from OSAC staff members. Currently, we have almost **200 ASPIRE sites, covering almost every county in the state.** With support from OSAC, ASPIRE sites are ensuring that students are prepared to navigate the complexities of postsecondary education.
- **HECC Agency Office: Student Access and Completion (OSAC)**
- **2025-27 GRB Funding Level: \$2.5M GF** – this does not include the one time \$1M investment made in 2023-25.

Career Readiness

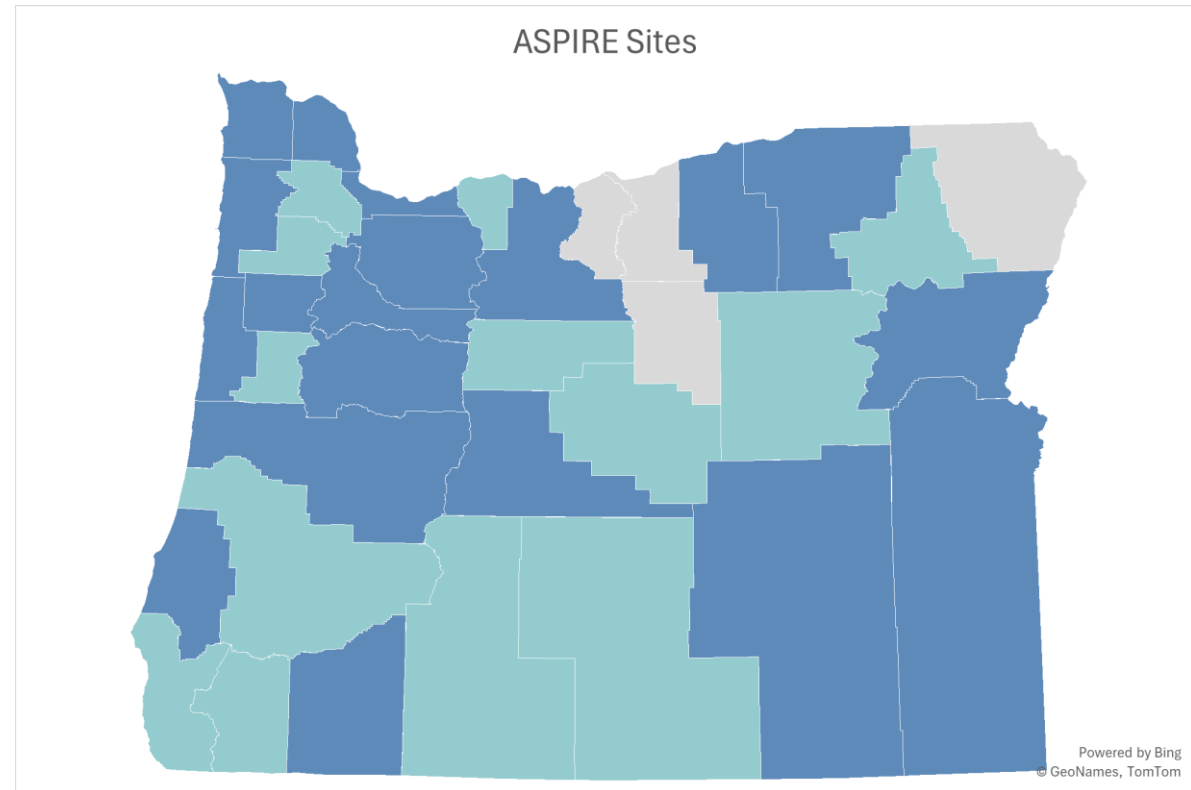
- Over 700 educators benefited from professional development on apprenticeships and employability skills through webinars and video trainings.
- 71% of ASPIRE sites facilitated workshops on career exploration last year.
- 85% of ASPIRE sites invited local businesses to speak to students about careers.

College Readiness

- Approximately 25,000 students received college readiness mentoring through ASPIRE during the 2023-2024 school year.
- 83% of ASPIRE sites facilitated student tours of Oregon colleges and universities.
- 1,300 financial aid and scholarship workshops were hosted by ASPIRE sites.

ASPIRE: Record-Breaking Growth

During the 2023-25 biennium, ASPIRE added 56 new sites. A total of 35% of new ASPIRE sites were in rural communities, 18% of new sites were in frontier communities, and 47% of new sites were in urban areas. Currently, 200 sites are part of ASPIRE, including 149 high schools, 39 middle schools, seven combined high school and middle school buildings, and five community-based organizations.



Location of new ASPIRE sites

Location of existing ASPIRE sites

No ASPIRE sites at this location

ASPIRE Increase in 2023-25 Supported Capacity-Building Grant

Impacts of \$1M Increase in 2023-25, Phased Out in 2025-27 GRB

Expanded local impact in rural and frontier communities, helping set record growth of 56 new ASPIRE sites, reaching a program record of 200.

ASPIRE Capacity Building Grantees are strengthening career and college preparation by expanding resources, offering transition support, and assisting with FAFSA/ORSA completion. They are also increasing awareness, enhancing staff training, and creating systems that ensure equitable access for underserved populations.

Distribution of ASPIRE Capacity-Building Grant Sites by Rural/Urban Distinction

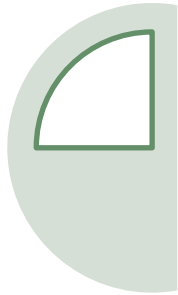


FEATURED
STRATEGIES:

IMPROVE EQUITABLE
ACCESS AND SUCCESS



Featured Work: IMPROVE EQUITABLE ACCESS AND SUCCESS 2023-25



NEW

Expansion of [Common Course Numbering](#) and [Major Transfer Maps](#).

New initiatives: [Direct admissions](#), [Co-requisite education workgroup](#).

Launch of the [new data dashboards on student and learner outcomes](#) at Oregon institutions.

Launch of the [OLDC teacher educator data dashboard](#).

Review and approval of first proposed [Bachelor in Nursing Degrees](#) programs at Oregon Community College, as directed by 2024 legislation.

Partnership with Department of Corrections and colleges on education for adults in custody.



CONTINUED

Continued work to [streamline transfer](#) for Oregon public institution students by expanding transfer policies and agreements through the work of the Oregon Transfer Council.

Continued review of proposed Applied Baccalaureate Programs at Oregon community colleges after developing the [approval process for these programs](#) as directed by legislation.

Helping diverse Oregonians secure foundational education and literacy skills (WIOA Title II).

Supporting [high school equivalency GED®](#) and [adult education providers](#) statewide. Convening of the annual Adult Basic Skills Conference.

[Regulation, licensing, and authorization](#) of degree-granting institutions serving Oregonians, and private career schools in Oregon.

Review and approval of [new academic programs at Oregon's public universities](#), and [review of new CTE programs at Oregon's community colleges](#).

[Statewide policy work for accelerated learning](#), maximizing opportunity for college credit while in high school.

Working with ODE to implement the [Oregon CTE plan](#) and coordinate the postsecondary education of federally-supported CTE education programs.

Numerous racial equity-focused disaggregated reports, including [statewide and institutional snapshots](#), statewide [key performance measures](#), and [public university evaluations](#).

Numerous comprehensive legislative reports on academic pathways, including [open educational resources](#), [credit for prior learning](#), [transfer pathways](#), and more.

Continued support of diversifying educator workforce: [Oregon Educator Equity Report](#), [Equity Plans](#) of education colleges.

Helping Diverse Oregonians Secure Foundational Education and Literacy Skills (WIOA Title II)



Adult Education and Literacy

- WIOA Title II provides federal funds to provide quality basic skills services for adults across Oregon, including English language instruction for adults.
- The HECC is responsible for strategic coordination of adult education programming offered by Oregon's community colleges and other providers; administration of funds; technical assistance and professional development; monitoring and compliance; and reporting.
- **HECC Agency Office: Community Colleges and Workforce Development (CCWD)**
- **2025-27 GRB Funding: \$13.6M Federal Funds**

Meeting the needs of adult learners

- **225,297** working-age Oregonians without a high school diploma
- **13%** of working-age Oregonians unemployed and without a high school diploma
- **20%** of Oregonians do not speak English "well" or "at all"

Serving individuals and communities

- **56%** of participants speak a native language other than English
- **32+** languages represented
- **61%** of participants are individuals of color

Improving opportunities and outcomes

- **29%** increase in the number of individuals served
- **35%** increase in the quarterly median earnings
- **2,200** participants who earned a GED® and were employed or enrolled in postsecondary education



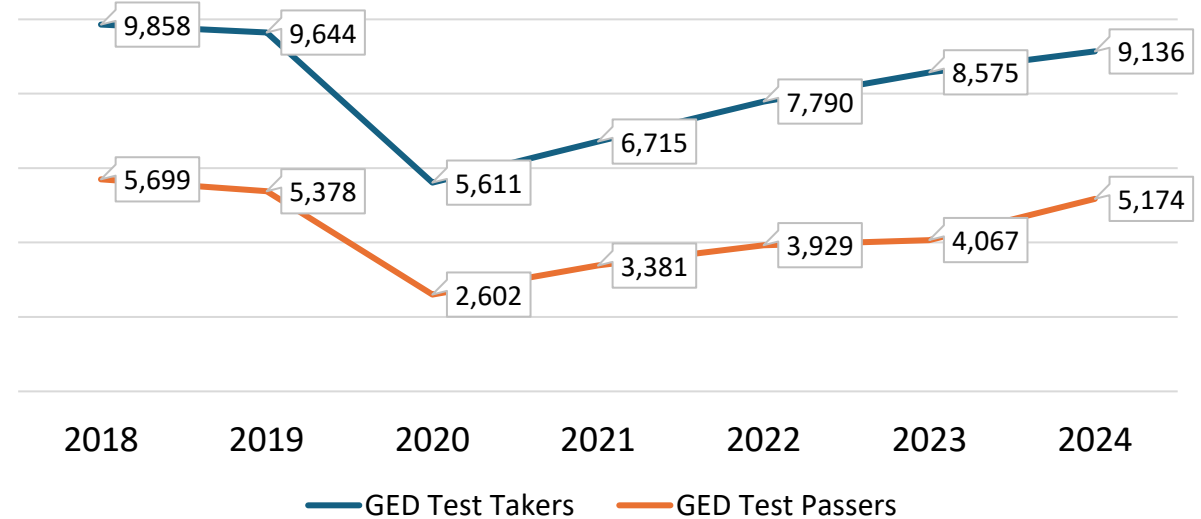
Creating Pathways to High School Equivalency (GED®) Credentials



Supporting High School Equivalency

- The Oregon High School Equivalency (GED®) Program is administered by HECC in partnership with GED® Testing Service, Oregon's 17 community colleges, Department of Corrections, and professionals at over 70 test prep locations across the state.
- The HECC provides technical assistance to GED® testing sites around the state and organizes the Annual Adult Basic Skills Conference. In 2023-25, HECC distributed and managed \$1.9M in state-funded grants for GED® wraparound services.
- **HECC Agency Office: Community Colleges and Workforce Development (CCWD)**
- **2025-27 GRB Funding: \$2.1M GF, \$0.8M OF**

Oregon GED Test Performance 2018-2024



Source: GED® Analytics™

Creating Career and Technical Education (CTE) Opportunities



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

- HECC reviews and approves CTE programs, degrees and certificates at Oregon's community colleges. HECC also partners with ODE in the overall federal grant management, compliance and implementation of secondary to postsecondary transitions, including match requirements; engages and partners in workforce preparation conversations; and provides technical assistance to faculty and staff.
- HECC Agency Office: Community Colleges and Workforce Development (CCWD)
- 2025-27 GRB Funding: \$4M OF, \$0.8M GF

Oregon CTE State Plan

- Perkins V requires that Oregon has a State Plan for CTE. [Read the state plan here.](#)

Postsecondary CTE in Oregon

- CTE credentials at Oregon community colleges include both **associate degrees and certificates of completion**.
- Postsecondary CTE programs include academic credentials and career-oriented courses for students to gain work experience, work-based-learning, and industry certification.

Career Clusters

- CTE is organized by a national framework called Career Clusters, which presents a complete range of related career options to students.

Accelerated Learning Pathways Bridge High School and College



Supporting Accelerated Learning Statewide

- HECC developed and adopted standards for high school-based college credit partnership programs in 2016. HECC also partners with ODE to conduct a standards-based peer review process, coordinates with Oregon campuses, and publishes the Statewide AP and IB Course Credit Policy.
- HECC KPM #4 is focused on accelerated learning (see Appendix).
- HECC Agency Offices: Community Colleges and Workforce Development (CCWD) + Academic Policy and Authorization (APA)

Access Points to College Courses

- Dual Credit and related partnerships, including Career and Technical Education
- Direct enrollment (such as Expanded Options for HS students)
- Articulations: Advanced Placement (AP) and International Baccalaureate (IB)

Strong Cross-Sector Partnerships

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

Impacts for students

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

Planning for a Statewide Direct Admissions Program



Learn more:

www.oregon.gov/highered/about/Pages/direct-admissions.aspx

Planning for a Statewide Direct Admissions Program

- The HECC is working with K-12, community college and university partners on direct admissions. When a direct admissions system is implemented statewide, **academically qualified Oregon high school students will be directly informed of their eligibility for admission to some or all Oregon public institutions.** The direct admissions process will be simpler for students than the usual college admissions process.
- **HECC Agency Offices: Community Colleges and Workforce Development (CCWD) + Academic Policy and Authorization (APA)**

Background

- In 2024, the Oregon Legislature passed Senate Bill 1552 requiring HECC to establish a direct admissions program with all Oregon public higher education institutions.

Progress

- An inter-sector work group is planning this program, and regional pilots are beginning. The limited duration position funded by SB 1552 ends June 30, 2025.

Looking Ahead

- Expand direct admissions statewide.
- Create a statewide FERPA-compliant centralized student data sharing process with ODE that refines direct admissions and financial aid processes.

College Completion Pathways: Examining Co-requisite Models



Studying Co-Requisite Models

- HECC and public institutions were directed to examine improving developmental education delivery through co-requisite education. Unlike traditional developmental education, where students take developmental math and writing courses before taking college level courses, co-requisite systems place students in college courses and provide additional academic support to students at the same time. HECC has been convening a workgroup to study and create recommendations on a potential transition to this model.
- **HECC Agency Office: Community Colleges and Workforce Development (CCWD)**

Background

- In 2024, through SB 1552, HECC and public institutions were directed to examine improving developmental education delivery through co-requisite education.

Progress

- HECC to convene workgroup to “study evidence-based co-requisite student support models...”
- 3rd party facilitator supported the work

Looking Ahead

- Recommendations to HECC
- Timelines and workplans under development

Streamlining Transfer: Legislative History



Transfer Policy Work: The Transfer Council's collaborative work builds on previous work to develop clear and comprehensive transfer pathways for community college students in Oregon as they transfer to public universities. The expansion of transfer policy agreements is intended to save students time and money and promote equitable student success.

HECC Agency Offices: Community Colleges and Workforce Development + Academic Policy and Authorization

Transfer Work Before 2021

- 2011: Transfer Student Bill of Rights and Responsibilities
- 2013: House Bill 2970 called for the development of new transfer degrees
- 2017: House Bill 2988 requires institutions to establish foundational curricula and statewide transfer agreements.

2021: SB 233 Established the Transfer Council

- Recommends to the Commission on Transfer Policies, Common Course Numbering, and Major Transfer Maps
- 15 voting members, including students, faculty, and administrators

Transfer Council Accomplishments to Date

- **23 out of 24** of Oregon's public institutions participated in aligning courses and programs statewide.
- Faculty-driven work to align courses: this year, **250 faculty/staff** collectively logged over **240 committee** hours
- Aligned a total of **37 Common Courses** since October 2021
- Recommended **6 Major Transfer Maps**

Streamlining Transfer: Accomplishments and Next Steps



Straighter Roads

- Aligning in-demand lower division courses statewide
 - 15 courses are being aligned in 2025 across 5 subject areas
- Aligning in-demand programs of study statewide
 - 3 new Major Transfer maps in development in Sociology, Psychology, and Communication

Better Maps

- Designed tools that make transfer pathway guarantees clear
- Developing a statewide transfer portal

Learn More

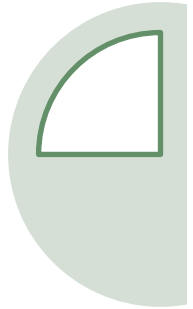
- Additional details about the Transfer Council's accomplishments can be found in the [latest legislative report](#).
- Transfer Council and its subcommittees are public. Learn more about recent public meetings here: <https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-credit.aspx>
-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

FEATURED STRATEGIES:

DRIVE ECONOMIC
MOBILITY AND MEET
CRITICAL WORKFORCE
AND COMMUNITY NEEDS



Featured **DRIVE ECONOMIC MOBILITY AND MEET CRITICAL WORKFORCE AND COMMUNITY NEEDS** Projects and Accomplishments 2023-25



NEW

Implementation of historic [Future Ready Oregon](#) investments in innovative workforce education and training pathways supporting priority populations

[Comprehensive reports](#) on Future Ready Oregon investment

[Convening of Industry Consortia](#) in healthcare, manufacturing, and technology; the Consortia inform the HECC and WTDB's sector-specific workforce and talent development strategies

Worked with partners to inform proposed investments in workforce training in housing/construction and behavioral health

Convening of the [2024 Talent Summit](#) and release of the [2024 Talent Assessment](#)

Assessing workforce supply and demand ([semiconductor](#), [behavioral health](#), [housing production reports](#))

Responding to critical workforce shortages: Maritime Workforce.

Combined all youth workforce programs under one advisory board through [Oregon Youth Works](#)

Launch of [Sexual Misconduct Survey Council](#)



CONTINUED

Administration of workforce and education programs authorized by the [Workforce Innovation and Opportunity Act \(WIOA\)](#), working through the [WTDB](#); these support training and career services—from job search support at [WorkSource Oregon](#) Centers to financial literacy, English language learning, and youth workforce programs.

Through [OregonServes](#) and [AmeriCorps programs](#) in Oregon, continued administration of grants and opportunities for service, volunteerism and civic engagement in Oregon communities.

Convening of cross-sector collaboratives to address statewide industry needs for employers and job-seekers.

Creating pathways to paid work for Oregon youth through [Oregon Youth Works](#) programs, including administration of Oregon Conservation Corps.

The Workforce and Talent Development Board (WTDB) works with partners to produce numerous [reports](#) related to workforce and economic needs.

Federal reporting as part of the administration of [WIOA federally-funded workforce and adult education activities](#).

Ongoing consultation with the nine federally recognized Tribes through the [Government to Government process](#).

[Partnership](#) with U.S. Census to offer employment data on graduates.

Future Ready Oregon: A Historic Strategic Investment



Future Ready Oregon

- Future Ready Oregon (SB 1545, 2022) is a \$200 million investment that advances a more equitable workforce system and increases opportunities for diverse workers. It is comprised of eight programs that promote alignment across Oregon's workforce education and training ecosystem, integrating economic and talent development strategies.
- **HECC Office: Executive Director's Office**
- **Funding:** The GRB includes reauthorization of \$62.5 million in ARPA funding to continue the administration of obligated grant funding for HECC Future Ready Oregon grants through 2026. **Future Ready Oregon funds will sunset Dec. 2026.**



Engaging and supporting Priority Populations



Advancing partnerships and collaboration



Prioritizing key sectors of Oregon's economy



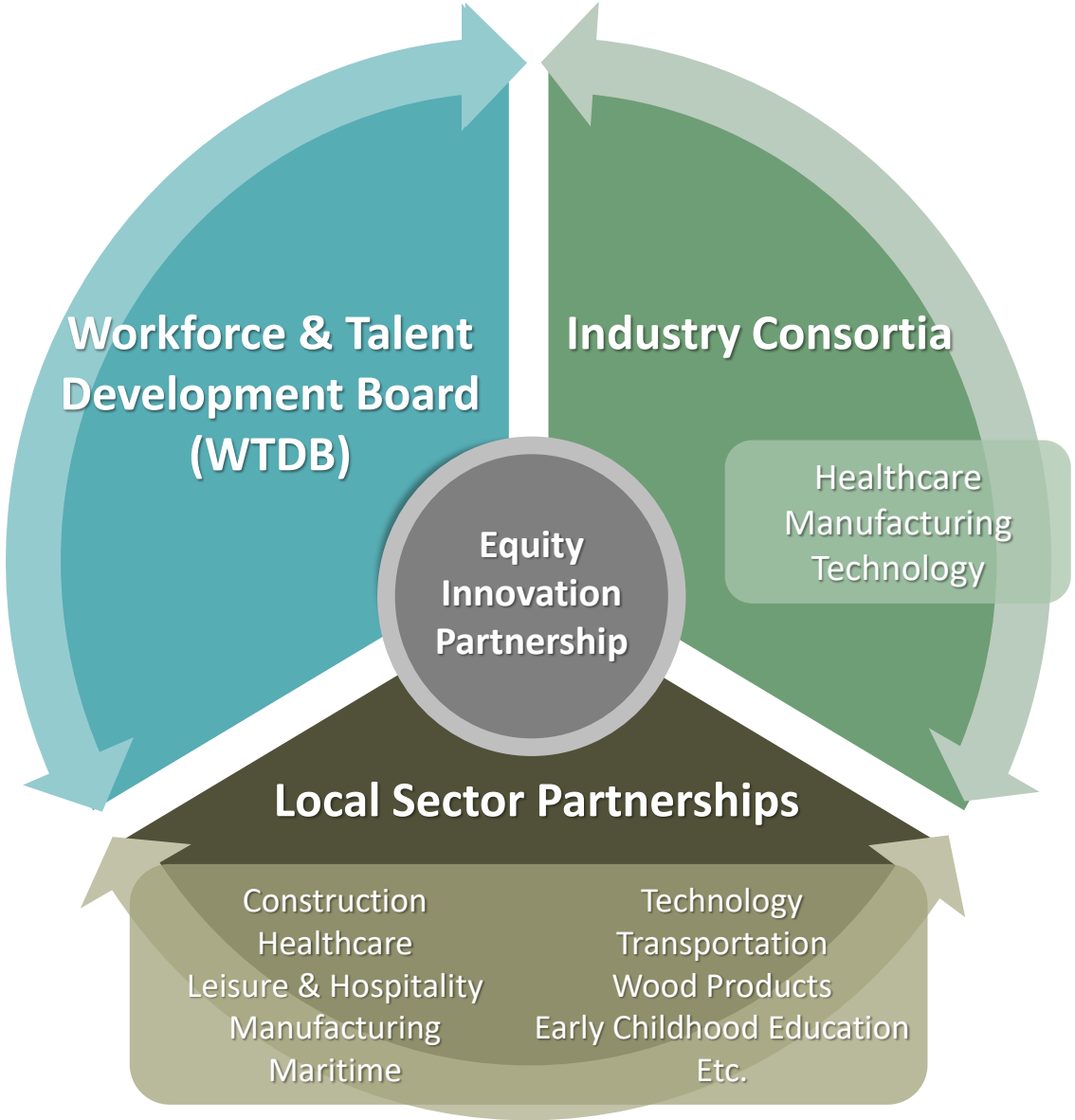
Coupling education and training with wraparound supports

Convening to Address Industry Workforce Needs



Industry and Sector Partnerships

- Employers, industry associations, education and training providers, community partners, labor, and others convene, collaborate, and co-create strategies to address regional and statewide workforce needs.
- **HECC Offices: Office of Workforce Investments (OWI)** and Future Ready Oregon in the **Office of the Executive Director**
- **2025-27 GRB Funding:** WTDB \$1.4M GF, \$1.3M FF; Local Partnerships \$1.8M GF, Industry Consortia \$1.8M GF

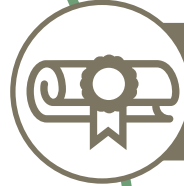


HECC's Healthcare, Manufacturing, and Technology Industry Consortia

Informing Policy and Program Development, Advancing Strategies, Building Ecosystem Alignment



Aligning Oregon's workforce ecosystem partners



Identifying skills standards and high-value, stackable credentials



Identifying barriers to equitable participation in education and employment



Advancing promising practices and strategies







Integrating workforce supply and demand data

Meeting Workforce Needs: Workforce Ready Grant-funded Projects, 2022, 2023 & 2024

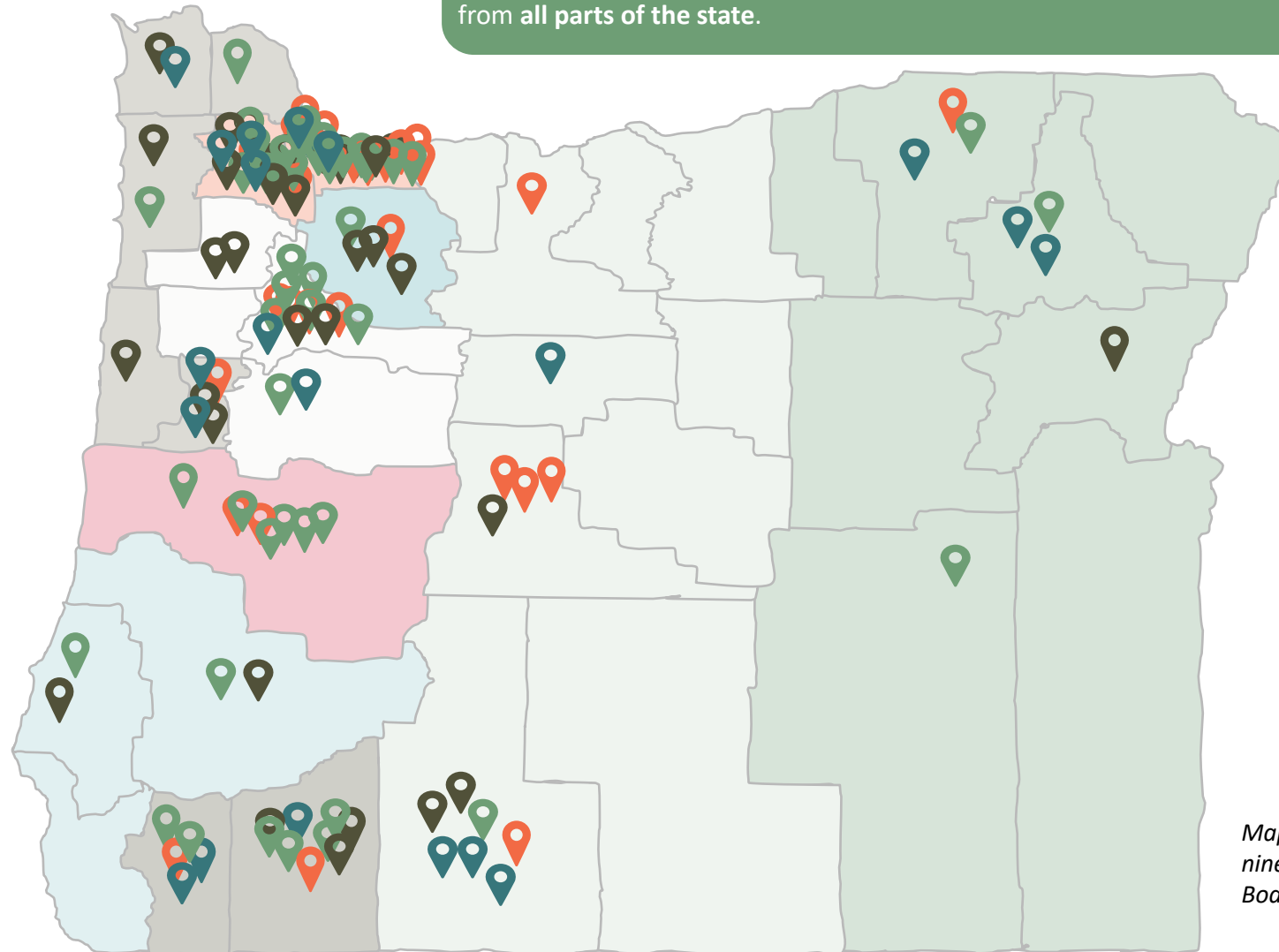
Approximately **\$90 million** awarded to **134 projects** across three funding cycles from 2022 through 2024. Projects advance career pathways in healthcare, manufacturing, and technology. Grantees include community-based organizations, community colleges, public and private universities, local workforce development boards, school districts, and other education and workforce service providers from **all parts of the state**.

Key: Projects by Sector

-  50 healthcare projects
-  35 manufacturing projects
-  21 technology projects
-  27 projects - multiple sectors (2022 & 2023 rounds)

Each pin represents a different grant-funded project. Pins are located approximately at the physical address of each grantee organization.

*Each project serves a region larger than the pin location, whether a single county, multiple counties, or all counties across the state; **59% of all projects serve two or more counties, including 11 statewide projects.***



Map color-coded to represent Oregon's nine Local Workforce Development Board regions.

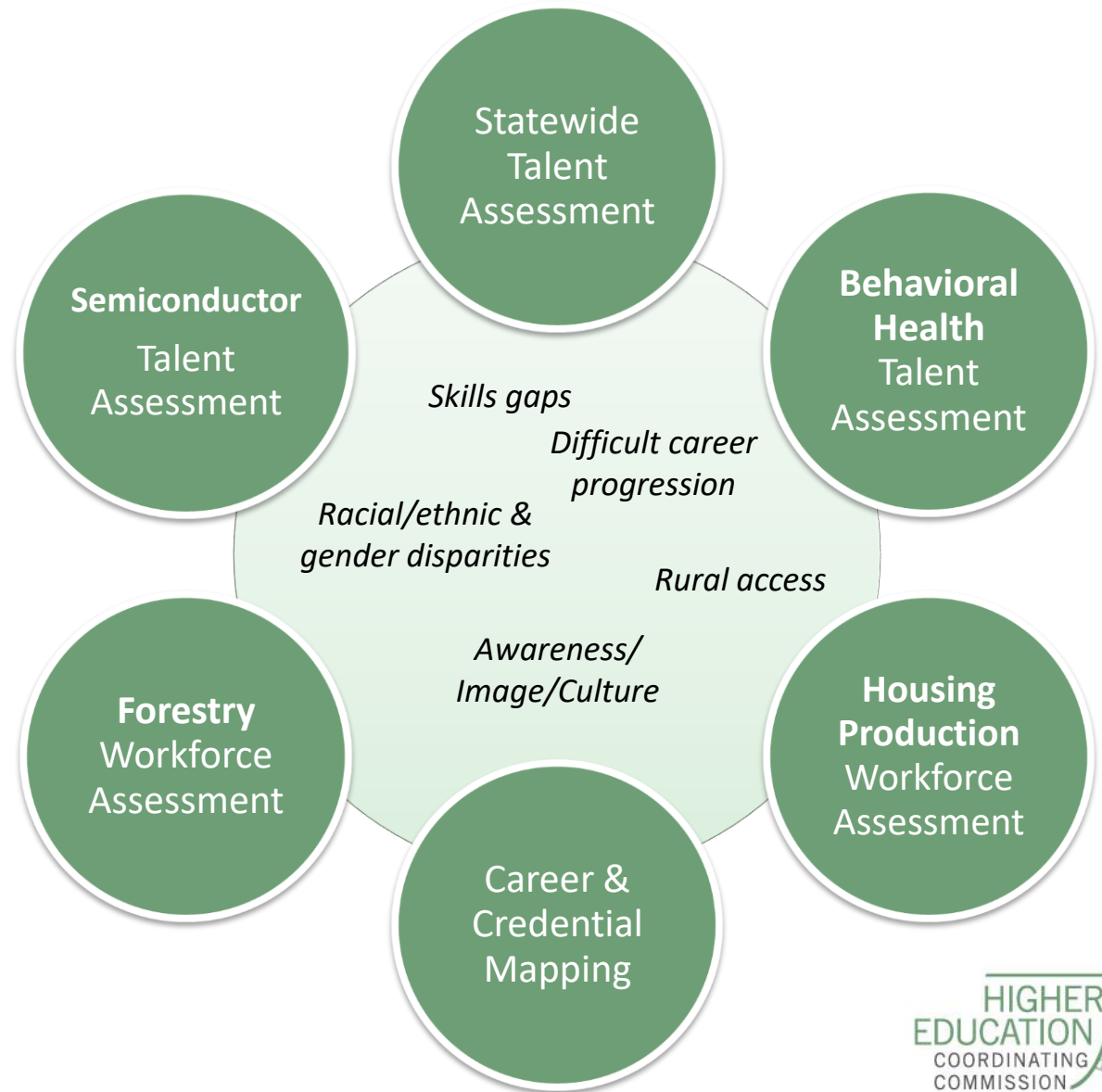
Assessing Industry Workforce Supply and Demand

Industry Talent Assessments



Industry Talent Assessments

- HECC contracts to assess industry and sector-specific employer workforce needs and worker barriers.
- Statewide Talent Assessment plus industry/sector assessments
- Five talent assessments completed in 2023-25
- **HECC Agency Budget: OWI, EDO**



Oregon Behavioral Health (BH) Talent Assessment (2025)

Highlights From the Key Findings:

Graduation Rates

- There are effective and affordable pathways in Oregon from community colleges, to Bachelor's programs, to the workforce.
- BH majors in Oregon are less likely to graduate compared to the national average.

Worker Burnout and Retention

- 61% of 30- to 39-year-olds surveyed intend to leave their job in the next month, followed by 44% of 18- to 29-year-olds.
- Major factors contributing to the state's BH workforce shortage include wages, cost of education, clinical supervision capacity, workplace dynamics, and limited advancement opportunities.

Entering and Leaving the Workforce

- Individuals with a family member or key family friend working in BH were 12 times more likely to enter the BH profession.
- Individuals are choosing BH pathways later in college.
- Individuals who wait until year 5 or later to choose their Bachelor's major are 15 times more likely to indicate their intent to leave the BH workforce.

32 of Oregon's 36 counties lack even one provider per 1,000 residents.

Read the Oregon Behavioral Health Talent Assessment: <https://www.oregon.gov/highered/strategy-research/Documents/Reports/2025-Oregon-Behavioral-Health-Talent-Assessment-Report-final.pdf>
View the supplemental map of Oregon Behavioral Health Career Pathways: https://www.oregon.gov/highered/about/Documents/Industry-Consortia/Healthcare/Oregon_Behavioral_Health_Career_Pathways.pdf

Oregon Housing Production Workforce Assessment (2025)

Highlights From the Key Findings:

Apprenticeship

- Survey respondents cited apprenticeship programs as one of the top two most reliable sources of skilled workers.
- Consider increasing the 1:1 ratio of apprentice-to-journey-level-worker.

Skills Gaps

- Job applicants most often lack necessary work experience and advanced skills.
- Lack of essential/basic skills and required credentials are also issues.

Diversity, Equity, Inclusion, Access

- 74% of respondents are actively trying to diversify their workforce.
- More work is needed to ensure respectful and inclusive workplace culture.

12,700 additional workers per year until 2034 are needed to meet the Governor's housing production goal.

Read the Oregon Housing Production Workforce Assessment: https://www.oregon.gov/workforceboard/data-and-reports/Documents/OR_Housing_Production_Workforce%20Assessment.pdf

Investing in Industry-Specific Workforce Development

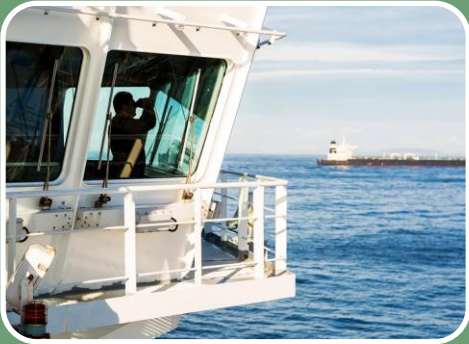


Industry and Sector-Specific Grant Programs

- HECC administers grant programs that invest in workforce development for the **maritime, wildland, health care, manufacturing, technology, and semiconductor** sectors and industries
- HECC Offices: **Office of Workforce Investments (OWI)** and **Future Ready Oregon** in the Executive Director's Office



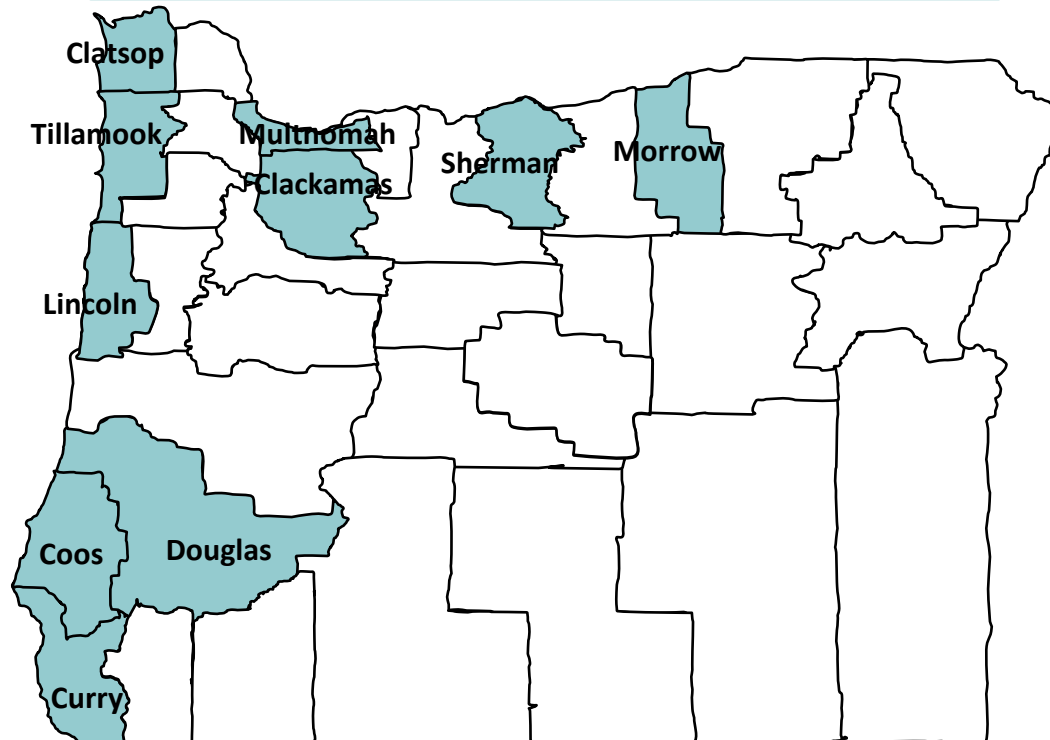
Responding to Critical Workforce Shortages: Maritime Workforce



Maritime Workforce Grant Program HB 3410 (2023)

- Invests in maritime sector training programs
- Fosters industry engagement in workforce development
- Supports maritime sector career awareness and exposure
- HECC Office: Office of Workforce Investments (OWI)
- 2025-27 GRB Funding: \$2.2M GF

Counties served by Maritime Workforce Grant Program



Some of the Activities Supported

- **Seafood butchery** training at five high schools from Bandon to Neahkahnie
- Maritime **welding and other manufacturing** training in the Portland Metro area
- Industry recognized certifications for prospective **commercial fishers**
- Awareness-building activity kits in **bridge-building, electricity, and hydropower** at the Dalles Dam Visitors Center

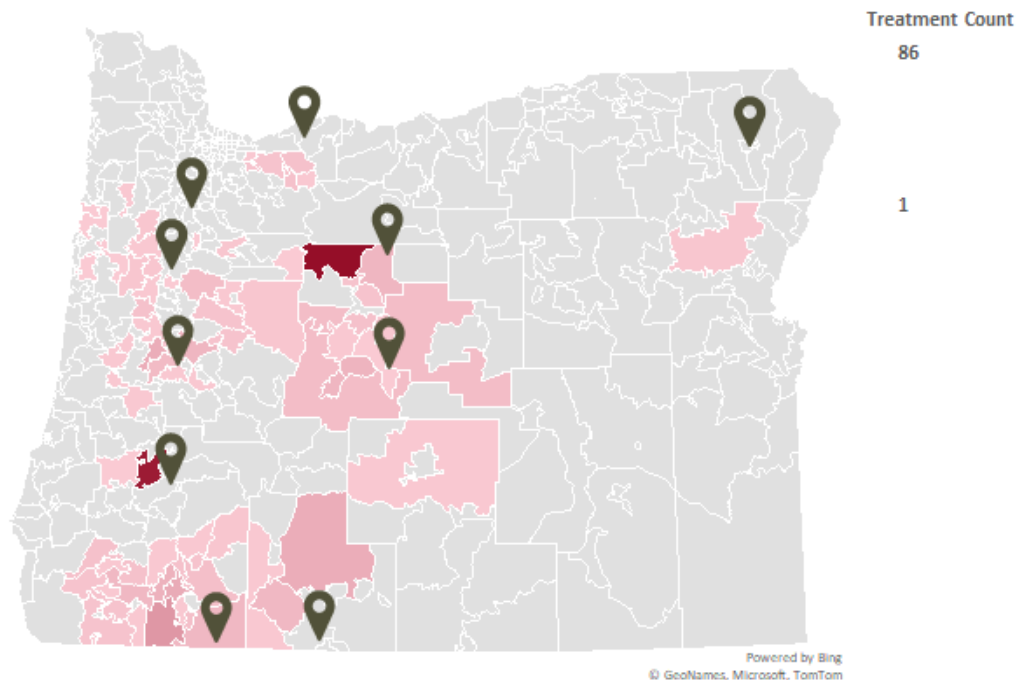
Meeting Community Needs: Oregon Conservation Corps



Oregon Conservation Corps, one of the youth workforce programs in Oregon Youth Works:

- REDUCES the risk of wildfire
- CREATES fire-adapted communities
- ENGAGES young Oregonians in wildland careers
- **HECC Office: Office of Workforce Investments (OWI)**
- **2023-25 LAB funding: \$10M. 2025-27 GRB funding: phased out.**

Grantees and Treatment Counts per Zip Code



Youth Served: 1,000+

Youth Wages Earned: \$3M+

Acres Treated: ~7,400

Sites Treated: ~1,140

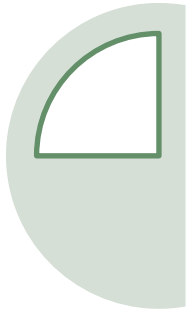
Structures Protected: 1,300+

FEATURED
STRATEGIES:

INVEST IN
INSTITUTIONS AND
PROGRAMS THAT
STRENGTHEN
OREGON'S FUTURE



Featured INVEST IN INSTITUTIONS THAT STRENGTHEN OREGON'S FUTURE Projects and Accomplishments 2023-25



NEW

TRU/PSU investment for financial sustainability of public regional and technical institutions and PSU.

Funding models: student-success focused community college funding model.



CONTINUED

Funding models: implement the Student Success and Completion Model to distribute funding to public universities.

Development and review of capital projects for the public institutions, including the HECC prioritization process tied to state goals.

Continued administration of OregonServes and AmeriCorps Statewide funding to support community and emergency response.

Strategic grants to institutions and partners (examples):

- Grants supporting Benefit Navigators
- State funds to support Open Educational Resources
- First-generation student success grants to community colleges
- GED “wrap-around grants” to high school equivalency preparation organizations statewide

Funding Model Design and Administration



Funding Models for Institutions

- The HECC incorporates student success outcomes into how it distributes support funds to the public institutions.
- The community college funding model was revised in 2023 after a year-long review focused on Oregon community and state goals.
- The public university model was first approved in 2015 and updated in 2022.
- **HECC Agency Office: Postsecondary Finance and Capital (PFC)**

Community College Support Fund

HECC dedicates a portion of the CCSF to support enrollment of underrepresented groups (racial/ethnic minorities, low-income, adults, Career/Technical students), and to reward student success outcomes.

Public University Support Fund

Half of the PUSF is distributed on the basis of student degree completion outcomes, with weights for underrepresented groups (including racial/ethnic minorities, low-income, rural, and veterans).

Technical & Regional University Planning and Support Fund



Technical Regional Universities (TRUs) and Portland State University: Planning and Support

- **\$24.9M GF**, \$18.7M by E-board, to HECC for grants to TRUs and PSU to realign services and resources to assist with long-term financial sustainability. Execution is expected to continue through June 2027 with ongoing outcome assessment. Additional collaboration is recommended to understand the potential for improved cost efficiencies.
- **HECC Agency Office: Postsecondary Finance and Capital (PFC)**
- **2025-27 GRB Funding: \$11.5M GF** re-appropriated unspent funds from 2023-25 to continue pursuit of program objective.

19 projects submitted
15 projects funded
Totaling \$16.8M

Estimated net return of
\$88M, including
incremental revenue
and/or cost savings

2023-25 Funding for Postsecondary Benefit Navigators Connected Students with Programs and Services



Benefit Navigators

- HECC distributes funds to public higher education institutions, administers the contracts, and supports partners' questions and policy development (HB 2835, 2021).
- Not included in the GRB for 2025-27, though legislative mandate remains for institutions to provide these services.
- **HECC Agency Office: Community Colleges and Workforce Development (CCWD)**
- **2023-25 LAB Funding: \$5.2M GF, not included in 2025-27 GRB**


How it Works - HECC

- HECC distributed 2023-25 funding to 17 community colleges, 7 public universities and Portland Community College to support the Community of Practice. The HECC also administers the contracts for these funds, which include the expectation for reporting.


How it Works - Institutions

- Hire benefits navigators who work with students in navigating various program eligibility and application criteria, coordinate and provide culturally-specific resources, and coordinate and leverage resources for students. A Community of Practice provides best practice sharing, convening to facilitate professional development, data collection, and reporting.


Key Takeaways Today




Ensuring opportunity for all is core to our work. HECC budget investments supporting **OUTREACH** connect Oregonians statewide to college and career pathways and financial aid.



The HECC budget supports innovative policy and funding to improve **EQUITABLE ACCESS AND COMPLETION** throughout the educational and workforce continuum.



New and ongoing investments are supporting **WORKFORCE AND COMMUNITY/ECONOMIC DEVELOPMENT** to connect Oregonians with family-wage jobs and respond to economic needs.



STRATEGICALLY FUNDING INSTITUTIONS — whether through formulas, grants, or other mechanisms — equips institutions to serve Oregon's statewide needs.



PUBLIC INSTITUTION SUPPORT: IMPACT ON OREGONIANS

Joint Committee on Ways and
Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

**Julia Pontoni, Director, HECC Office of Workforce
Investments**

**Donna Lewelling, Director, HECC Office of
Community Colleges and Workforce Development**

**Veronica Dujon, Director, HECC Office of Academic
Policy and Authorization**

APRIL 7, 2025

2025 HECC Budget Presentation Structure

HECC Presentations + Partner Presentations and Public Testimony

HECC Day 1 INTRODUCTION TO POSTSECONDARY EDUCATION AND WORKFORCE TRAINING IN OREGON:

- Return on Investment and State Attainment/Equity Goals
- Intro to Oregon Students/Learners
- Strategic Planning and Governance

HECC Day 2 THE FUNDING LANDSCAPE FOR THE CONSOLIDATED BUDGET, HECC AGENCY BUDGET

- History of Funding, National Comparisons
- Budget Components
- HECC Agency Funding Overview

HECC Day 3 PRIORITIZING AFFORDABILITY

- Key Factors in Affordability
- Investments in Financial Aid

HECC Day 4: FEATURED STATEWIDE STRATEGIES

- Featured Statewide Strategies Supported by State Investments

HECC Day 5

OREGON'S INVESTMENT IN INSTITUTIONS: IMPACT ON OREGONIANS

- Governance Structure at Community Colleges, Universities, Workforce Entities, HECC Role
- Oregonians Served
- Equity, Affordability, and Completion Trends

HECC Day 6

OREGON'S INVESTMENT IN INSTITUTIONS: FUNDING LEVELS

- Funding for Public Universities, Including Funding Models
- Funding for Community Colleges, Including Funding Models
- Funding for Workforce
- Capital Funding

Invited Presentations and Public Testimony + HECC CONCLUSION (9 days total for topics below)

- **Public Testimony** (affordability or any topics in HECC budget)
- Workforce Board presentations + **Public Testimony**
- Community College (CC) presentations
- Continued CC presentations + **Public Testimony**
- Continued CC presentations + **Public Testimony**
- Public University presentations
- Continued University presentations + **Public Testimony**
- Continued University presentations + **Public Testimony**
- Presentation by OHSU + **HECC CONCLUSION** + **Public Testimony**

HECC Budget Themes



IMPROVE EQUITABLE ACCESS AND SUCCESS: Invest in Improving Equitable Access and Success at Every Step from Coursework to Career, Fostering Real Opportunity for All



DRIVE ECONOMIC MOBILITY AND ADDRESS WORKFORCE NEEDS: Prepare Oregonians for Family-Wage Jobs, and Meet Critical Workforce and Industry Needs



PRIORITIZE AFFORDABILITY: Prioritize Investments in Affordability, Ensuring Opportunity for Financially-Struggling Oregonians



INVEST IN INSTITUTIONS THAT STRENGTHEN OREGON'S FUTURE: Invest in the Thriving Future that Oregon Community Colleges, Universities, and Training Providers Foster

The Impact of State Investments – Community College Student

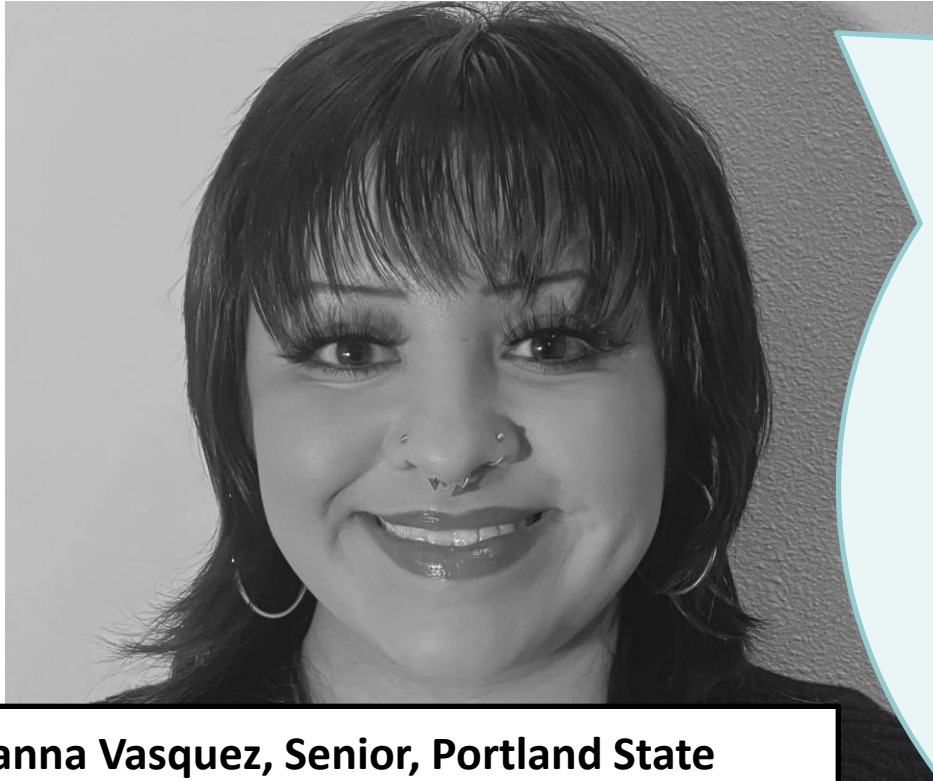


Ricardo Leyva
Treasure Valley Community College
student, pursuing Associate of Arts with
emphasis toward Pre-Radiology
(hometown Vale, OR) – first generation
college student

Investments that benefit Ricardo: Community
College Support Fund

“Making community college affordable is crucial because it opens up opportunities for students like me who otherwise might not be able to pursue higher education. It allows us to focus more on our studies and less on financial stress, which helps us succeed and reach our goals.”

The Impact of State Investments – Public University Student and Oregon Opportunity Grant Recipient



Brianna Vasquez, Senior, Portland State University, Marketing and Advertising

Investments that benefit Brianna:

- Public University Support Fund
- Oregon Opportunity Grant

“Here at PSU, opportunities have opened for me, including internships, individualized support, resources, and workshops that will prepare me for life after college. Receiving financial aid has been instrumental in my success and growth, both as an individual and a student. Financial aid didn’t just bring me to PSU — it made my higher education possible. A place where my dreams didn’t feel out of reach. Our future and economic growth depends on the continued support and funding for higher education. Empowering students today for a stronger Oregon tomorrow.”

The Impact of State Investments – Workforce Program Participant

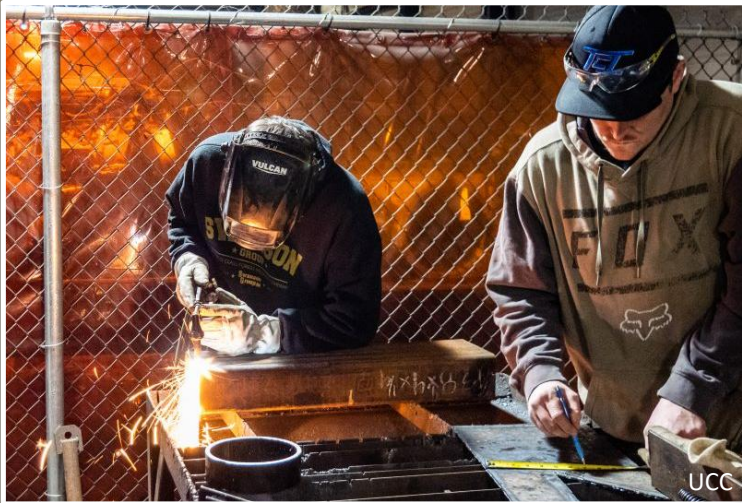


“I learned to push for what I want, take the chance of advancing my career, believe in myself, and work my hardest...PY+ gave me the possibility to earn my CNA1 and CNA2 which has led me to a position at an amazing hospital that will eventually give me my first job as an RN... My plan for the future is to earn my RN, get my BSN, work as that for a few years and then go back and become a Nurse Practitioner.”

Mackenzie Hayden, Rogue Workforce Partnership program participant through Project Youth + (PY+). Earned Certified Nursing Assistant 1 and 2 certifications in Central Point, OR, next to her hometown of Eagle Point.

Investments that benefit Mackenzie: HECC Agency Budget (Office of Workforce Investments) Investments supporting Grants to Local Workforce Boards

OVERVIEW OF GOVERNANCE STRUCTURES AND ROLES



As the State Coordinating Commission, We Work with Numerous Institutions with Local or Independent Governance to Serve Oregonians

HECC is a commission and agency with a focus on funding and policy coordination and leadership.

- **A coordinating board, not a governance board**, we work in collaboration with many partners across the postsecondary landscape. The agency's work is guided by the HECC's 15-member Commission.
- **Responsibility across all sectors** of higher education and workforce, public and private.
- The HECC agency also administers the **Workforce and Talent Development Board** and numerous other advisory boards.

Local Governance of Public Higher Education Institutions

- **17 Community Colleges** with Locally-elected Governing Boards.
- **7 Public Universities + OHSU** Institutional Governing Boards (Governor-appointed, Senate-confirmed)

Local Workforce Development Board

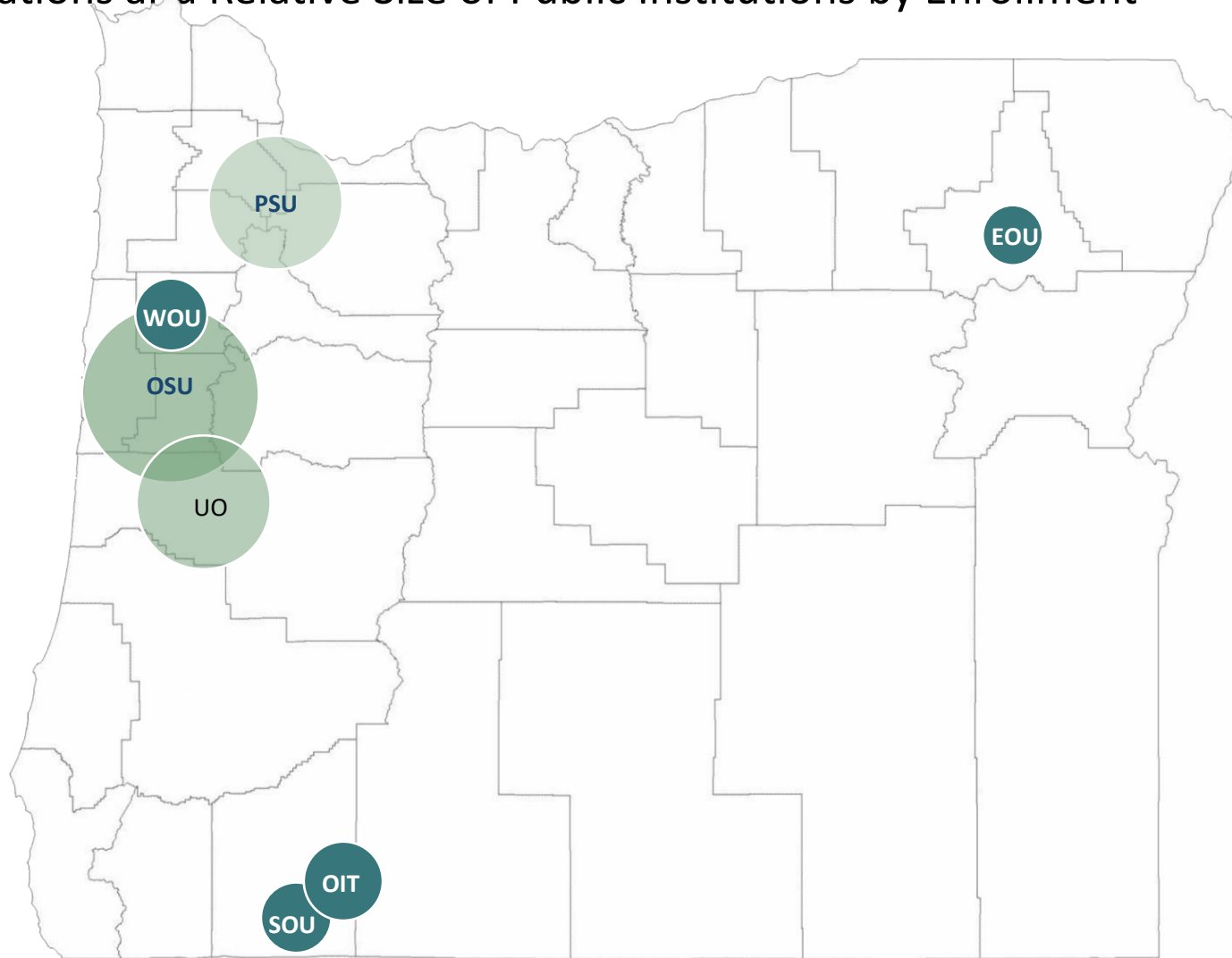
- **9 Local Workforce Development Boards**

Private Institutions

- **181 Private Career Schools** (Licensed by HECC)
- **17 Private Degree-granting Institutions Based in Oregon** (Authorized by HECC ODA)
- **20 Other Private Degree-granting Institutions Based in Oregon** (Exempt from state authorization requirements)
- **Distance Education:**
 - 81 Out-of-state Degree-granting Institutions Serving Oregonians through distance education
 - 32 Public and Private Degree-granting Institutions Based in Oregon that participate in NC-SARA

Oregon's 7 Public Universities Have Diverse Missions

Locations and Relative Size of Public Institutions by Enrollment

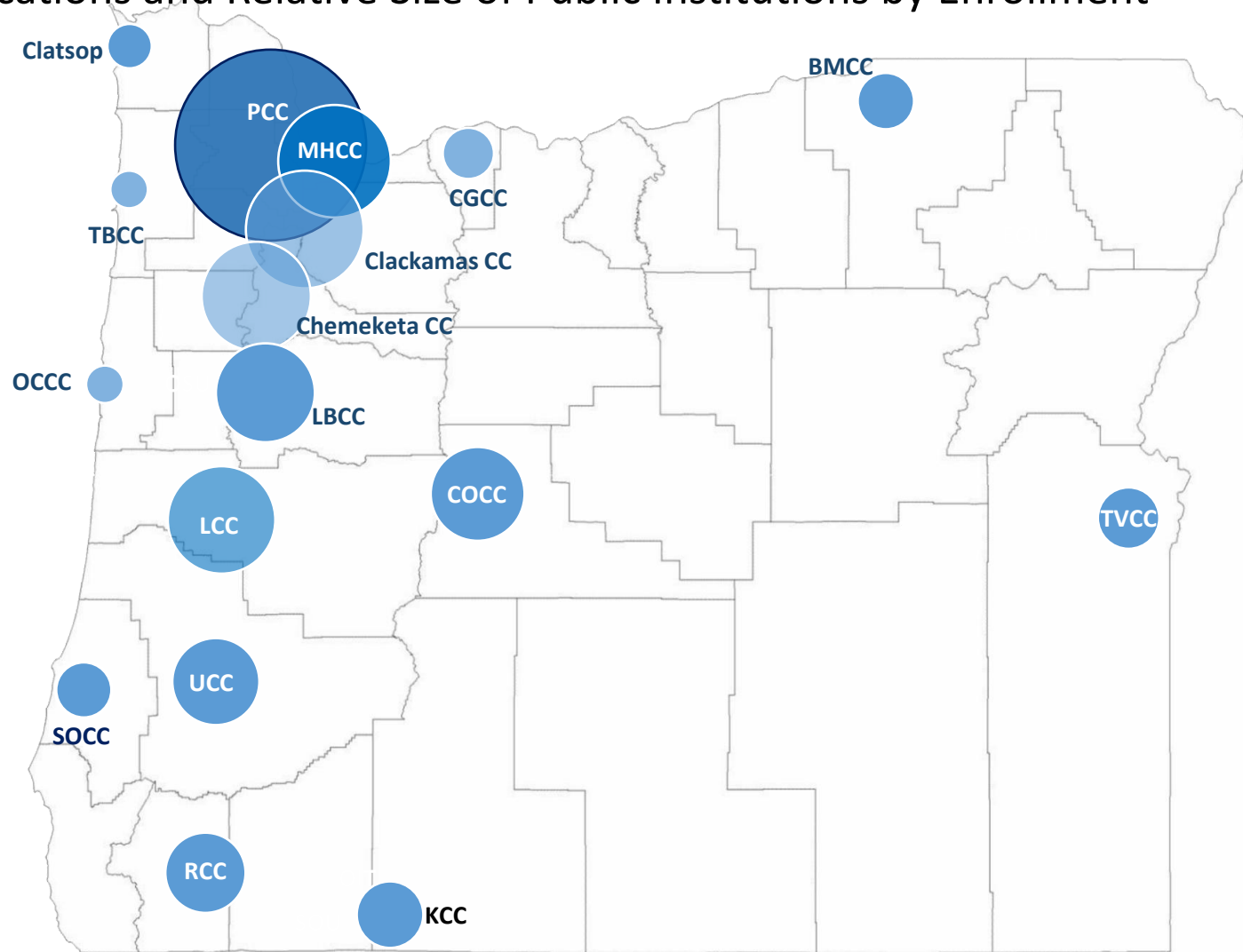


Approximately 77% of total public university enrollment is at the three largest institutions (PSU, UO, OSU).

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

Oregon Community Colleges Serve Regional and State Needs

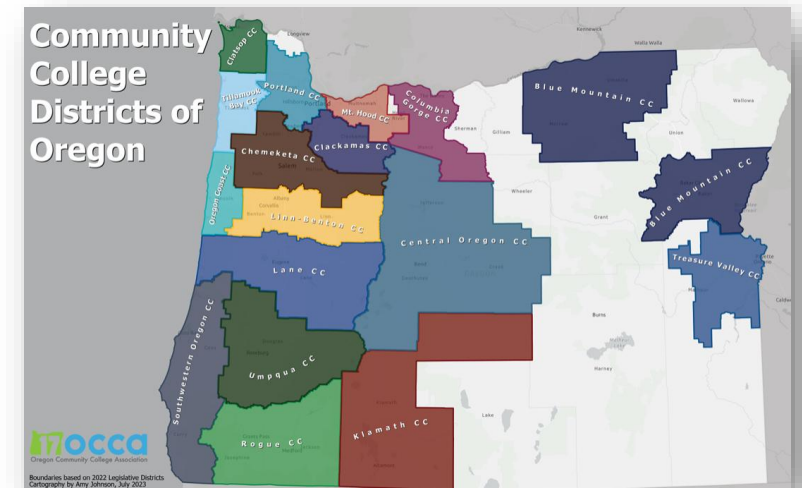
Locations and Relative Size of Public Institutions by Enrollment



Learn more about Oregon's 17 community colleges:

www.oregon.gov/highered/access/Pages/community-colleges.aspx

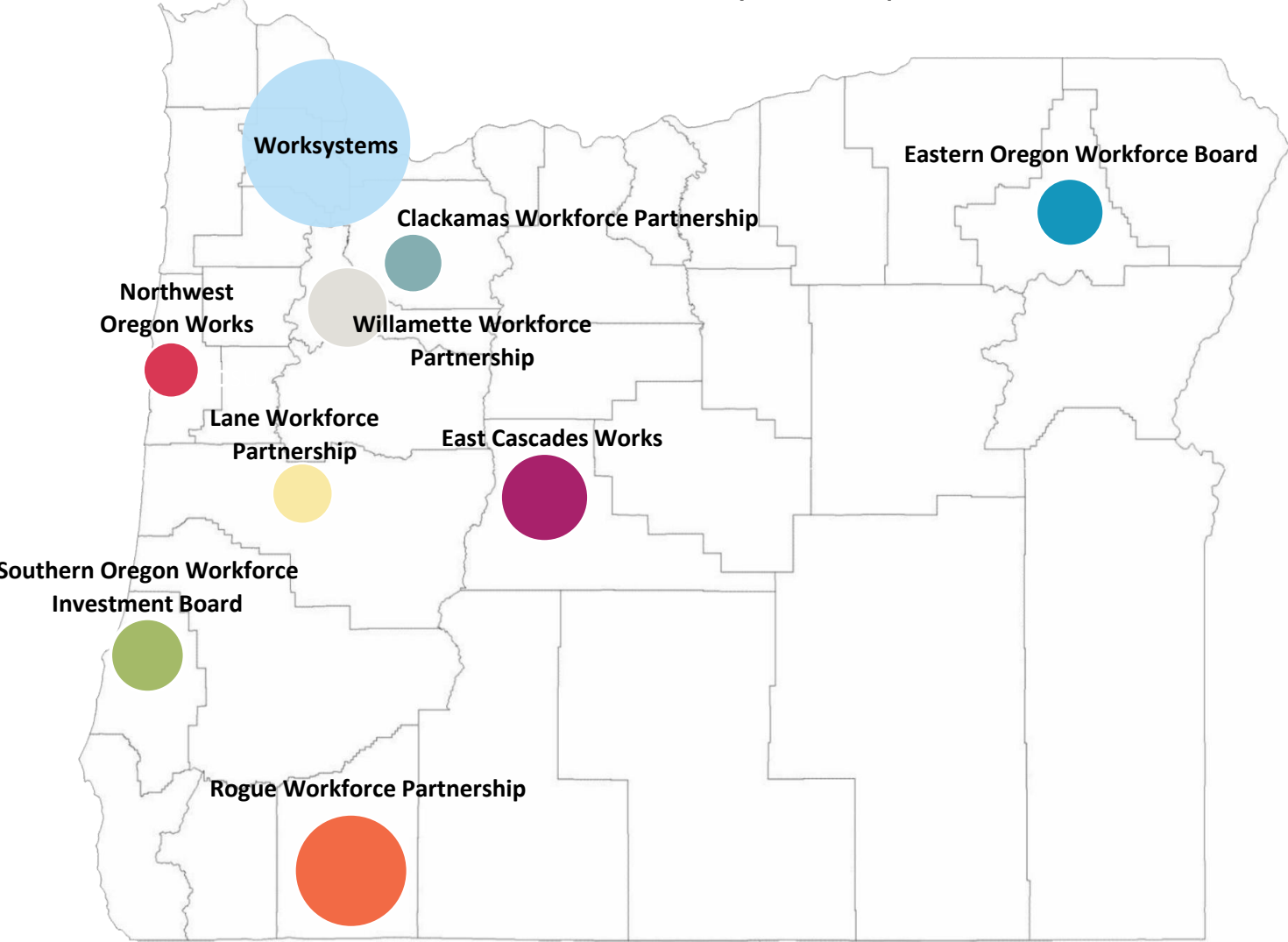
[View Oregon Community College Service Districts](#)



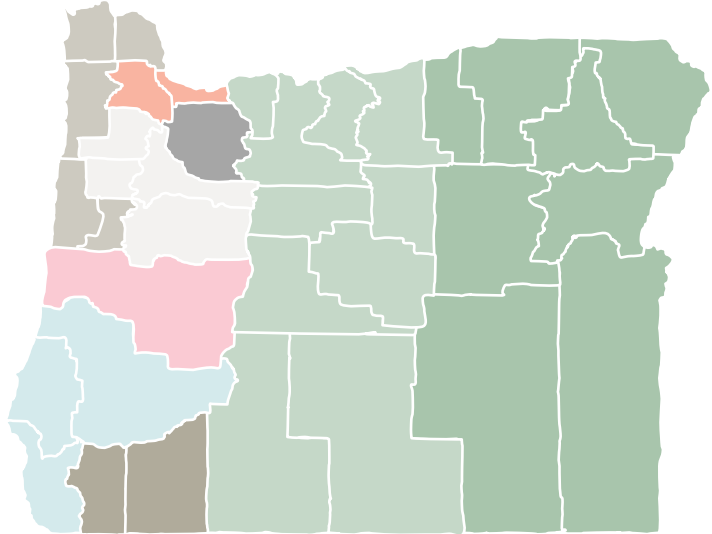
NOTES: Areas in white are not represented by community college districts. These counties and municipalities do not pay taxes into the state's Community College Support Fund. Currently, Grant County and Union County receive community college services through Contracts Out of District (CODs) with BMCC. Harney County receives community college services through CODs with TVCC.

Oregon's Local Workforce Development Boards Serve Regional and State Needs

Locations and Relative Size of LWBDs by Participation



Oregon's 9 local workforce boards and areas:



Northwest Oregon Works	Willamette Workforce Partnership	Rogue Workforce Partnership
Worksystems	Lane Workforce Partnership	East Cascades Works
Clackamas Workforce Partnership	Southwestern Oregon Workforce Investment Board	Eastern Oregon Workforce Board

Note: circle sizes are estimates based on headcount of participation.

Private Postsecondary Institutions: Oversight and Types

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

- 17 ODA-authorized private schools in Oregon i.e. Concorde Career College, Carrington College
- 81 public and private out-of-state schools that serve Oregonians through distance education
- 32 in-state schools (public and private) that participate in state authorization reciprocity agreements
- Under **HECC Office of Degree Authorization (ODA)**

181 Private Career Schools

- 181 in Oregon (cosmetology, tattooing, tax preparation, commercial trucking, psilocybin instruction [new among others])
 - 19 eligible for Title IV Federal Financial Aid
- Licensed and regulated by **HECC Private Career Schools (PCS) Unit**

20 Exempt Private Institutions

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

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

Academic Coordination

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

State Funding Administration

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

Data and Reporting

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

Community Colleges

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

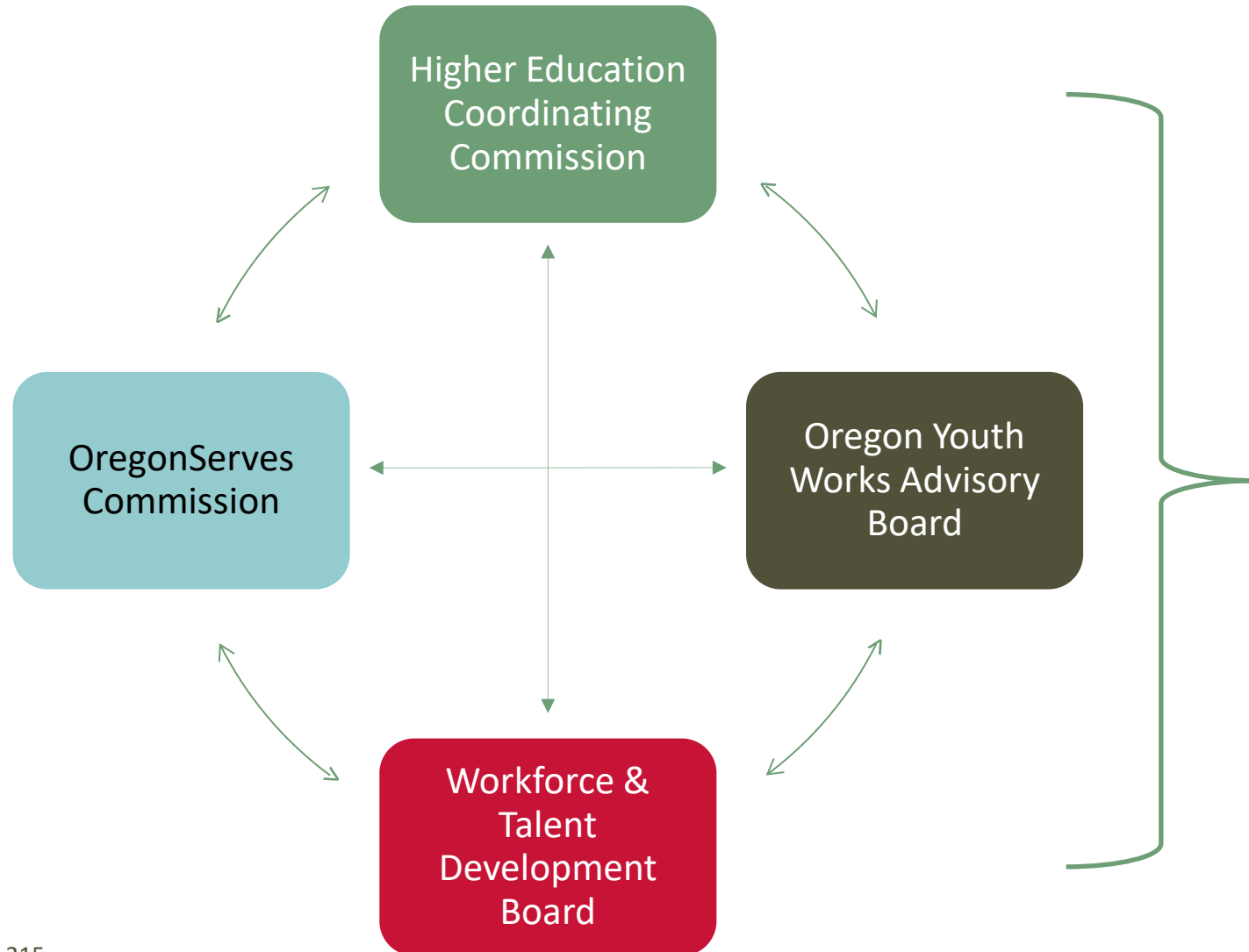
Public Universities

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

State of Oregon / HECC

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

HECC's Coordinating and Oversight Role for Workforce



- Setting strategy and policy
- Convening workforce partners: employers, education & training providers, community-based organizations, local workforce development boards labor, etc.
- Holding workforce partners and grantees accountable to outcomes.
- Managing federal and state investments in workforce development.
- Grantmaking, program development, and technical assistance.

THE IMPACT OF WORKFORCE INVESTMENTS



HECC Workforce Investments in Local Workforce Development Boards Result in Career Readiness and Success



70% employed four quarters after exit



75% receiving training services earned a credential



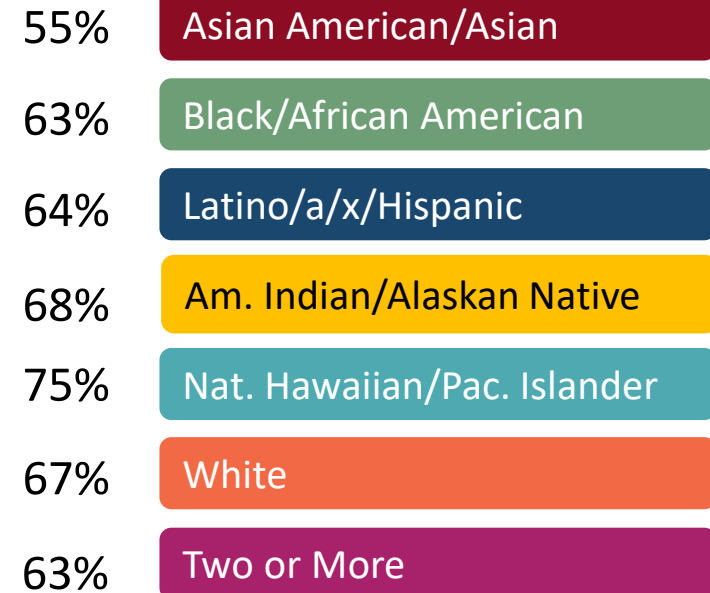
438 work experience participants (GF)



50+ regional industry partnerships convened in **14** different high-demand sectors (GF)

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

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



Notes:

- Employment and credential rates, and work experience participants are for 7/1/2023 – 6/30/2024
- Wage gain reflects the % of participants who saw a wage gain in the 4th quarter after exiting services 7/1/2023-6/30/2024

HECC Workforce Investments Benefit Young Oregonians



4,956

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



1,739

OYC youth earned
certificates



35

counties & tribes
w/OYC programs



3,800+

acres treated by
OCC crews



18+

Industry sectors
hosted OYEP youth



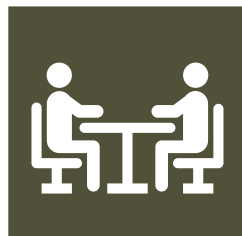
66%

OYEP youth from
rural communities



22%

OCC youth
identified as BIPOC



25,912

WIOA youth
services provided



80.6%

WIOA youth were
low income



56%

ODHS YEP youth
were teen parents



Paid work experiences



Workforce training



Career exposure



Academic support



Essential employability skills

HECC Workforce Investments Support Volunteerism, National Services and Civic Engagement



Impact on AmeriCorps Members

321

AmeriCorps members served in Oregon and gained work experience

\$1.7 million

in education awards earned by AmeriCorps volunteers

196

AmeriCorps service sites



Impact on Students

41,108

children and youth benefited from services provided by AmeriCorps members

12,895

youth received environmental stewardship education

3,737

students received college enrollment and graduation support



Impact on Communities

320

community members received job training

40,241

hours of service contributed by AmeriCorps member recruited volunteers

\$8.2 million

leveraged by AmeriCorps for local communities

Future Ready Oregon – Initial Outcomes

Evaluation Shows Overall Positive Findings and Continued Progress

Data through June 30, 2024

14,251 participants served

More diverse than labor force

45,000+ services provided

3.2 services per person on average

65% employed

Among those who were not employed when they began services

Wages increased after services

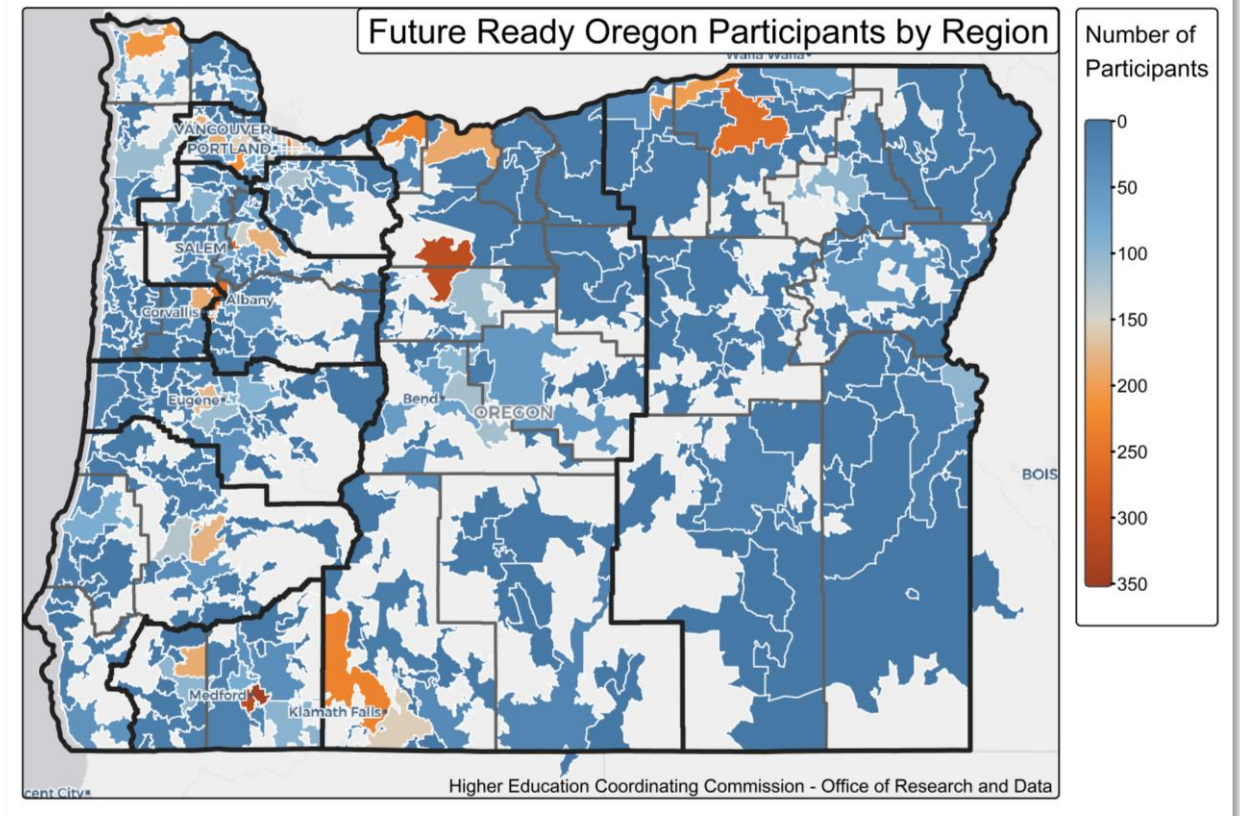
Median quarterly wages rose \$720.61

Employed in key sectors

46% working in healthcare or manufacturing after participation

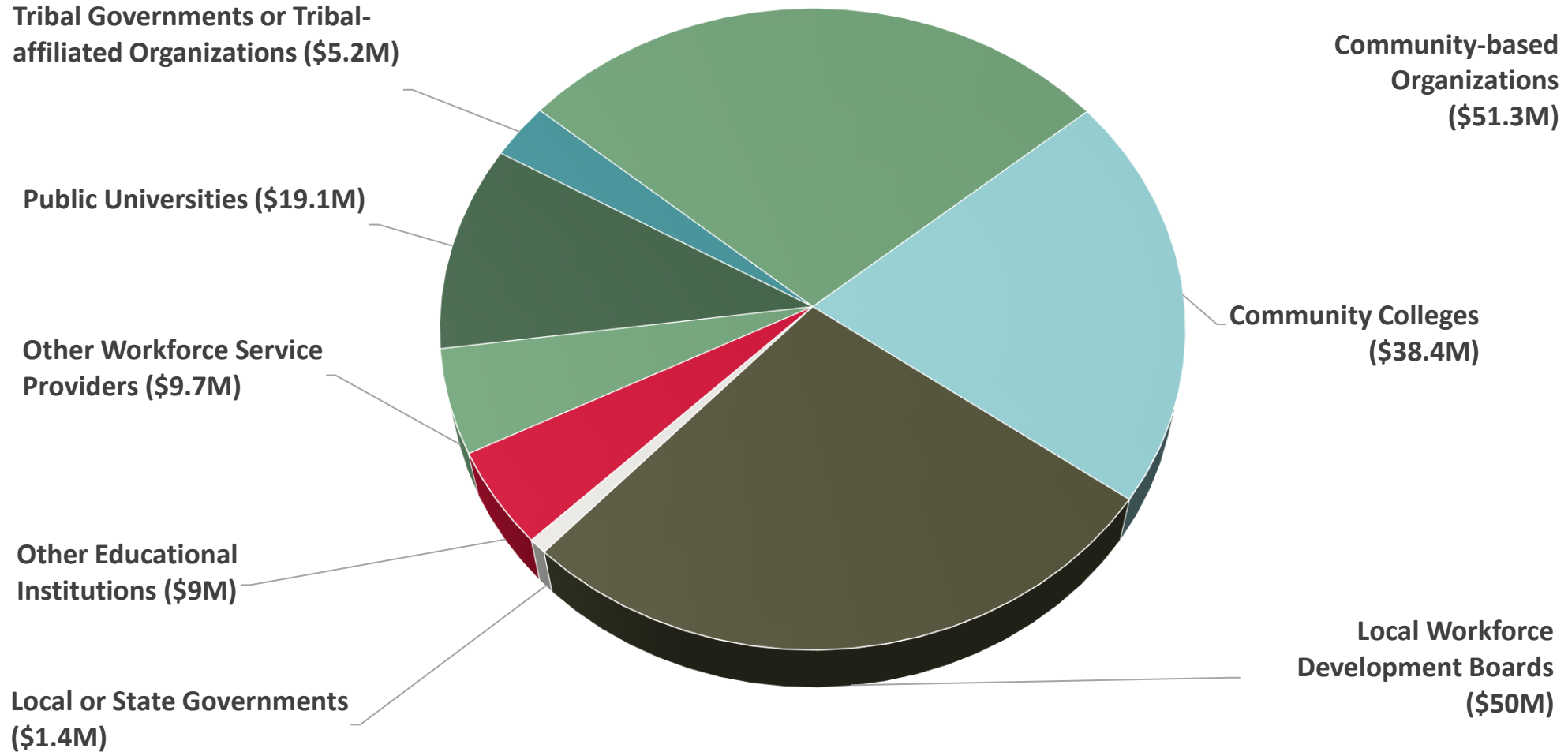
Low reporting of social security numbers means employment outcomes may not generalize to all participants

Distribution of Participants by County and Zip Code



Impact of Sunsetting Funds

Future Ready Oregon Investments in the Workforce Education and Training Ecosystem (2022 – 2026)

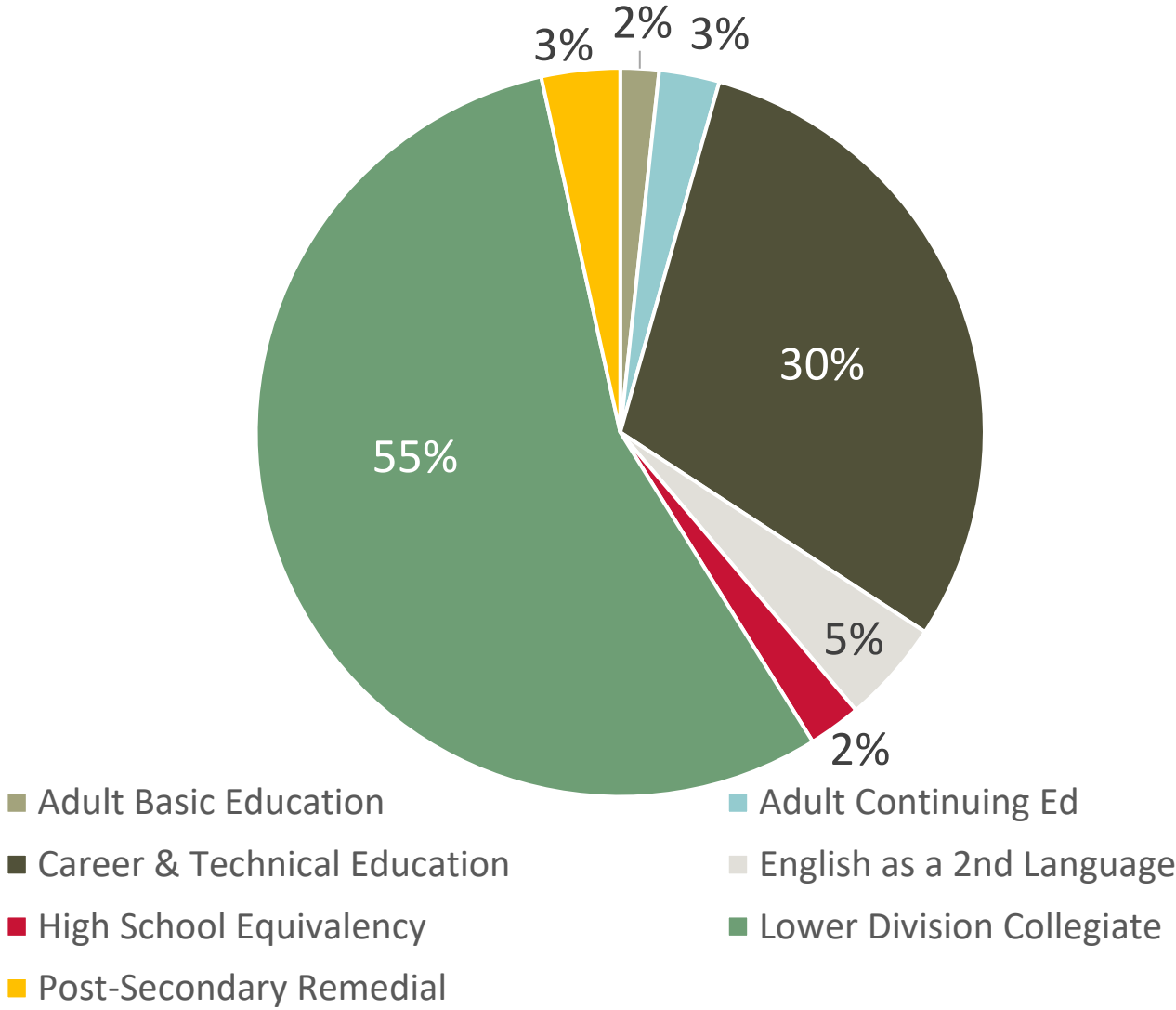


The GRB includes reauthorization of \$62.5 million in ARPA funding to continue the administration of obligated grant funding for HECC Future Ready Oregon grants through 2026. **Future Ready funds will sunset Dec. 2026.** Career pathways and sector-specific industry consortia will continue being funded in the HECC agency CSL. All funding appropriated for Future Ready Oregon in 2022 (General Fund and ARPA) must be spent by the end of 2026 and then is planned to sunset.

THE IMPACT OF INVESTING IN COMMUNITY COLLEGES



Community Colleges Have Multiple Missions

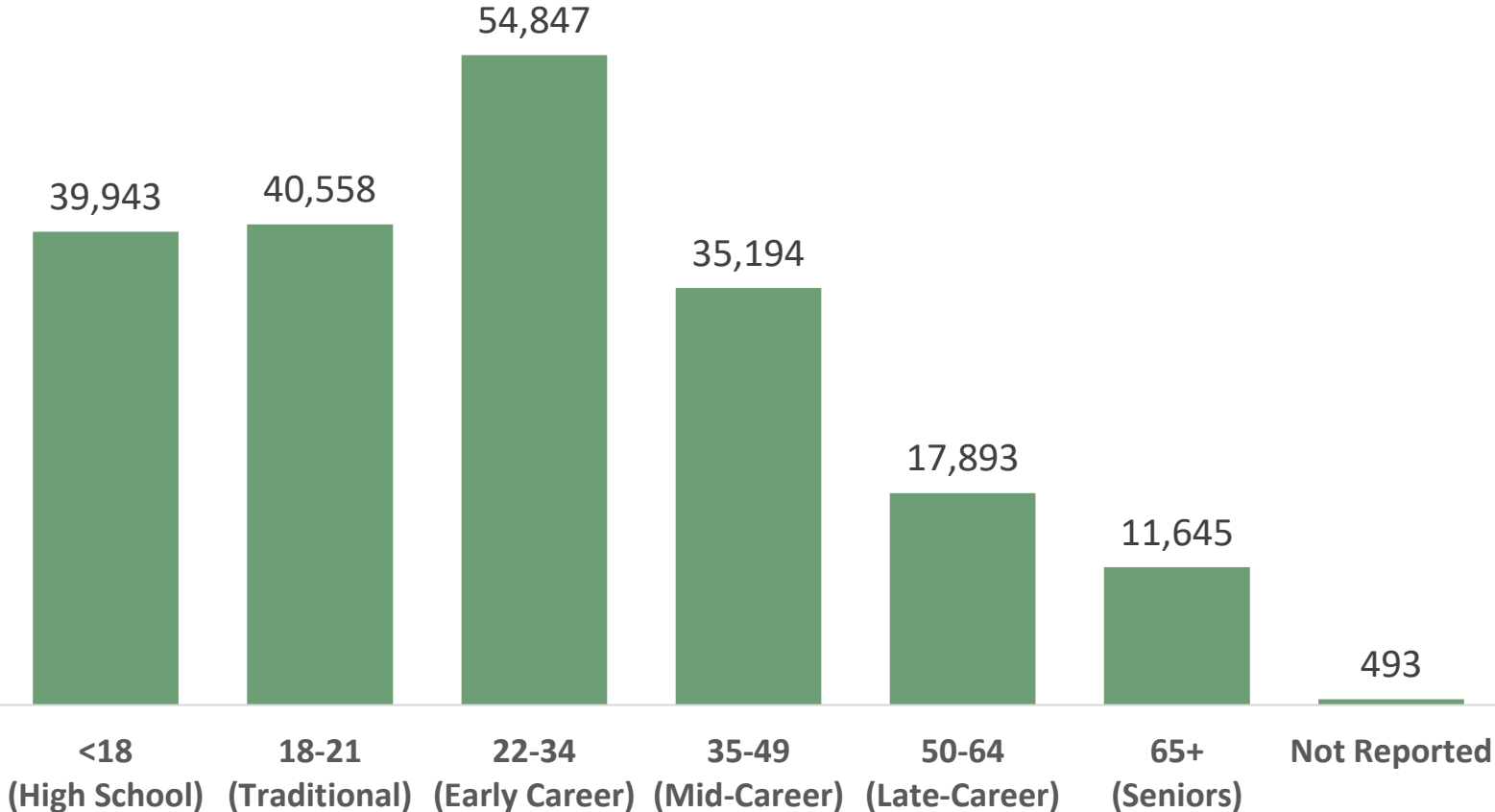


Total Student FTE Enrollment at All Institutions (2023-24)
69,223

Reimbursable FTE Enrollment at All Institutions (2023-24):
65,992

Oregon Community College Students are Attending School at Various Stages in their Lives

Oregon Community College Enrollment by Age, 2023-24

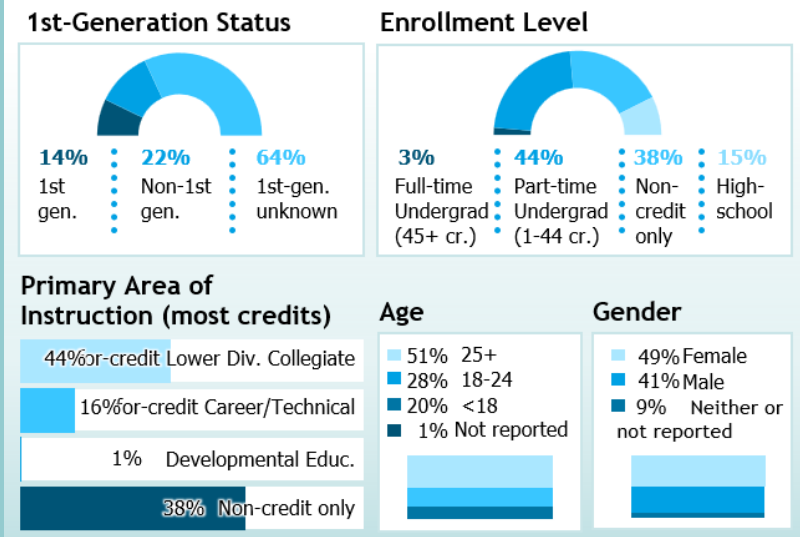
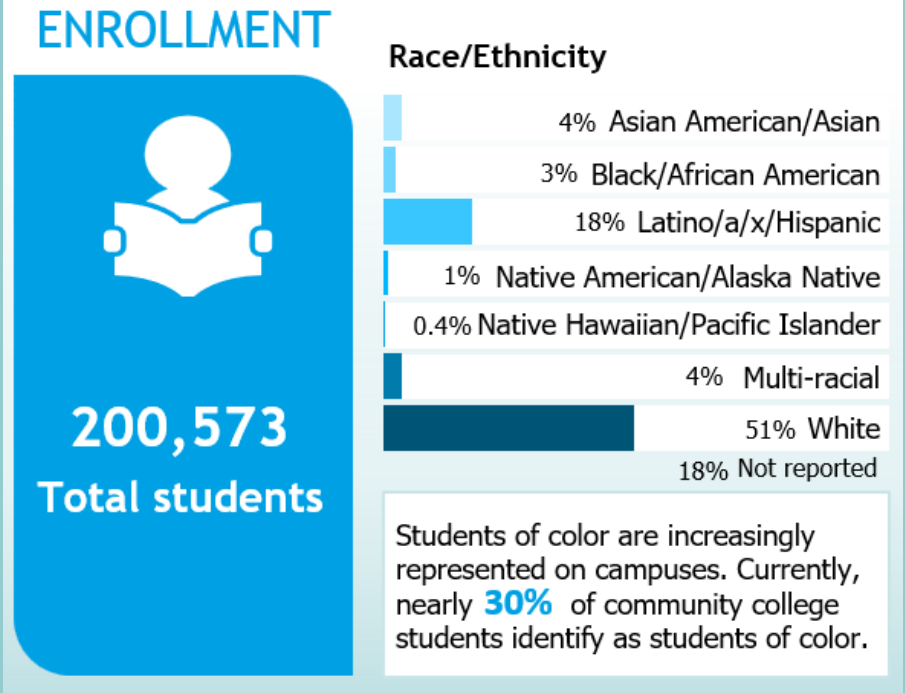


The wide mission of community colleges serves Oregonians throughout their lives

Snapshot of Enrollment at Oregon's Community Colleges

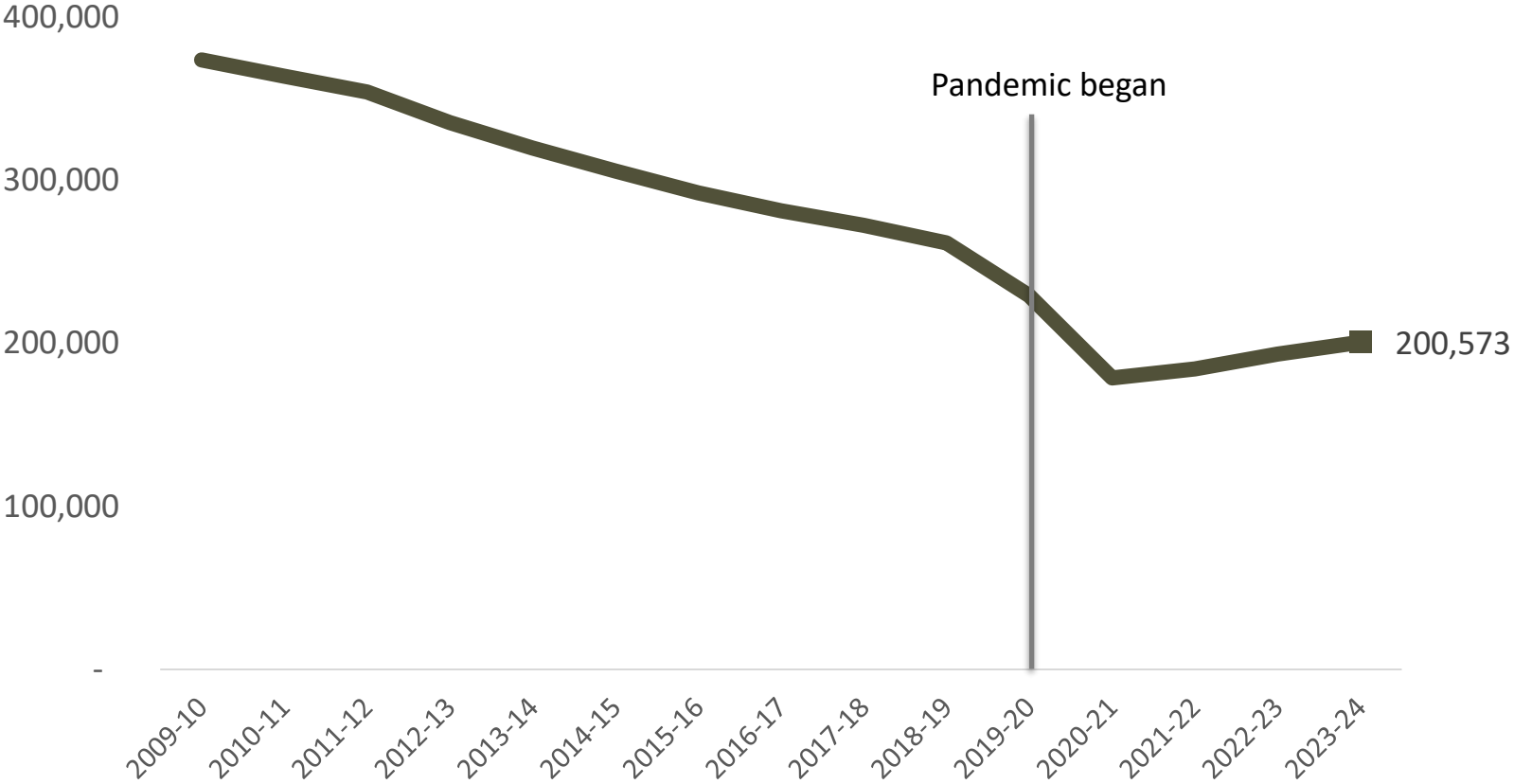
- Oregon's community colleges enrolled 200,573 students in 2023-24.
- 15% of students are in high school and enrolled in accelerated college credit programs, and another 51% are adults over age 25
- Students of color are increasingly represented on campuses. Nearly 30% of students identified as students of color in 2023-24.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2022-23: www.oregon.gov/highered/research/Pages/snapshots.aspx
 The 2023-24 data featured in this slide will be on our website in coming months.



Community College Enrollment Continues to Rebound

Annual Number of Community College Students, 2006-07 to 2023-24

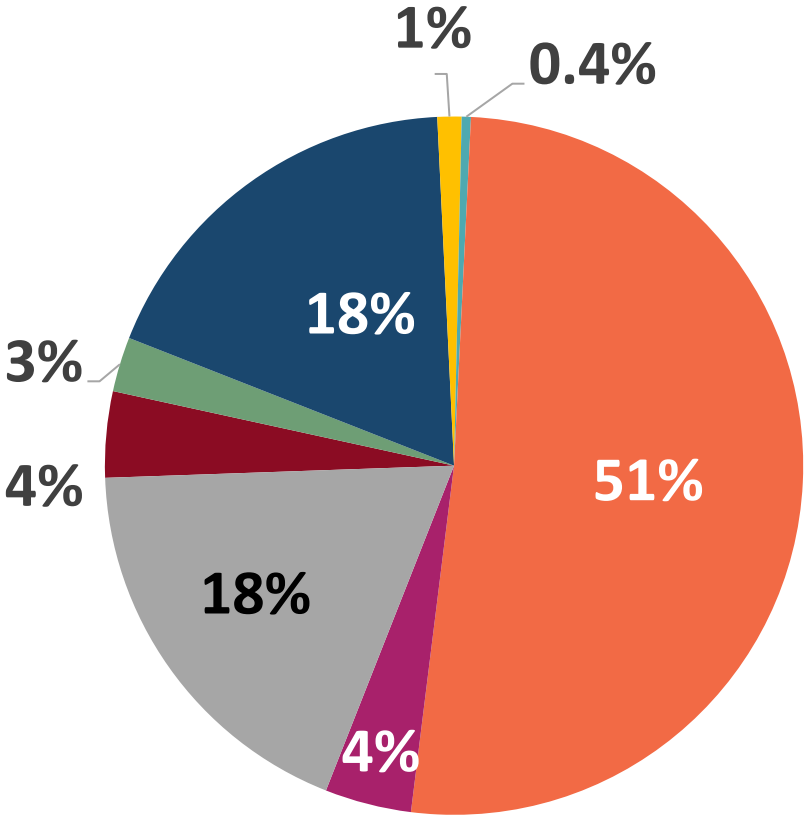


Community college enrollment has been rising since 2021-22 but has not returned to pre-pandemic levels yet.

Pre-pandemic declines reflect the strong economy after the Great Recession.

Community Colleges Serve Diverse Populations

Community College Students



Growth/Decline in last 10 years

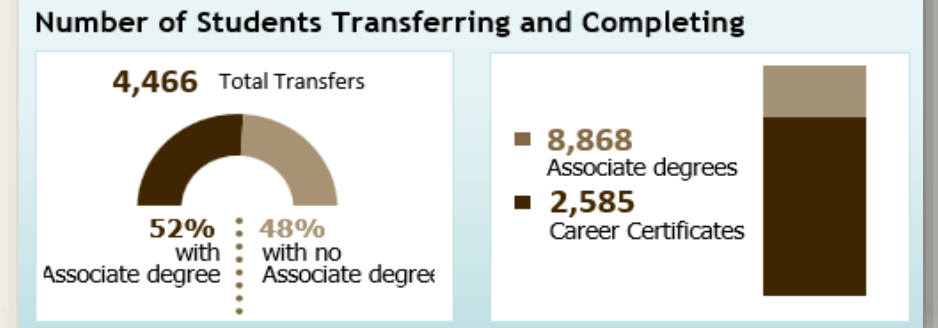
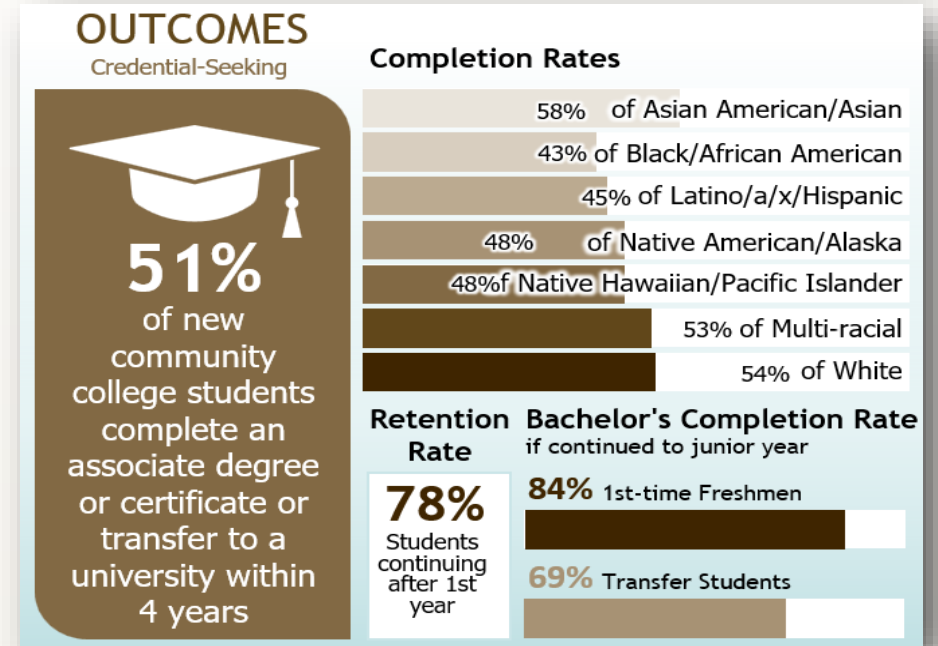
- ➡ Asian American/Asian
- ↑ Black/African American
- ↑ Latino/a/x/Hispanic
- ➡ Nat. American/Alaska Native
- ➡ Nat. Hawaiian/Pac. Islander
- ↓ White
- ↑ Multiracial
- ➡ Not Reported

Snapshot of Student Outcomes at Oregon's Community Colleges

- In 2022-23, 51% of new community college students completed an associate degree or certificate, or transferred to a bachelor's degree-granting institution within 4 years.
- Gaps in completion by race/ethnicity and first-generation status continue to be significant.

View the full Statewide Snapshots Report, Oregon Students at Oregon Community Colleges, 2022-23

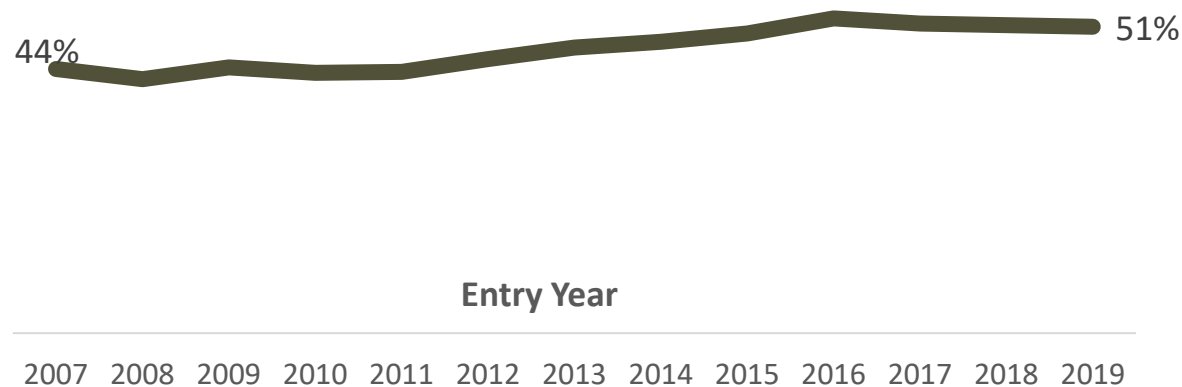
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



Completion Rates at Oregon Public Institutions Down Slightly for the Most Recent Cohorts

Key Performance Measure
#5,7

Four-Year Completion and Transfer Rates for New Credential-Seeking Students at Community Colleges



Completion rates at community colleges were about the same (falling very slightly) for the most recent cohort as for the last two cohorts. These cohorts came to graduation at the height of the pandemic.

Wide gaps remain by race/ethnicity, first-generation status, and income background.

Racial/Ethnic Gaps in Completion Rates Have Improved for Most Groups, but Gaps Remain (2023-24)

Key Performance Measure #5-6

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

	Cohort Year		<u>% Point Change</u>
	<u>2010</u>	<u>2019</u>	
Asian American/Asian	53%	58%	+5
Black/African American	35%	43%	+8
Latino/a/x/Hispanic	37%	45%	+8
Nat. American/AL Native	34%	48%	+14
Nat. Hawaiian/Pac. Islander	41%	48%	+7
White	44%	54%	+10
All students	43%	51%	+8

OTHER STUDENTS ALSO FACE A GAP:
 Those in the most recent cohort who earned an associate degree, career certificate, or transferred within four years:

FIRST-GENERATION. 49% of first-generation students completed, vs. 58% of non-first-generation students.*

INCOME. 46% of low-income students completed, vs. 59% of middle/upper-income students.

Source: HECC analysis of university and community college data. This KPM uses student behavior to define “credential-seeking” as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term. Rates for Native American/Alaska Native and Native Hawaiian/Pacific Islanders for 2010 are a three-year average due to small numbers of students.

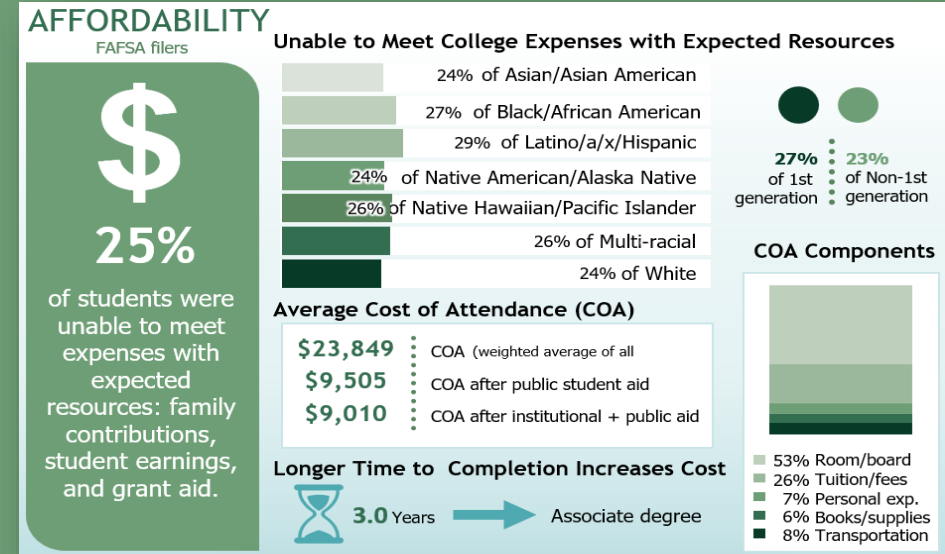
*Among FAFSA/ORSAA filers only.

Snapshot of Affordability at Oregon Community Colleges

Key Performance Measure #9-10

- In 2022-23, 25% of students were unable to meet expenses with expected resources: expected family contribution, student earnings, and grant aid.
- In 2022-23, only 44% of students applied for and received financial aid, among those who took enough credits to apply.
- Nearly 1 in 4 graduates have federal student loan debt.

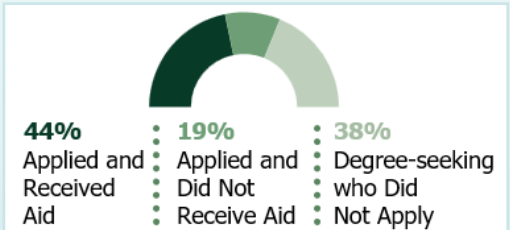
View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2022-23: www.oregon.gov/highered/research/Pages/snapshots.aspx
The 2023-24 data featured in this slide will be on our website in coming months.



Students Receiving Financial

Federal	Oregon Promise
25,085	9,050
OR Opportunity	Institutional Aid
16,790	18,162
National Guard	Oregon Tribal
41	232

Students Seeking Financial Aid



Loans fill the gap - **22%** of undergraduates have federal loans. Graduation rates rise with grants and fall with loans.

Tuition and Fees Vary Slightly Across Campuses (2024-25), and are Higher Than Most Western States



Oregon’s Average Two-Year Tuition and Fees were **2nd highest in Western (WICHE) states in 2023-24** (see details in previous slide, Day 3)

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

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

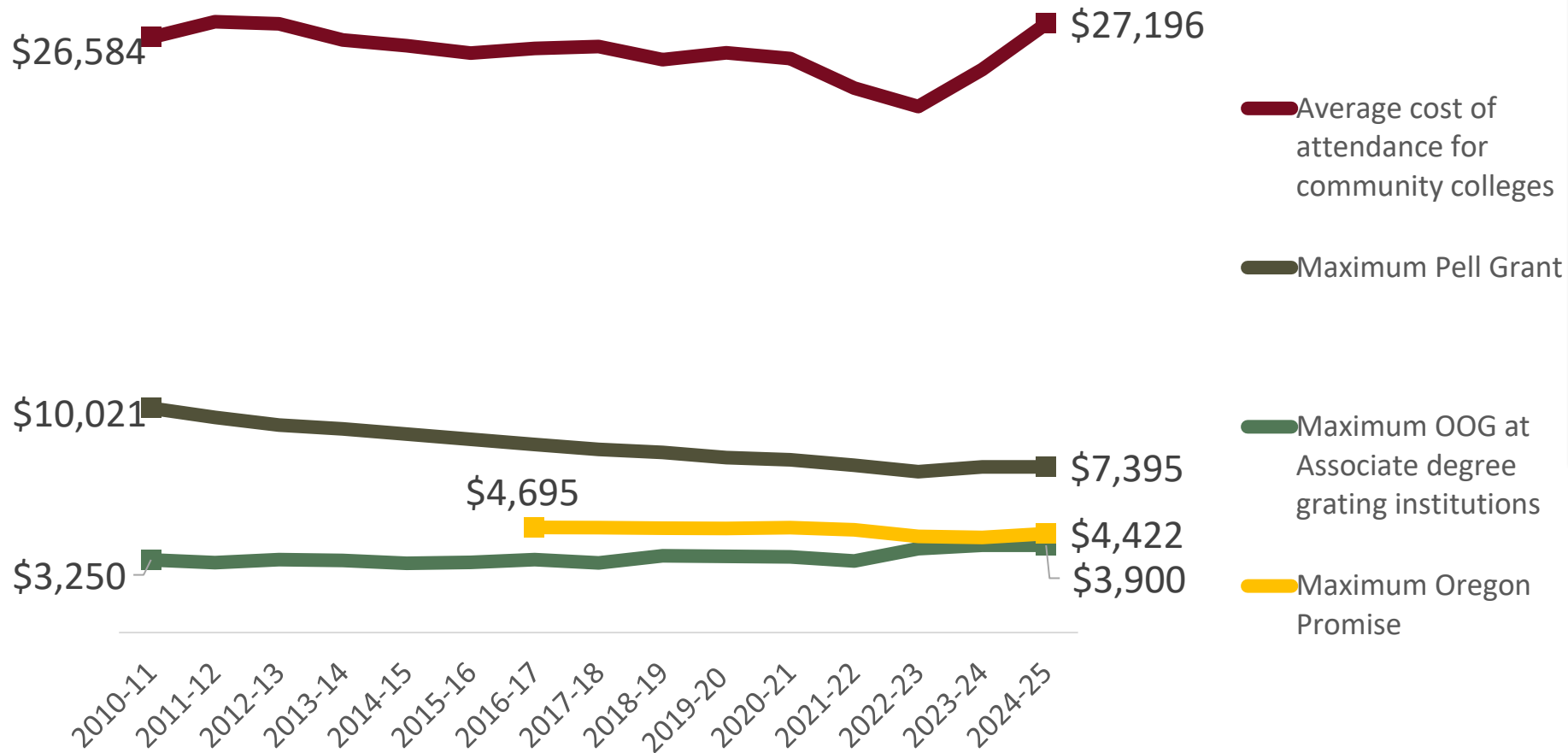
Source: 2024-25 standard student budgets for students enrolled full-time as compiled by OSAC from institutional data. These amounts do not include insurance, loan fees, nonmandatory fees, or program-specific fees. Actual costs will vary depending upon program of study, course load, and other factors.



Grant Aid Has Not Closed the Affordability Gap at Community Colleges

State and federal grants trail behind college costs, even with combined aid

Cost of attendance and grant aid, adjusted for inflation, shown in 2023 dollars



The maximum grant amounts for the largest grant programs available to community college students (Pell Grant, Oregon Opportunity Grant, and Oregon Promise) have not kept pace with the rising cost of attendance.

Earnings for Community College Completers Have Risen Steadily With Gaps Narrowing

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

Key Performance Measure #11-12

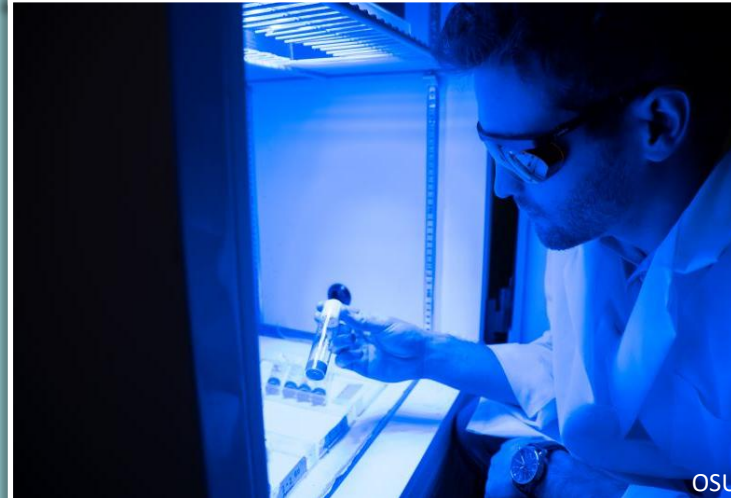
While the overall range in earnings became narrower, most groups saw similar rates of growth.

	Graduation cohort			
	2008-09	2017-18	% change	
Asian American/Asian	\$41,000*	\$55,000*	+34%	
Black/African American	\$34,000*	\$50,000	+47%	
Latino/a/x/Hispanic	\$39,000	\$48,500*	+24%	
Native Amer./Alaska Native*	\$34,000	\$50,000	+47%	
Native Hawaiian/Pac. Islander	\$39,500	\$54,500	+38%	
White	\$41,000	\$50,000	+22%	
All Students	\$40,500	\$50,000	+23%	
Difference between *Top and *Bottom earners has narrowed		\$7,000	\$6,500	-7%

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2008-09 for students identifying as Native American/Alaska Native and Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2007-08 and graduates from 2008-09 because of small numbers. NOTE: Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends. Inflation adjusted to 2023 dollars.



THE IMPACT OF INVESTING IN PUBLIC UNIVERSITIES

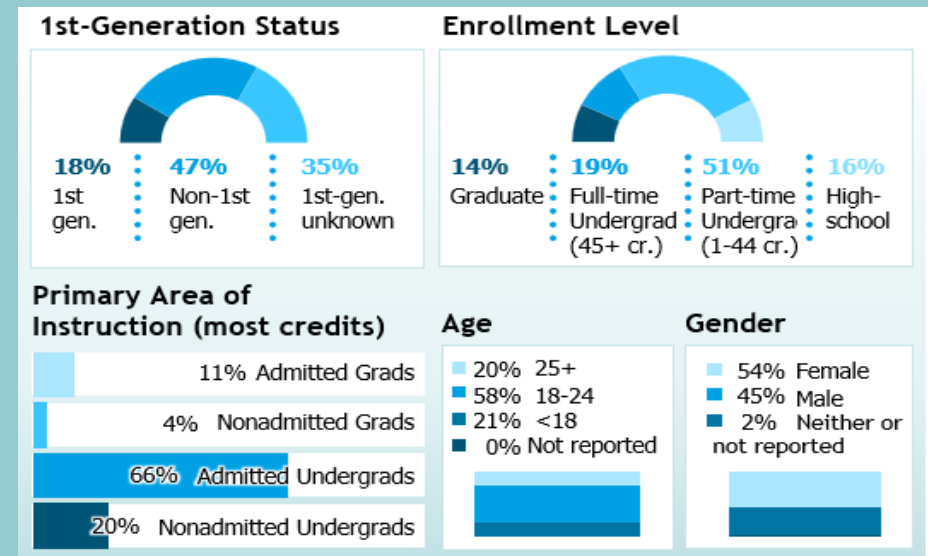
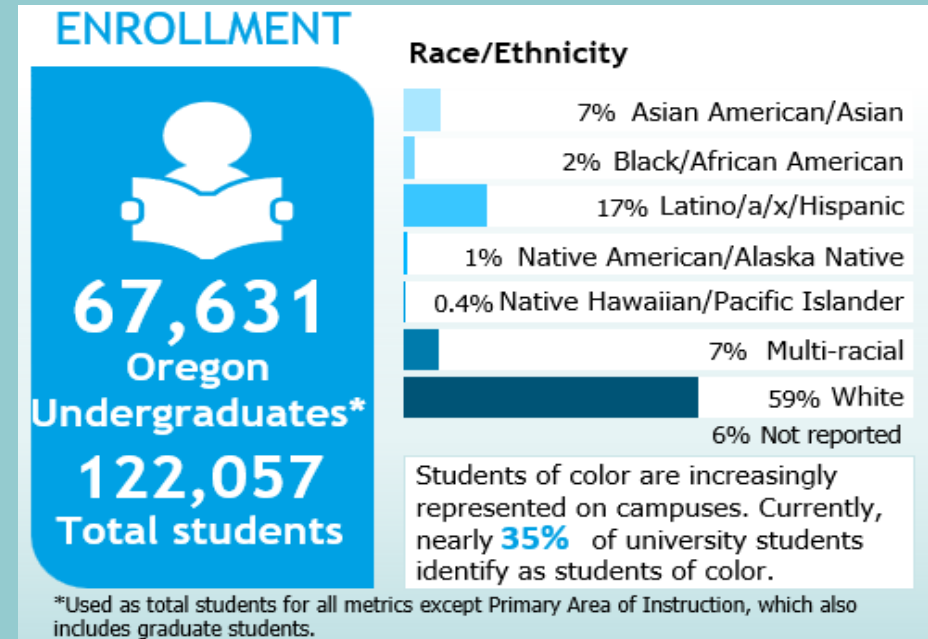


Snapshot of Enrollment at Oregon's Public Universities

- Oregon's universities enrolled 122,057 students in 2023-24, including 67,631 resident undergraduates.
 - 66% of resident undergraduates were admitted students pursuing an undergraduate degree or certificate.
 - Others include high school students enrolled in dual credit and students taking individual courses.
- 18% of admitted students were 1st-generation college students, though first-generation status is not known for 35% of students.
- Students of color are increasingly represented on campuses. Nearly 35% of students identified as students of color in 2023-24.

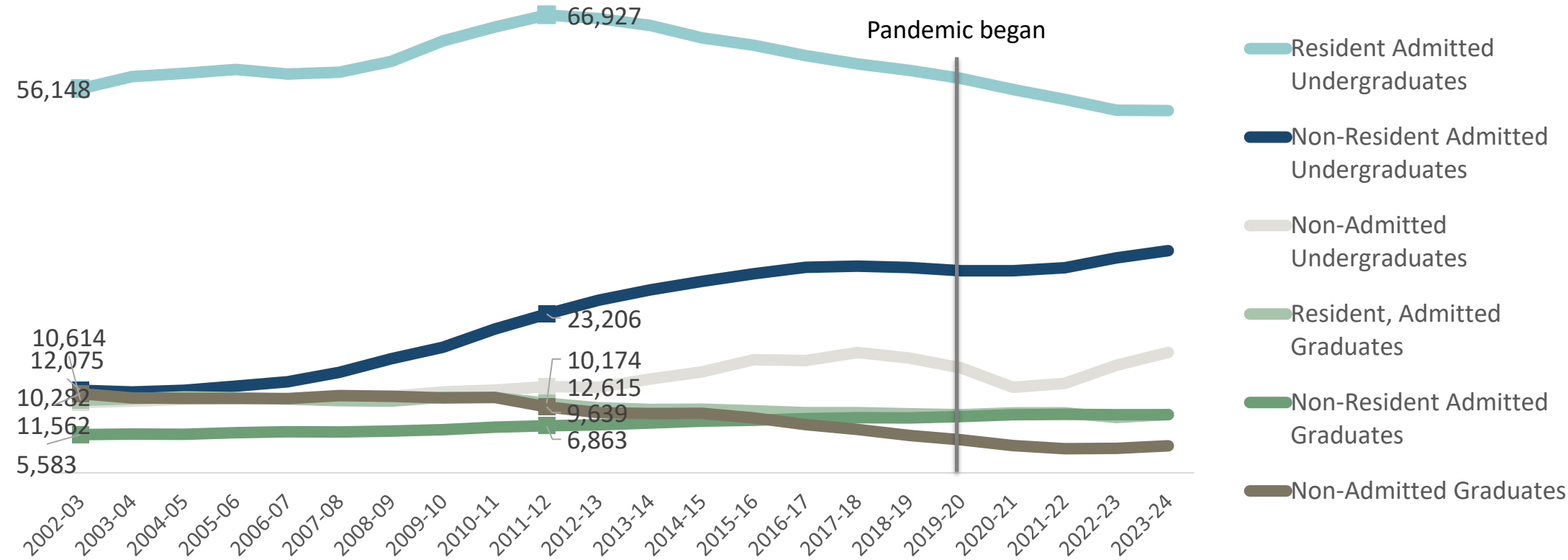
View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2022-23: www.oregon.gov/highered/research/Pages/snapshots.aspx

The 2023-24 data featured in this slide will be on our website in coming months.



The Number of Oregon Admitted Undergraduates has Declined, but Total Enrollment has Been Relatively Stable

Annual Number of University Students by Residency and Student Level, 2014-15 to 2023-24

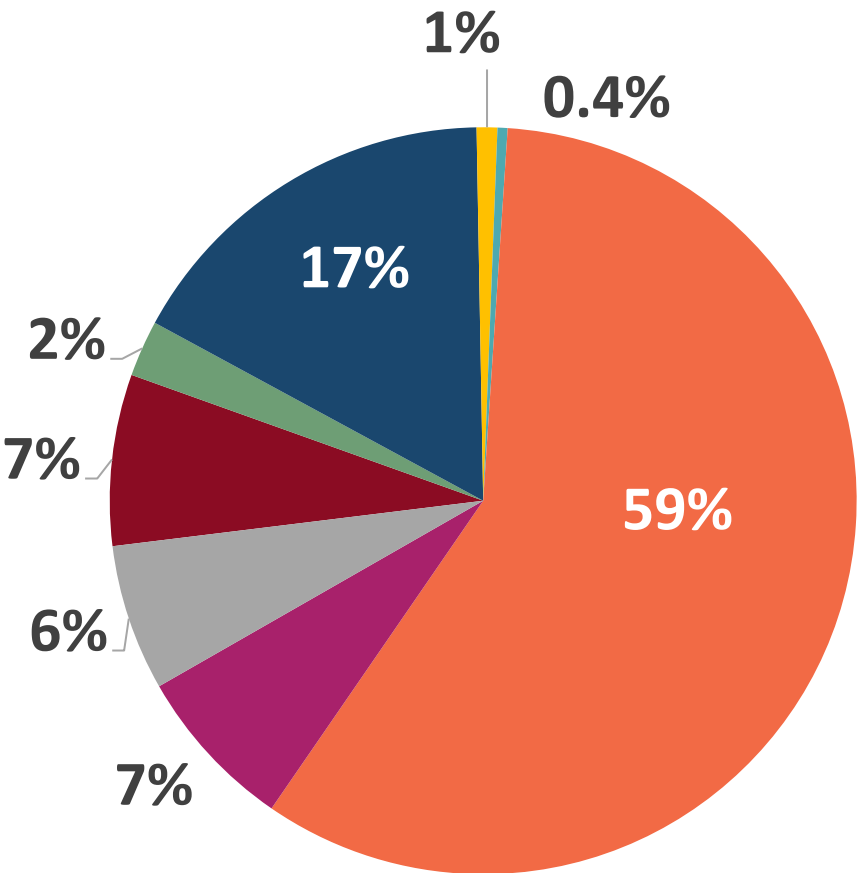


Source: For public universities and community colleges: HECC analysis of student data from all institutions. Includes annual headcount for resident and nonresident, admitted and non-admitted, undergraduate and graduate students.

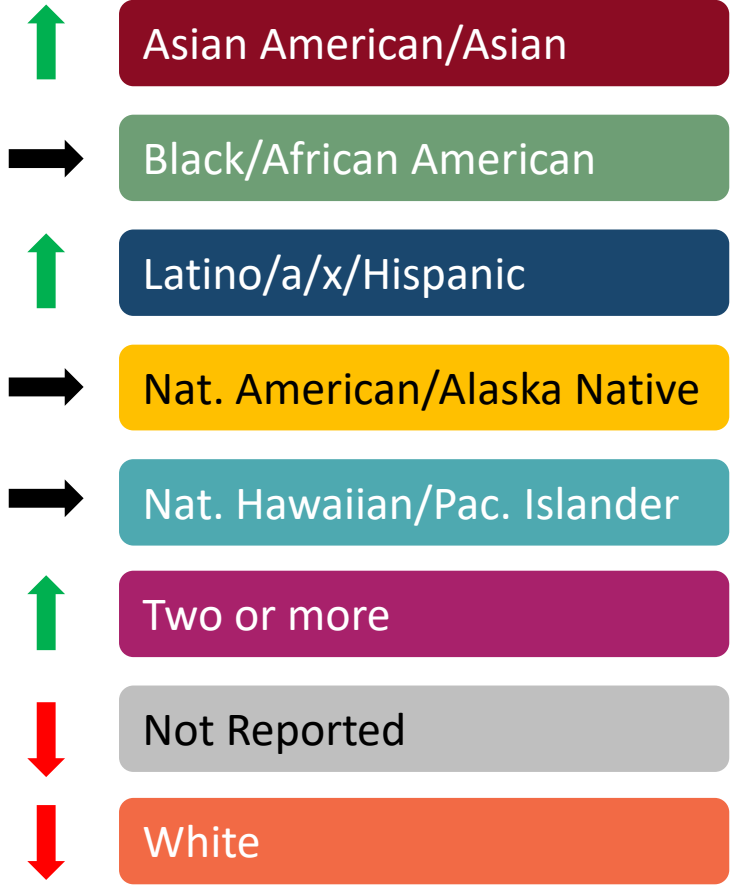


Public Universities Serve Diverse Populations

Public University Students



Growth/Decline in Last 10 Years

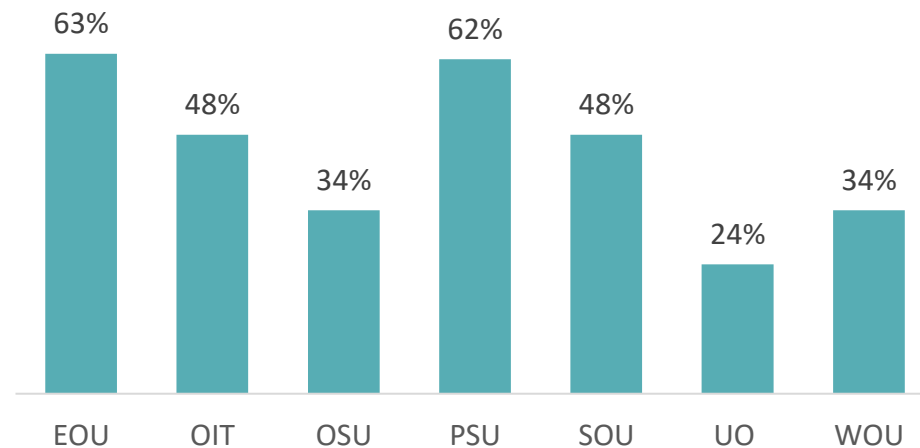


3 out of Every 5 New Admitted Undergraduates at Public Universities Transferred from an Oregon Community College

About **1 in 5 credential-seeking community college students (19%) transfers** to a public university within four years of starting at the college.

42% of new Oregon admitted undergraduates at public universities transferred from an Oregon community college. This number varies across the institutions.

Percentage of New Oregon Admitted Undergraduates at Public Universities Who Transferred From an Oregon Community College, 2023-24



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

The Gap in Outcomes for First-Time Freshmen and Transfer Students Has Narrowed

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

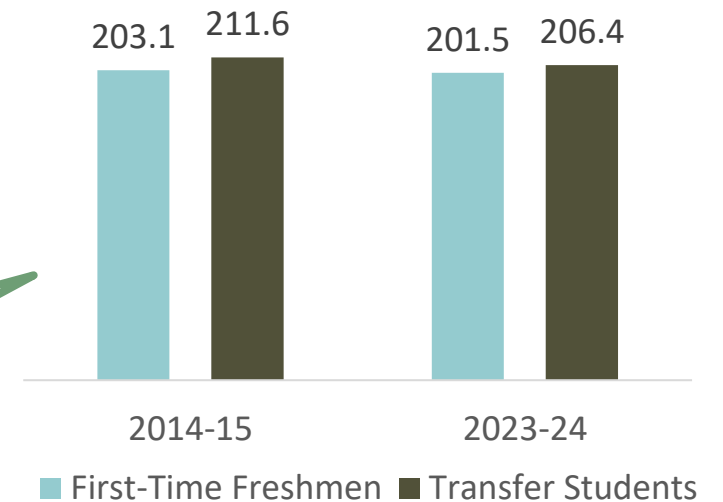
Graduation Rate of Students Approximately Halfway Through Program, by Entry Status and Year



84% of first-time freshmen who continue to their third year graduate within three more years. 70% of transfer students graduate within four years of transferring. This gap has narrowed from 19 to 14 percentage points.

Transfer students graduate with more credits than first-time freshmen. This gap has narrowed from 8.5 credits to 4.9 credits.

Credits at Bachelor's Degree Graduation, by Entry Status and Year



2011 2012 2013 2014 2015 2016 2017 2018

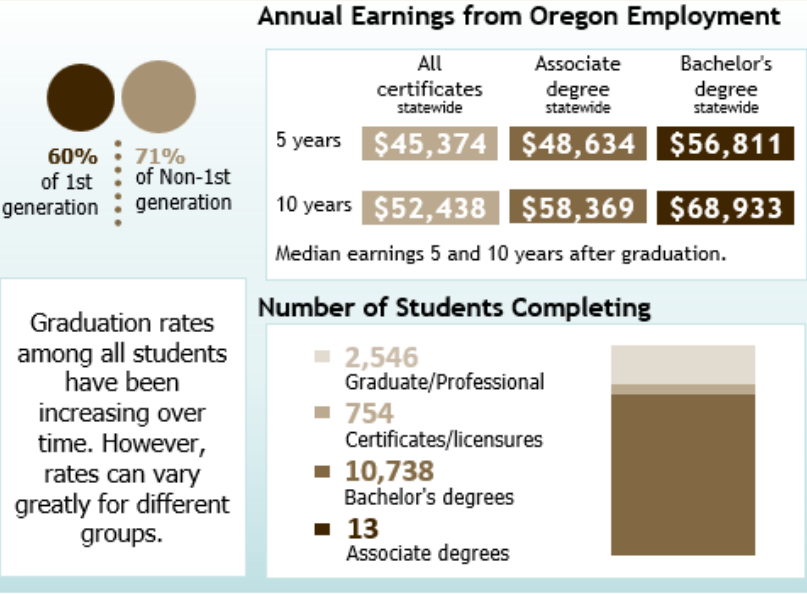
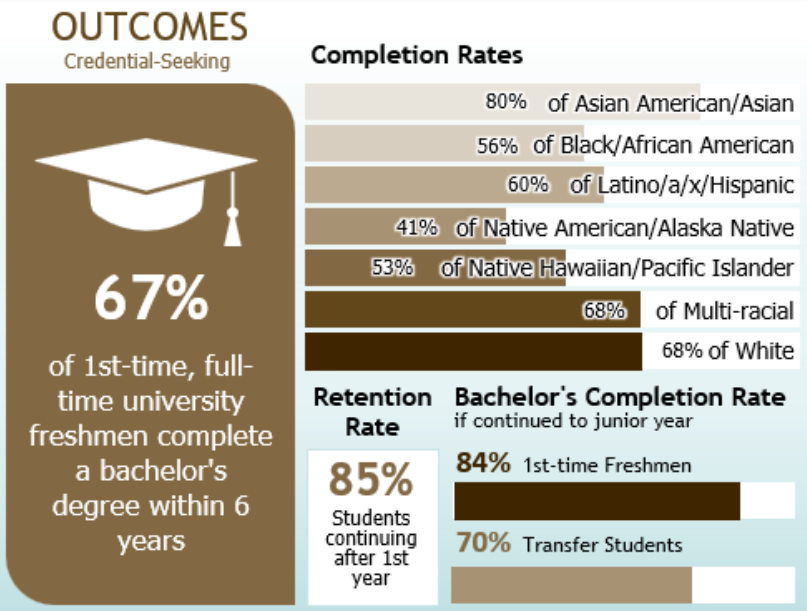
Community college transfer students who entered with 90+ credits

Students who began as freshmen and were still enrolled in their third year

Snapshot of Student Outcomes at Oregon's Public Universities

- By 2023-24, 67% of resident, first time, full-time university freshmen completed a bachelor's degree within 6 years. The rate rose slightly from last year.
- Gaps in completion by race/ethnicity and first-generation status continue to be significant.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2022-23: www.oregon.gov/highered/research/Pages/snapshots.aspx
 The 2023-24 data featured in this slide will be on our website in coming months.



Racial/Ethnic Gaps in Completion Rates Have Improved for Most Groups, but Wide Gaps Remain (2023-24)

Key Performance Measure #7-8

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

	Cohort Year		<u>% Point Change</u>
	<u>2009</u>	<u>2018</u>	
Asian American/Asian	71%	80%	+9
Black/African American	45%	56%	+11
Latino/a/x/Hispanic	57%	60%	+3
Nat. American/AL Native	48%	41%	-7
Nat. Hawaiian/Pac. Islander	53%	53%	0
White	64%	68%	+4
All students	63%	67%	+4

OTHER STUDENTS ALSO FACE A GAP:

Those in the most recent cohort who earned a bachelor's degree within six years:

FIRST-GENERATION. 60% of first-generation students completed, vs. 71% of non-first-generation students.*

INCOME. 60% of low-income students completed, vs. 72% of middle/upper-income students.

Source: HECC analysis of analysis of student-level data. Rate shows the percentage of Oregon resident, first-time, full-time freshmen who earn a bachelor's degree at any of the public universities within six years of initial admitted enrollment at any of the universities. The 2009 completion rates for Black/African American, Native American/Alaska Native and Native Hawaiian/Pacific Islander students are an average of 2007/2008/2009 due to small numbers. **Nonresident graduation rate by race/ethnicity for the 2018 cohort is as follows for universities: Asian American (73%), Black/African American (38%), Hispanic/Latinx (56%), Nat. American/AL Native (48%), Nat. Hawaiian/Pac. Islander (40%), White (66%), All students (63%).**

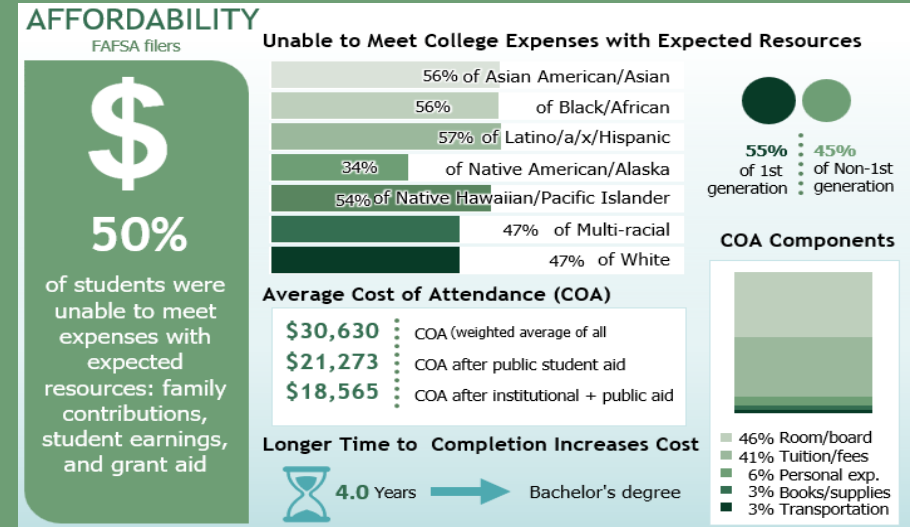
*Among FAFSA/ORSAA filers only.

Snapshot of Affordability at Oregon Public Universities

Key Performance Measure #9-10

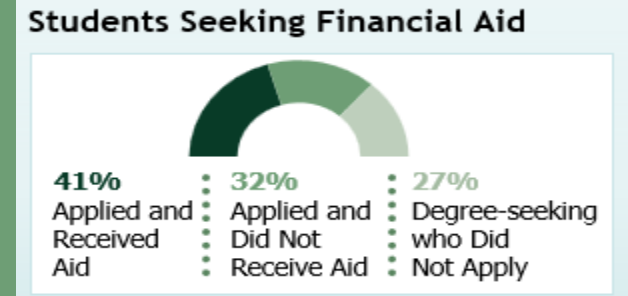
- In 2022-23, 50% of public university students were unable to meet expenses with expected resources, including family contributions, student earnings, and grant aid.
- In 2022-23, only 41% of public university students applied for and received financial aid, among those who took enough credits to apply.
- On average, 30% students earning a Bachelor's degree leave with federal student loan debt.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2022-23: www.oregon.gov/highered/research/Pages/snapshots.aspx
 The 2023-24 data featured in this slide will be on our website in the coming months.



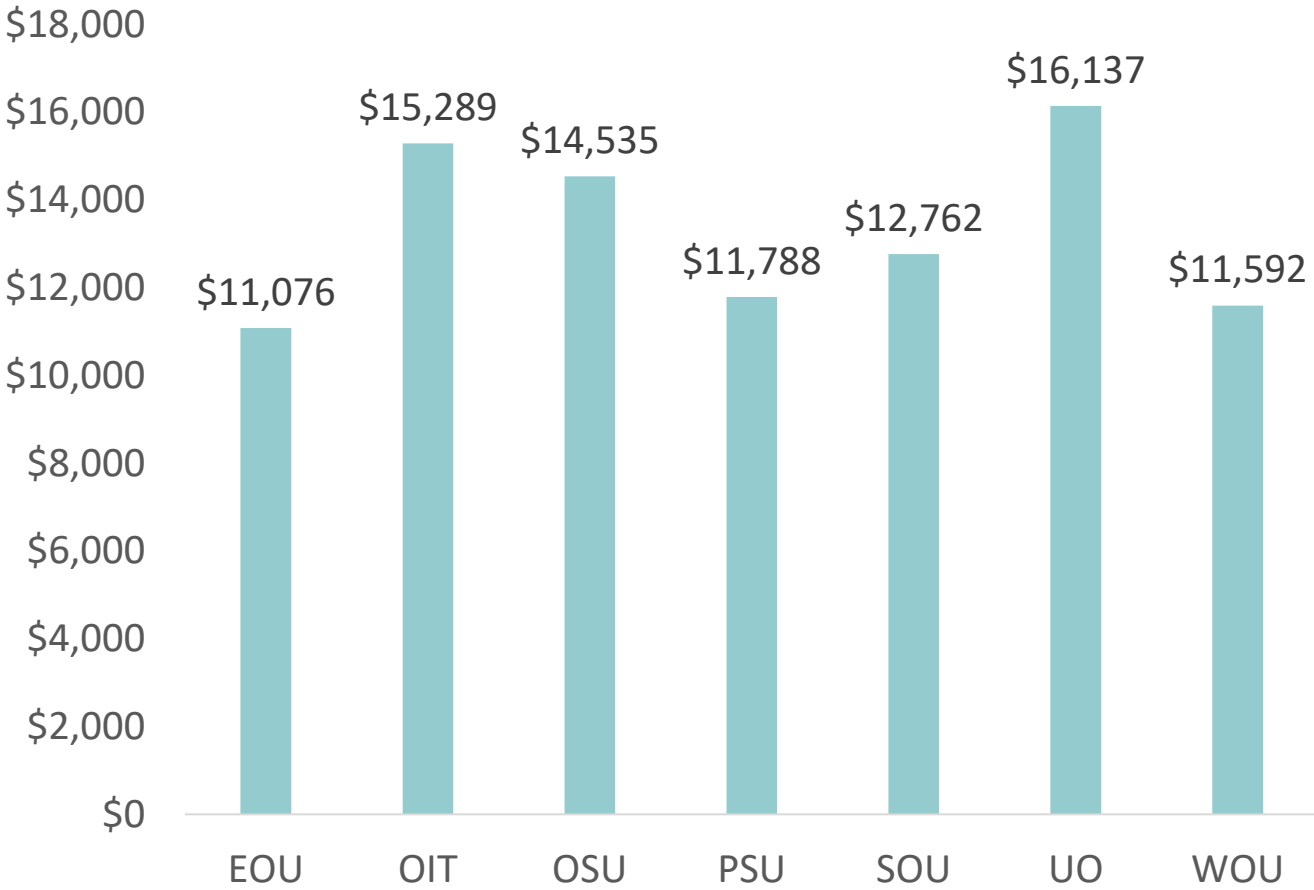
Students Receiving Financial Aid

Federal	18,885	Oregon Promise	0
OR Opportunity	16,105	Institutional Aid	25,237
National Guard	41	Oregon Tribal	174



Loans fill the gap - **30%** of undergraduates have federal loans. Graduation rates rise with grants and fall with loans.

Tuition and Fees Vary Slightly Across Campuses (2024-25), and are Comparably High Among Western States



Oregon’s Average Public Four-Year Tuition and Fees were **Highest in Western (WICHE) states in 2023-24** (see details in previous slide, Day 3)

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

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

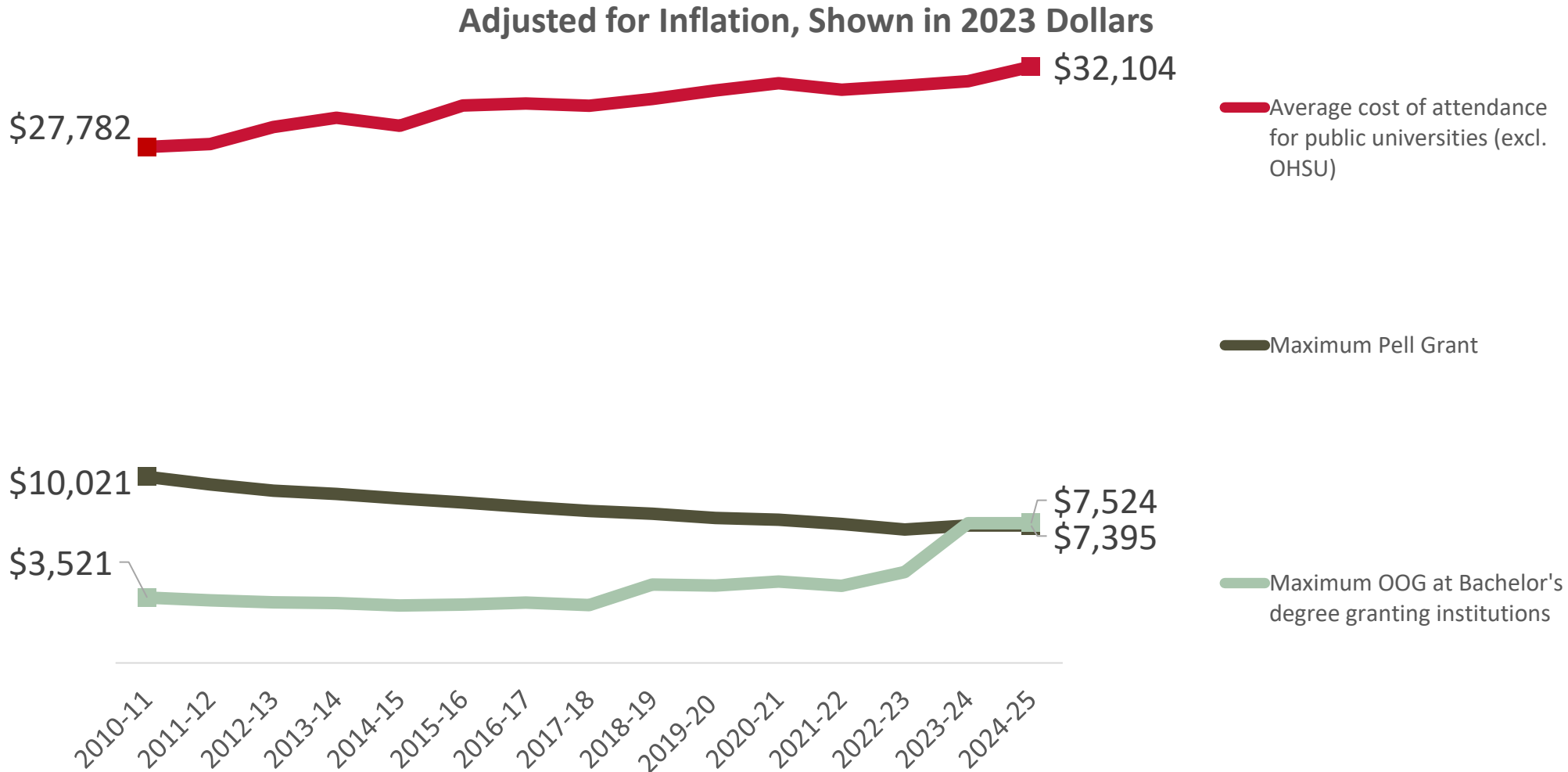
Tuition and fee levels are impacted by the costs and revenues of the institutions, and are **closely impacted by state appropriations.**

244 Source: 2024-25 standard student budgets for undergraduate students enrolled full-time as compiled by OSAC from institutional data. These amounts do not include insurance, loan fees, nonmandatory fees, or program-specific fees. Actual costs will vary depending upon program of study, course load, and other factors.



Grant Aid Has Not Closed the Affordability Gap

State and Federal Grants Trail Behind University Costs, Even With Combined Aid



The maximum grant amounts for the largest grant programs available to community college students (Pell Grant, Oregon Opportunity Grant) have not kept pace with the rising cost of attendance.

245 Source for COA and OOG data: HECC Office of Student Access and Completion. Pell Grant Data: U.S. Department of Education (n.d.). Federal Pell Grants [webpage]. <https://studentaid.gov/understand-aid/types/grants/pell>



Earnings Have Risen for Most Groups, and Racial/Ethnic Disparities Have Narrowed

Key Performance Measure #13-14

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

Earnings grew for all groups, and the gap between some graduates of color has narrowed.

	Graduation cohort		
	<u>2008-09</u>	<u>2017-18</u>	<u>% Change</u>
Asian American/Asian	— \$55,000*	\$63,500*	+15%
Black/African American	— \$45,500	\$57,000	+25%
Latino/a/x/Hispanic	— \$48,000	\$60,000	+25%
Native Amer./Alaska Native*	— \$40,500*	\$50,000*	+23%
Native Hawaiian/Pac. Islander	— \$46,500	\$61,500	+32%
White	— \$48,000	\$59,000	+23%
All Students	— \$47,500	\$59,000	+24%
Difference between *Top and *Bottom earners has narrowed			
	\$14,500	\$13,500	-7%

All earnings adjusted to 2023 dollars.

Source: HECC analysis of student-level records from Oregon public universities and earnings data from Oregon Employment Department. Includes Bachelor's degree graduates who are employed after five complete years following their graduation, including both Oregon resident and nonresident students. The earnings shown for 2008-09 for students identifying as Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2007-08 and graduates from 2008-09 because of small numbers. NOTE: Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends. Earnings inflation adjusted to 2023 dollars.

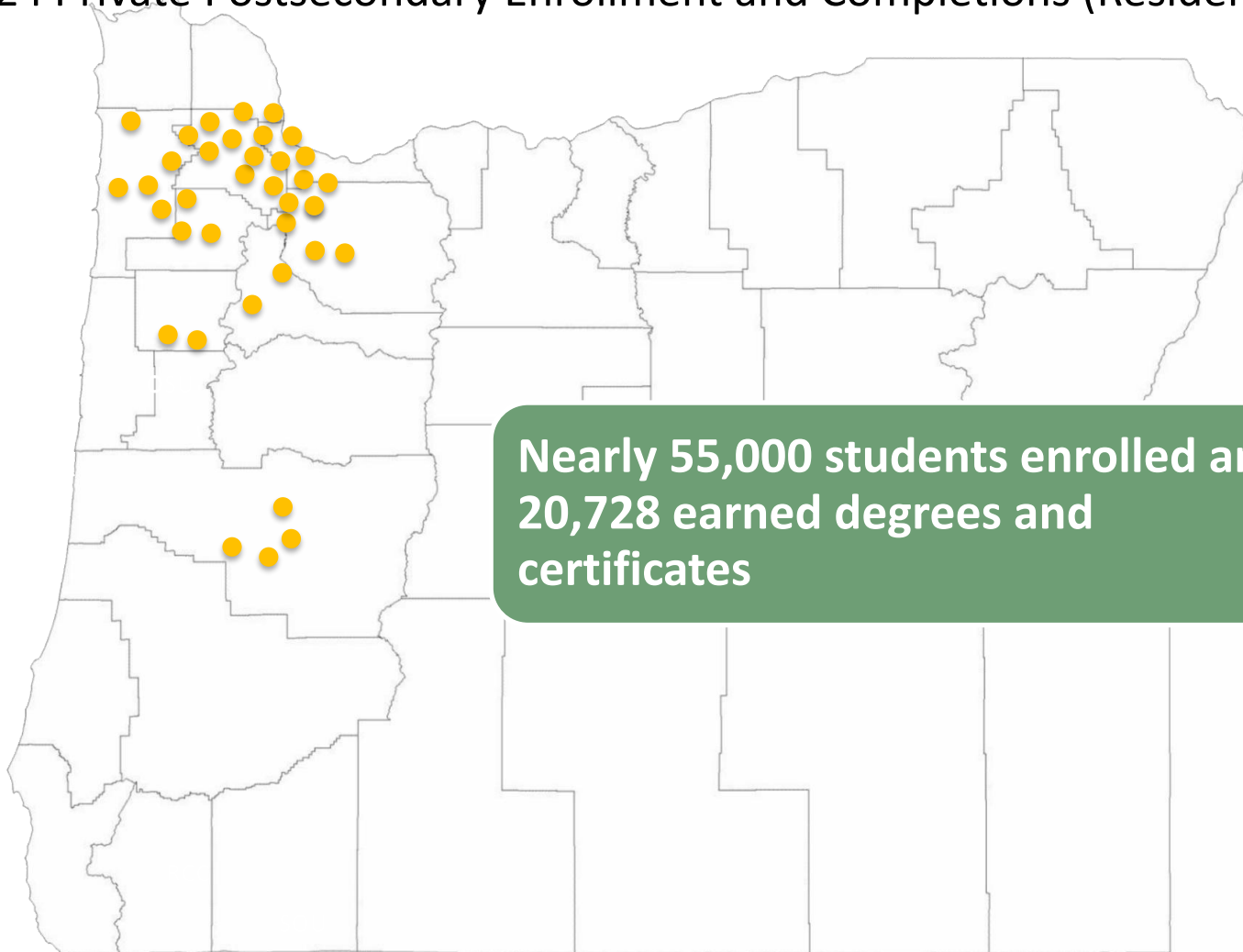


OUR WORK WITH
PRIVATE
INSTITUTIONS
SUPPORTS
OREGONIANS



Oregon's Private Postsecondary Sector Educates Thousands

2023-24 Private Postsecondary Enrollment and Completions (Resident and Non-resident)



Nearly 55,000 students enrolled and 20,728 earned degrees and certificates

Degree-Granting Private Colleges and Universities Under HECC Authorization

- **56** reported 5,816 students enrolled
- **47** reported 1,782 completions

Private Career Schools – Career-Oriented Programs

- **181** reported 25,224 students enrolled
- **137** reported 12,424 completions

Private Colleges, Universities, and Religious Institutions Exempt from State Regulation

- **11** reported 23,817 students enrolled
- **11** reported 6,522 completions

● Approximate locations of private degree-granting institutions, including ODA-authorized schools based in Oregon and ODA-exempt. **NOTE: Private Career School locations not represented in locations.**

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



HECC's Role: Private Postsecondary Education Oversight

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

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

Office of Degree Authorization (ODA)*

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

Private Career Schools (PCS)

Ensures quality of private career schools by establishing business and fiscal standards, registering teachers, and providing technical assistance.

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

Student and Consumer Protection: ODA

HECC Office of Degree Authorization – Degree-Granting Private Colleges and Universities

School Authorization: ORS 348.602

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

ODA is responsible for authorization for:

- 17 private schools in Oregon
- 81 public and private out-of-state schools
- 32 Oregon public and private schools that participate in the interstate authorization reciprocity agreement for distance education (SARA)

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

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

Student and Consumer Protection: Private Career Schools

HECC Private Career Schools Unit – Non-Degree Granting Career Schools

School Licensure: ORS 345.120

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


Private Career Schools in Oregon include:

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


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

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

Key Takeaways Today



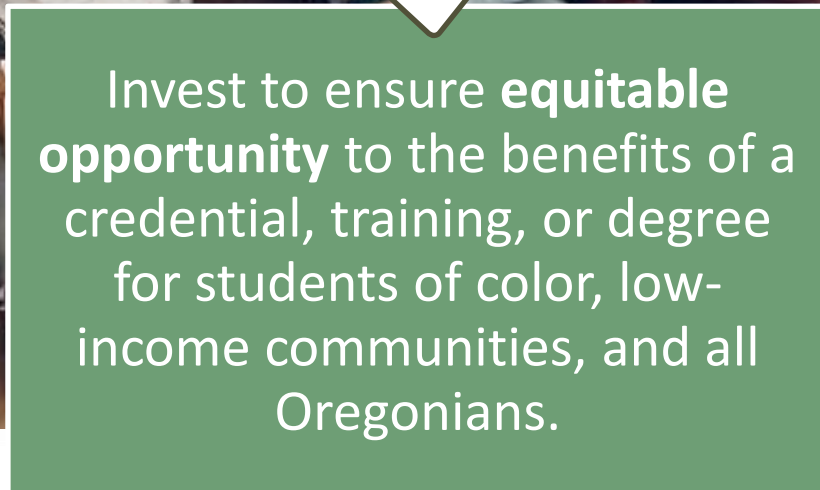
Oregon institutions and workforce partners **serve multiple missions for Oregon, preparing hundreds of thousands of Oregon learners statewide** with the education and skills they need.



Oregon needs to sustain the momentum of recent state reinvestments to ensure our postsecondary education/training system can **meet evolving statewide societal and economic needs.**



Investments in institutions and financial aid help address the serious affordability challenge faced by Oregonians.



Invest to ensure **equitable opportunity** to the benefits of a credential, training, or degree for students of color, low-income communities, and all Oregonians.



PUBLIC INSTITUTION SUPPORT: FUNDING LEVELS

Joint Committee on Ways and
Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC
**Jim Pinkard, Director, HECC Office of
Postsecondary Finance and Capital**

APRIL 8, 2025

2025 HECC Budget Presentation Structure

HECC Presentations + Partner Presentations and Public Testimony

HECC Day 1 INTRODUCTION TO POSTSECONDARY EDUCATION AND WORKFORCE TRAINING IN OREGON:

- Return on Investment and State Attainment/Equity Goals
- Intro to Oregon Students/Learners
- Strategic Planning and Governance



HECC Day 2 THE FUNDING LANDSCAPE FOR THE CONSOLIDATED BUDGET, HECC AGENCY BUDGET

- History of Funding, National Comparisons
- Budget Components
- HECC Agency Funding Overview



HECC Day 3 PRIORITIZING AFFORDABILITY

- Key Factors in Affordability
- Investments in Financial Aid



HECC Day 4: FEATURED STATEWIDE STRATEGIES

- Featured Statewide Strategies Supported by State Investments

HECC Day 5

OREGON'S INVESTMENT IN INSTITUTIONS: IMPACT ON OREGONIANS

- Governance Structure at Community Colleges, Universities, Workforce Entities, HECC Role
- Oregonians Served
- Equity, Affordability, and Completion Trends



HECC Day 6

OREGON'S INVESTMENT IN INSTITUTIONS: FUNDING LEVELS

- Funding for Public Universities, Including Funding Models
- Funding for Community Colleges, Including Funding Models
- Funding for Workforce
- Capital Funding



Invited Presentations and Public Testimony + HECC CONCLUSION (9 days total for topics below)

- **Public Testimony** (affordability or any topics in HECC budget)
- Workforce Board presentations + **Public Testimony**
- Community College (CC) presentations
- Continued CC presentations + **Public Testimony**
- Continued CC presentations + **Public Testimony**
- Public University presentations
- Continued University presentations + **Public Testimony**
- Continued University presentations + **Public Testimony**
- Presentation by OHSU + **HECC CONCLUSION** + **Public Testimony**

HECC Budget Themes



IMPROVE EQUITABLE ACCESS AND SUCCESS: Invest in Improving Equitable Access and Success at Every Step from Coursework to Career, Fostering Real Opportunity for All



DRIVE ECONOMIC MOBILITY AND ADDRESS WORKFORCE NEEDS: Prepare Oregonians for Family-Wage Jobs, and Meet Critical Workforce and Industry Needs



PRIORITIZE AFFORDABILITY: Prioritize Investments in Affordability, Ensuring Opportunity for Financially-Struggling Oregonians



INVEST IN INSTITUTIONS THAT STRENGTHEN OREGON'S FUTURE: Invest in the Thriving Future that Oregon Community Colleges, Universities, and Training Providers Foster

State Support for Community Colleges

The CCSF is 19.5% of the HECC budget.

Repeated slide: for review

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Community College Support Fund (CCSF)	Funds critical investments made to public community colleges to support educational and operational expenses	\$795.9M Total \$795.8M GF \$0.1M OF	\$854.7M Total \$854.6M GF \$0.1M OF	\$854.4M Total \$854.3M GF \$0.1M OF
Change from LAB and CSL				+7.3% from LAB -0.04% from CSL
Debt Service on Previous Community College Capital Projects	Supports debt service on previously approved capital infrastructure projects for the community colleges	\$52.5M Total \$35.6M GF \$11.8M LF \$5.1M OF	\$61.5M Total \$49.8M GF \$11.7M LF	\$61.7M Total \$49.8M GF \$11.7M LF \$0.2M OF
Change from LAB and CSL				+17.4% from LAB +0.4% from CSL

State Support for Public Universities

The PUSF is 24.6% of the HECC budget.

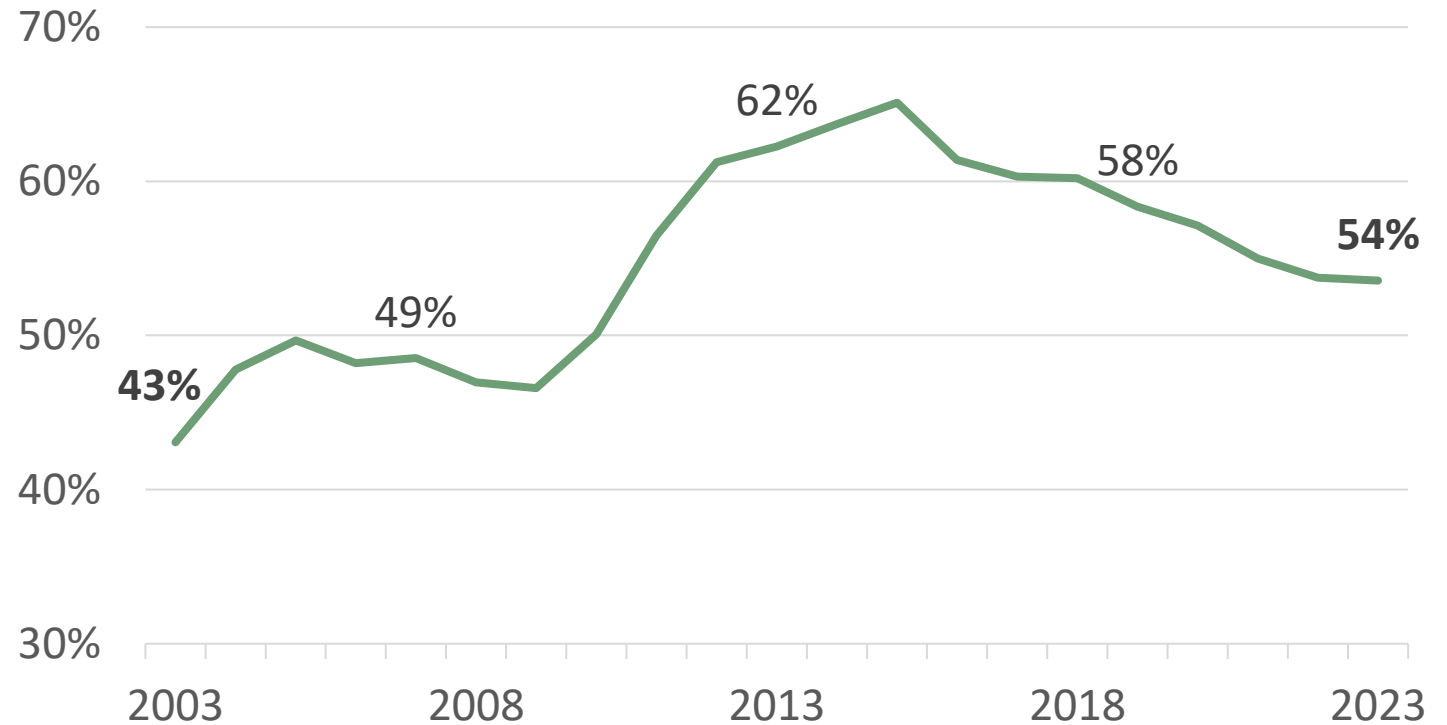
Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Public University Support Fund	Funds critical investments to public universities to support educational and operational expenses	\$1.01B Total \$1.01B GF	\$1.07B Total \$1.07B GF	\$1.08B Total \$1.08B GF
Change from LAB and CSL				+7.3% from LAB +1.0% from CSL
Debt Service on Previous University Capital Projects	Supports debt service on previously approved capital projects for the universities	\$516.6M Total \$262.0M GF \$32.9M LF \$217.7M OF \$4.0M FF	\$560.0M Total \$326.5M GF \$35.5M LF \$194.1M OF \$3.9M FF	\$563.1M Total \$326.4M GF \$35.5M LF \$197.3M OF \$3.9M FF
Change from LAB and CSL				+9.0% from LAB +0.6% from CSL

With Limited State Funding, Students and Families Have Taken on a Higher Proportion of Total Institution Revenue

Limited State Funding:

- Public funding per FTE 37th in nation
- 24% below national average
- Student share has increased

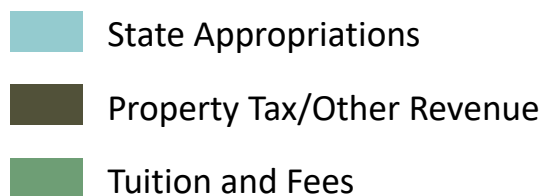
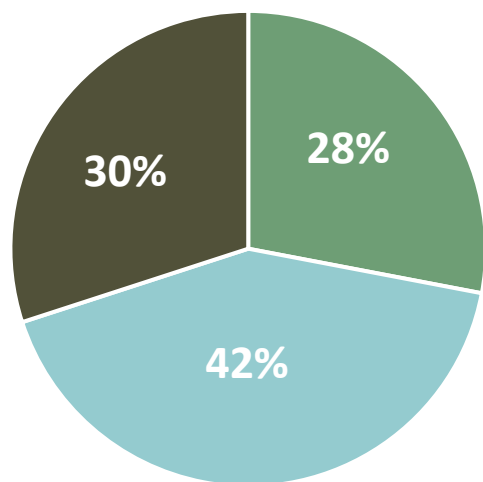
Student Share of Educational Cost (Community Colleges + Universities)



Students Contribute a Sizeable Proportion of the Total Education Revenue

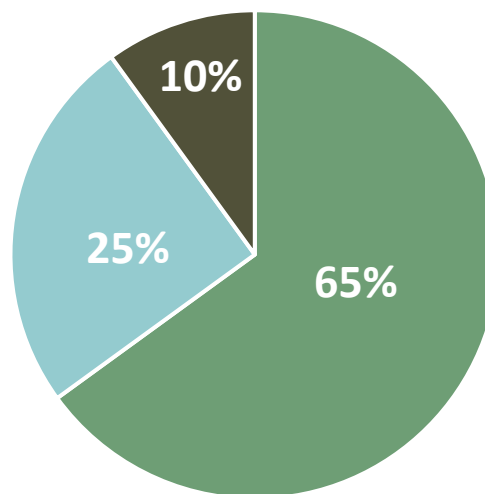
Community Colleges

FY 2023



Public Universities

FY 2023

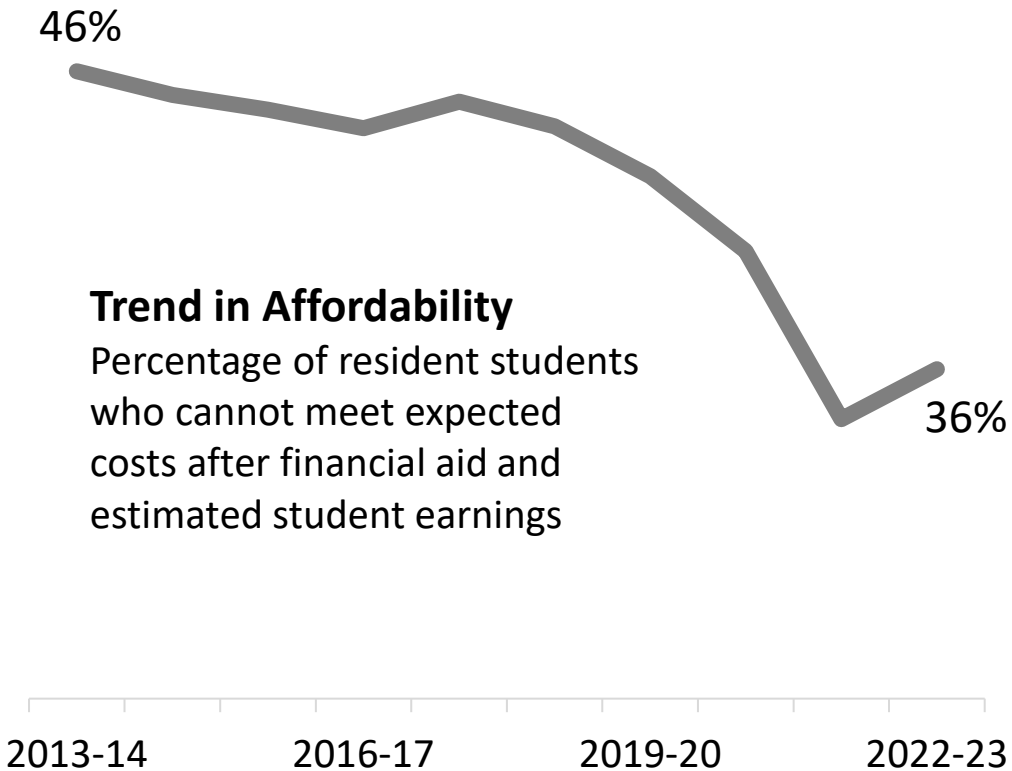


These pie charts represent the percentage of institutions' education and general (E&G) fund revenue by contributor and by sector. Some of the tuition/fee revenue shown here is offset by grant aid.

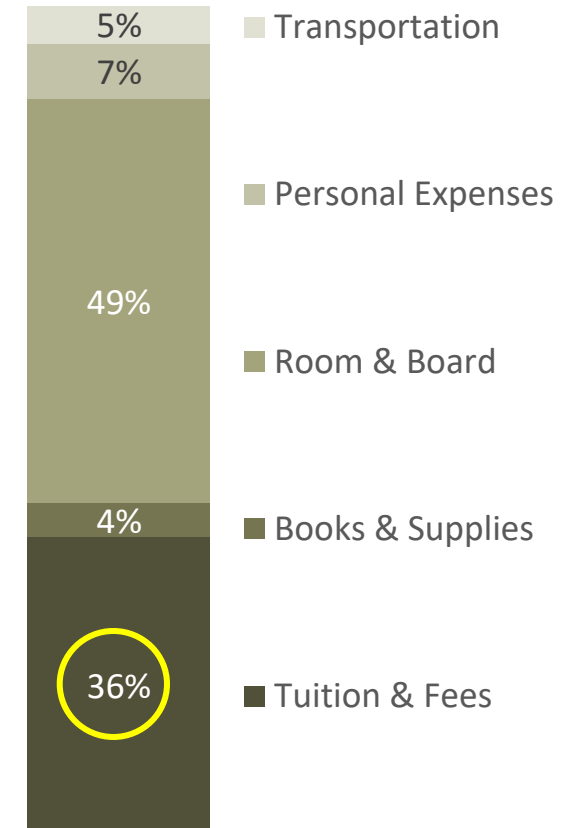
In the 1960s, the state provided 75% of the revenue for public universities. This dropped to about 60% by the 1990s, and 40% by the early 2000s.

Impact of Support Funding on Student Affordability

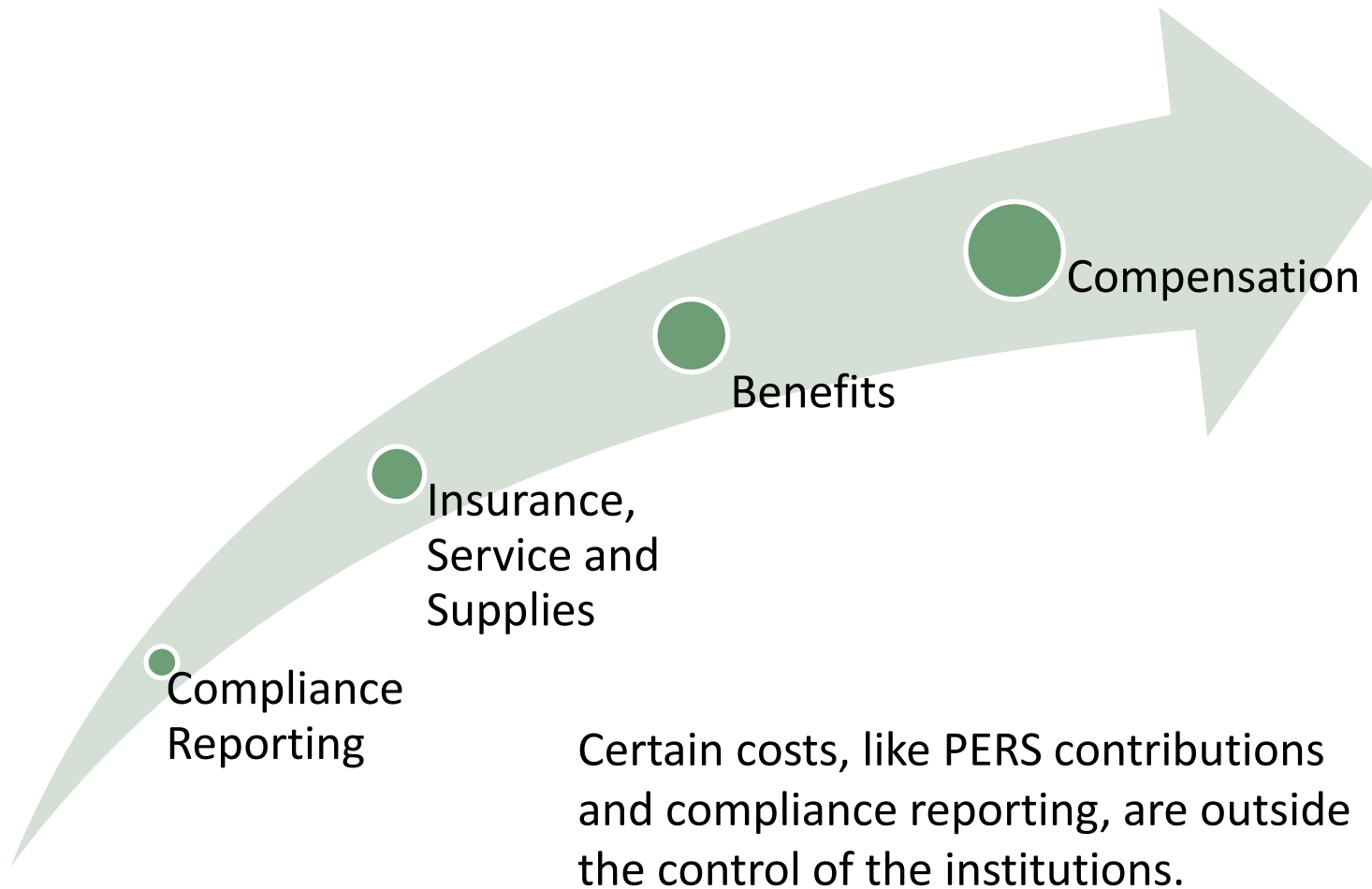
Student affordability is improved by coordinated financial aid and institution support funding. Robust institution support funding tends to limit tuition/fee increases. However, it affects only one part of the total cost of attendance.



Total Cost of Attendance, 2022-23



Public Institutions Face Significant Cost Drivers



Budget Cost Drivers

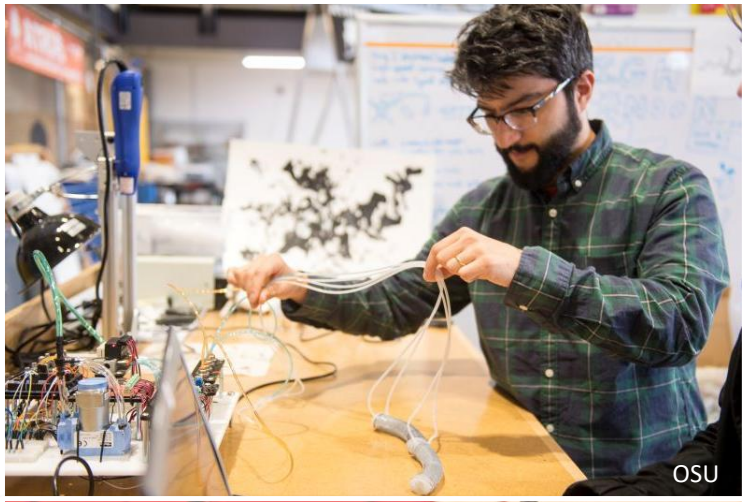
Projected Increase over
2023-25

Universities	Community Colleges
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10.3%

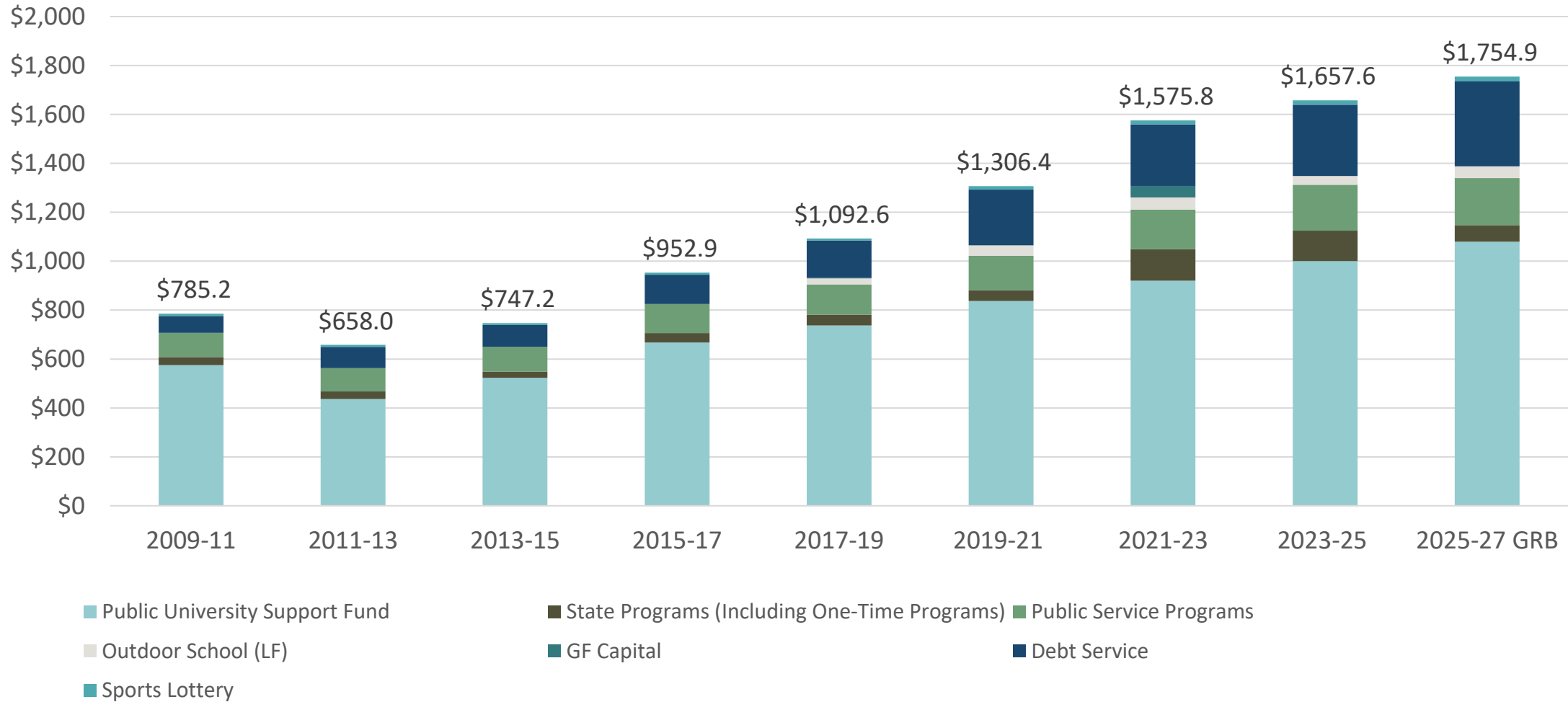
11.6%

PUBLIC UNIVERSITY FUNDING

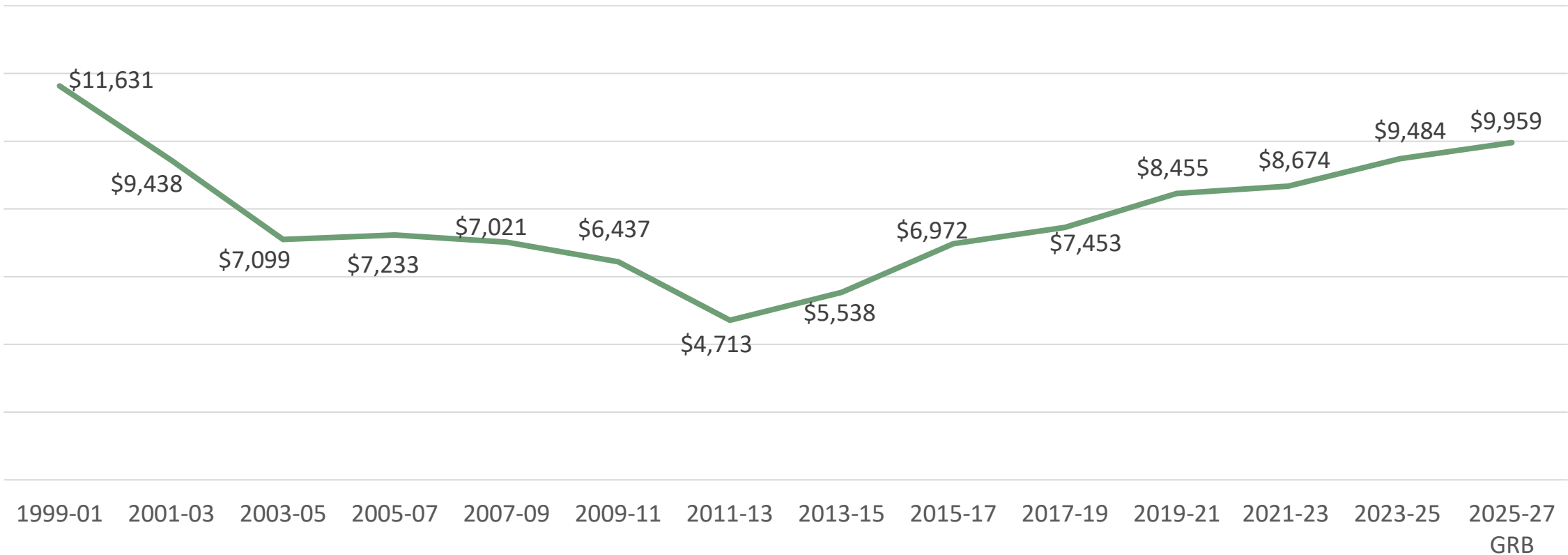


History of State Funding for Public Universities (\$ millions)

Unadjusted for inflation



PUSF per Resident Student FTE (Adjusted for Inflation)



Notes:

- Enrollment for 2025, 2026, 2027 assumed at 2024 levels
- Inflation adjustment based on HECA
- Excludes non-resident university enrollment

Overview of the Public University Support Fund (PUSF)

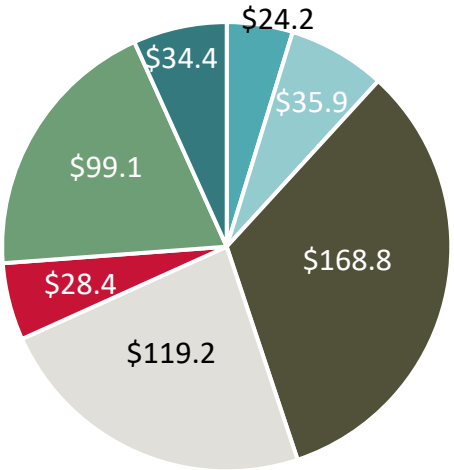
\$1 Billion
(2023-25)

Legislatively-adopted PUSF for HECC distribution to Oregon's seven public universities.



\$510 Million
(FY2025)

\$490M – 49% of the total for FY2024
\$510M – 51% of the total for FY2025



The amount per university is determined by formula HECC establishes via rule (ORS 350.075).

EOU OIT OSU PSU SOU UO WOU

Components of the Student Success and Completion Model (SSCM)

MISSION SUPPORT

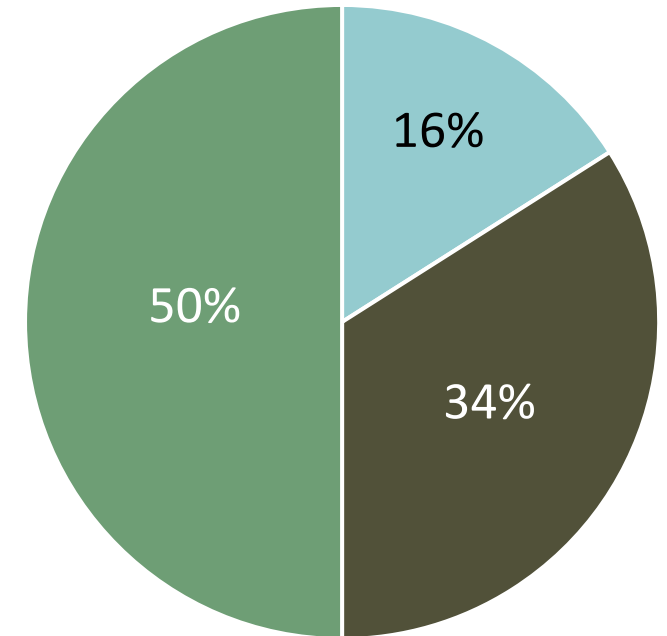
Taken off the top for base funding, regional access, public service, and research support to acknowledge mission-specific needs.

ACTIVITY BASED FUNDING

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

OUTCOMES BASED FUNDING

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



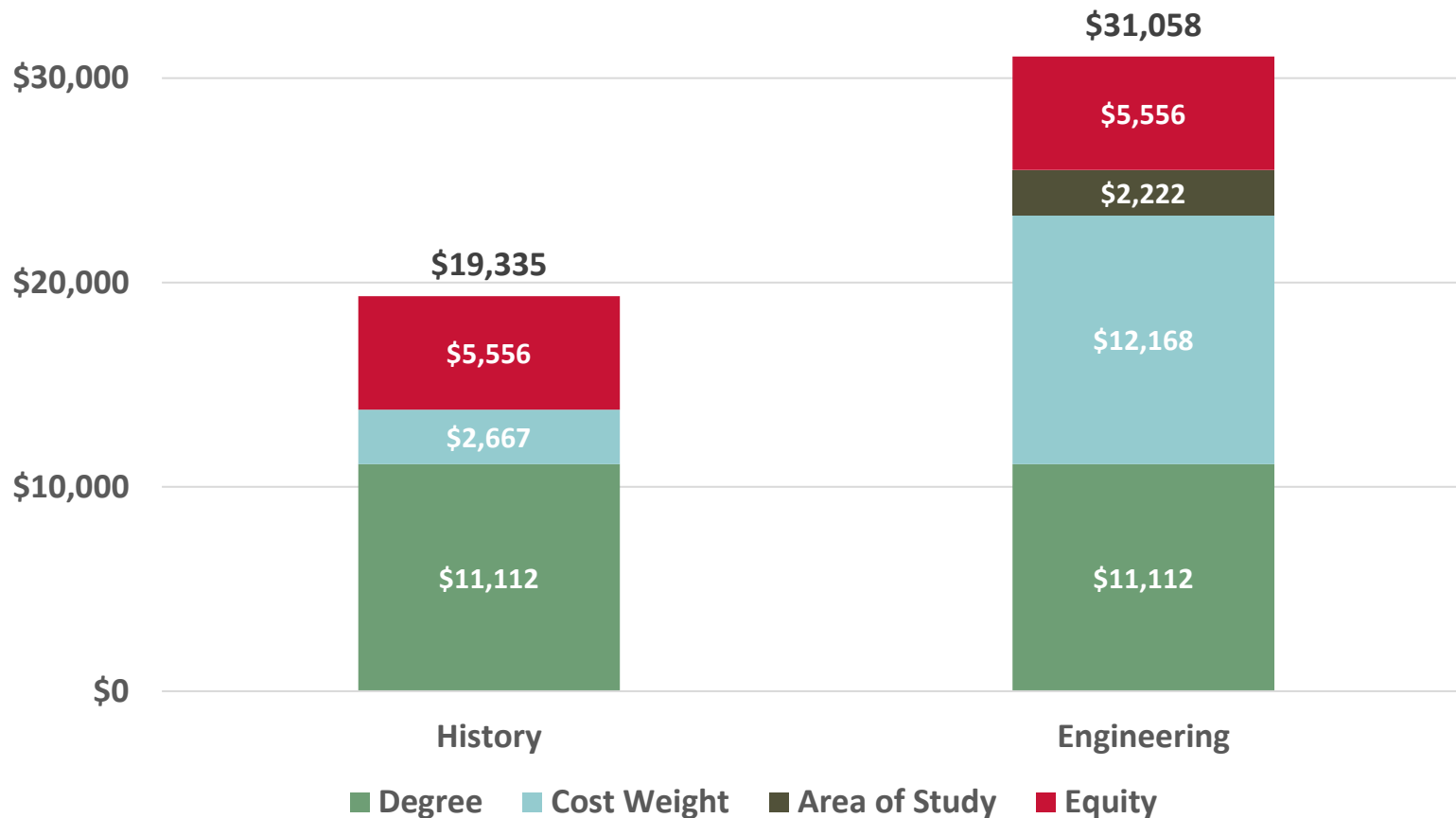
- Mission Support
- Activity Based
- Outcomes Based

Principles of the formula are:

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

Funding Model Reimbursement Values for Two Example Degrees

Degree Component Values (Undergraduate, Non-Transfer)



**A Focus on Equity
(FY2025)**

\$39.0 million for equity
5,634 average graduates
Avg. incentive of \$6,927

Public University Cost Drivers

Universities identified over 475 required mandates.

- Nearly 300 are federal, ranging from discrimination provisions to copyright requirements.
- 154 are state mandates for all universities with 32 more for specific universities.
 - These range from participation in the state retirement system to reports on university use of outside legal counsel and beyond.

83% of increased costs are wages and benefits

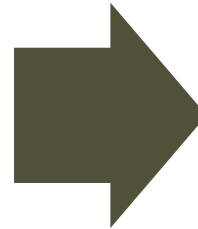
Budget Cost Drivers

	Projected Increase over 2023-25	
Compensation	195,044,016	9.5%
Health Benefits	35,196,238	8.5%
Retirement Benefits	98,265,922	20.6%
Other Personnel	25,132,207	9.6%
Services & Supplies	71,763,727	7.9%
Total	\$425,402,110	10.3%

Regional University Planning and Support Fund

Issue:

- In 2024, E-Board released \$18.7M to HECC for grants to TRUs and PSU to realign services and resources to assist with long-term financial sustainability.
- Execution is expected to continue through June 2027 with ongoing outcome assessment.



Request:

- GRB re-appropriates \$11.5M GF of unspent 2023-25 funding for continued pursuit of program objectives.
- Additional collaboration is recommended to understand the potential for improved cost efficiencies.

Technical Adjustment: \$11.5M GF

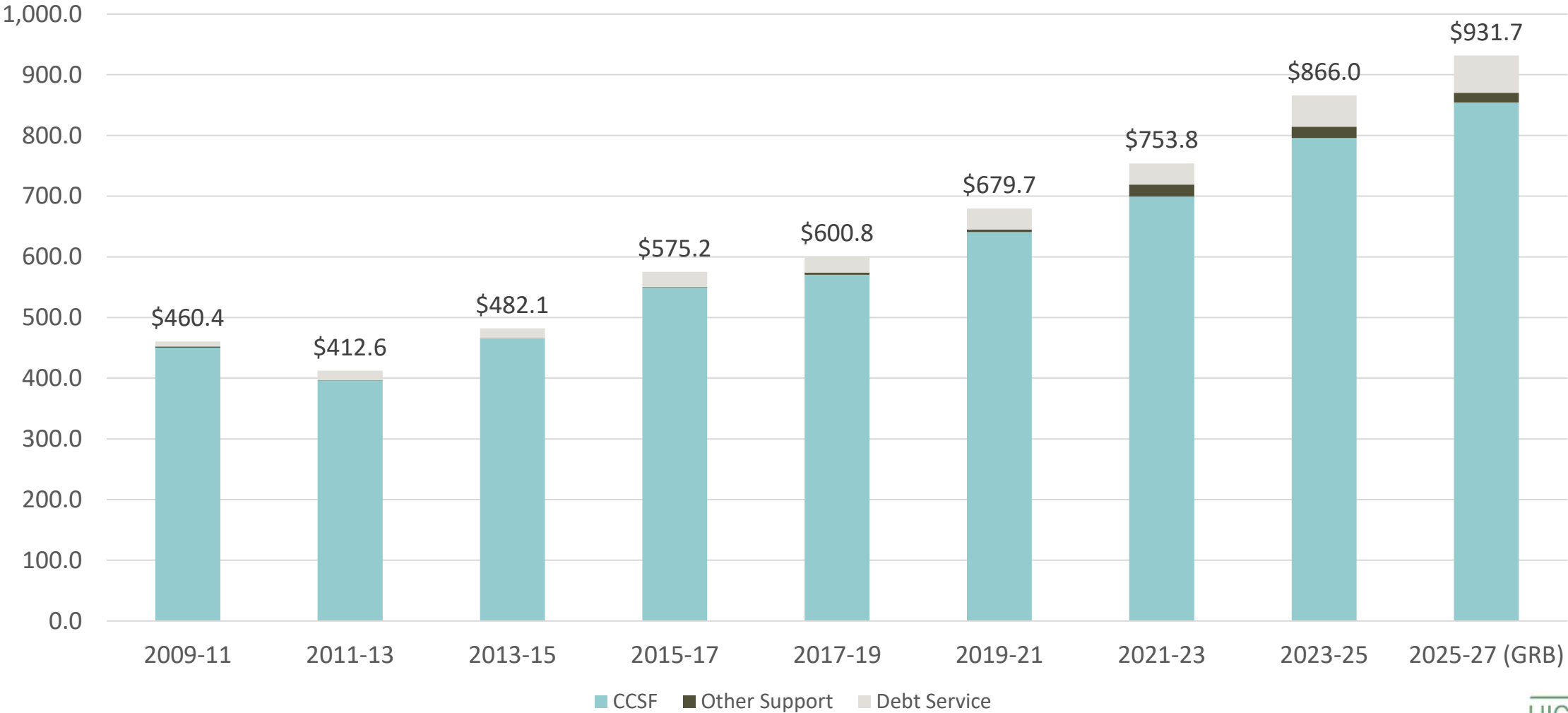


COMMUNITY COLLEGE FUNDING



History of State Funding for Community Colleges (\$ millions)

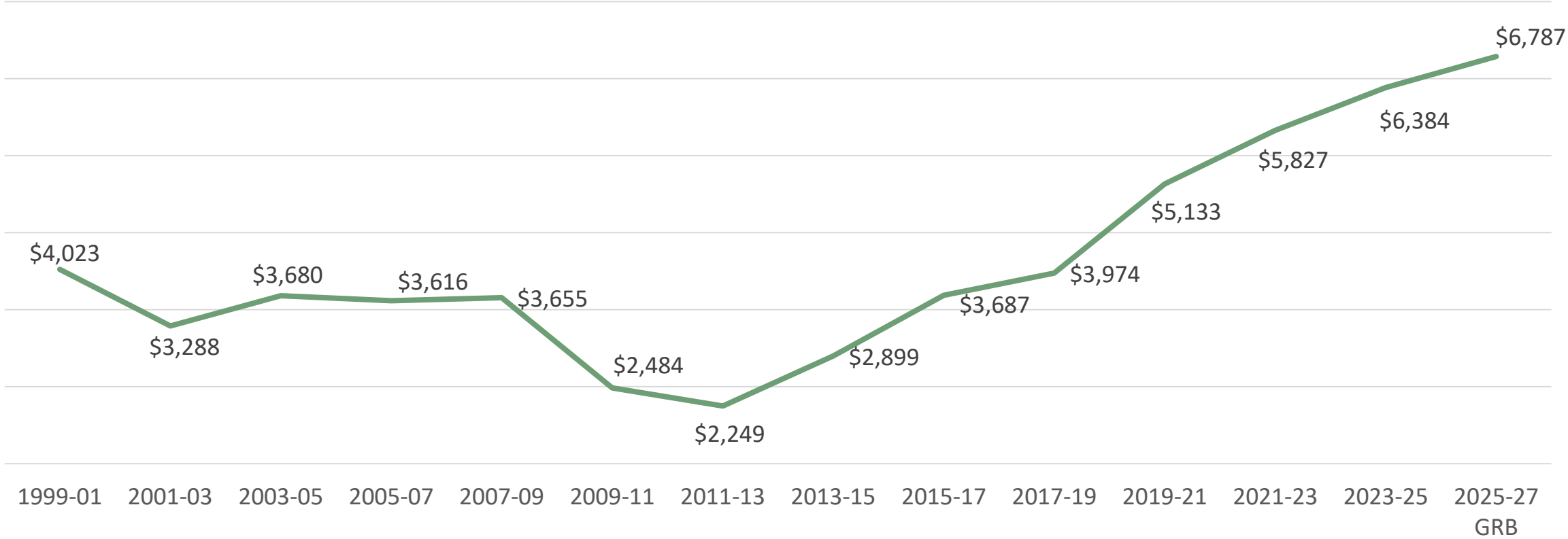
Unadjusted for Inflation



271 Source: HECC analysis of state appropriations.



CCSF Funding per FTE (Adjusted for Inflation)



Notes:

- Community College data includes only CCSF distributed by funding formula
- Enrollment for 2024-25 assumed at 2023-24 levels
- Inflation adjustment based on HECA



Overview of the Community College Support Fund (CCSF)

\$795.6
Million
(2023-25)

Legislatively-adopted CCSF for HECC distribution to Oregon's seventeen community colleges in 2023-25.

\$23.9
Million
Set Asides

- Corrections, \$2.8 million
- Contracts Out of District, \$0.3 million
- Distance Learning, \$2.3 million
- Strategic Fund, \$6.0 million
- Student Support and Success, \$12.5 million

\$771.7 Million
Enrollment
Funding

- Five payments first year with three the second.
- The amount per college is determined by formula HECC establishes via rule (ORS 341.626).

Components of the Current CCSF Model

CATEGORICAL FUNDING

Taken off the top to support contracts out of district, corrections education, distance learning, strategic fund, **student support**, and **student success**.

BASE FUNDING

Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.

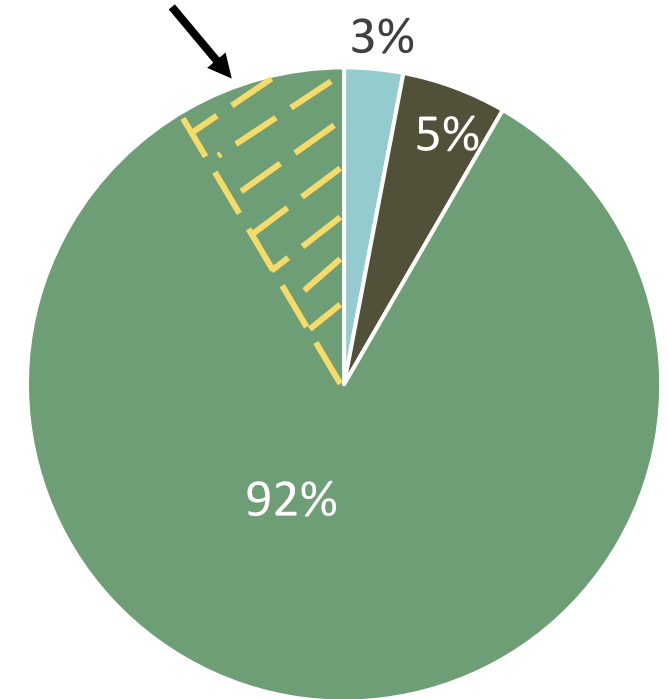
ENROLLMENT FUNDING

Considers Total Public Resources to ensure **equality**, three-year weighted average to ensure **stability**, and growth management to prevent erosion of funding to provide **predictability**.

Principles of the formula are:

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

By 2030, 10% of CCSF for Student Support and Student Success.



- Categorical Funding
- Base Funding
- Enrollment Funding

Impact of Applied Baccalaureate and Nursing Degree Programs In Compliance With SB 1552 (2024 Regular Session)

Reimbursable Courses

- Career/Tech education (CTE)
- Lower-division collegiate (LDC)
- Postsecondary remedial (PSR)
- Adult basic skills (ABS)
- Adult HS diploma (AHSD)
- Health/safety/workforce development
- *Applied baccalaureate and Bachelor of Science: Nursing*

Applied baccalaureate and Bachelor of Science: Nursing degrees are now eligible for state funding.

Currently, 10 approved programs at 8 colleges with anticipated enrollment of 237 students.

This will likely reallocate an estimated 0.4% (or \$1.5 million) of funding to the eight colleges over time. Potentially an estimated \$240,000 in FY2026.

Community College Cost Drivers

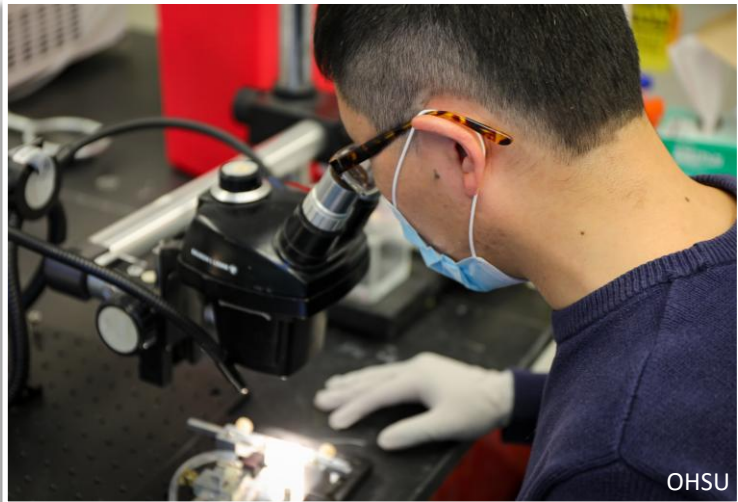
Personnel costs will add \$189M to college budgets in 2025-27.

New unfunded requirements will add \$4.6M.

	Projected Increase over 2023-25	
Compensation	136,591,845	12.6%
Health Benefits	17,283,986	8.8%
Retirement Benefits	35,423,397	15.4%
Services & Supplies	21,294,611	8.6%
Other (transfers, etc.)	9,025,023	7.0%
Total	\$219,618,862	11.6%

Note: This is for general fund (i.e., education and workforce related activities) only. This information does not include auxiliary, plant, or other restricted activities.

OTHER PUBLIC
UNIVERSITY FUNDING &
OHSU



Public Universities: State Programs

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Public University State Programs	Continues investments to the universities for Engineering Technology, Cybersecurity Center, Dispute Resolution, and other programs. Several one-time spending items phased out: Semiconductor grants, Behavioral Health grants, Low-carbon Fuel Study etc.	\$100.2M Total \$95.3M GF \$4.9M OF	\$66.7M Total \$61.7M GF \$5.0M OF	\$67.2M Total \$62.2M GF \$5.0M OF
Change from LAB and CSL				-32.9% from LAB +0.7% from CSL

Public Universities: Statewide Services

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Agricultural Experiment Station	Provides funding for the Agricultural Experiment Station.	\$97.0M GF	\$103.8M GF	\$101.8M GF
Change from LAB and CSL				+4.8% from LAB -1.9% from CSL
Forest Research Laboratory	Preserves funding for the Forest Research Laboratory.	\$13.8M GF	\$14.8M GF	\$14.5M GF
Change from LAB and CSL				+4.8% from LAB -1.9% from CSL
OSU Extension Service	Preserves General Funds OSU Extension Service and continues Lottery Funds for the Outdoor Schools Program.	\$112.4M Total	\$138.1M Total	\$124.5M Total
		\$76.0M GF \$36.4M LF	\$78.0M GF \$60.1M LF	\$76.5M GF \$48.0M LF
Change from LAB and CSL				+10.7% from LAB -9.8% from CSL

Public University Sports Action Lottery

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Sports Lottery Program	The Sports Action Lottery was established in ORS 461.535 and ORS 461.543 to provide funding for intercollegiate athletics at public universities. The statute sets aside 12% of funds for non-athletic graduate student scholarships. The remaining 88% is distributed to the intercollegiate athletic departments at public universities.	\$18.3M LF	\$19.6M LF	\$19.6M LF
Change from LAB and CSL				+7.0% from LAB +0.2% from CSL

Oregon Health & Science University (OHSU)

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Oregon Health & Science University programs	Provides funding for education and rural programs, the Child Development and Rehabilitation Center, and the Oregon Poison Center.	\$140.8M GF	\$146.5M GF	\$146.5M GF
Change from LAB and CSL				+4.0% from LAB 0.0% from CSL

CAPITAL CONSTRUCTION



Public Universities: Capital Funding

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
University Capital Funding	General obligation bond proceeds funding four new capital construction projects and capital improvement and renewal distributions for the public universities.	\$333.7M OF Limitation	\$0	\$422.5M OF Limitation
Change from LAB and CSL				+26.6% from LAB +100% from CSL

Community Colleges: Capital Funding

Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Community College Capital Funding	General obligation bond proceeds funding three new capital construction projects for the community colleges.	\$37.5M OF Limitation	\$0	\$20.0M OF Limitation
Change from LAB and CSL				-46.7% from LAB +100% from CSL

Public University Capital Construction Projects

POP 107: \$425.8M

2025-27 GRB, in \$ millions

	Project	XI-Q Bonds	XI-F Bonds	Match
All Univ	Capital Improvement and Renewal (CIR)	\$200.0	-	-
PSU	Student Housing	-	\$85.0	-
PSU	Performing Arts	\$85.0	\$52.5	\$85.0
	TOTALS	\$285.0	\$137.5	\$85.0

XI-F(1) BONDS

Backed by university revenues; often used for auxiliary projects; univ. pays debt service.

XI-Q BONDS

Restricted to state-owned buildings; State pays debt service.

- CIR funding was the top ranked priority.
- Article XI-F bond requests are not prioritized since the university pays the debt service; however, they are analyzed for revenue sufficiency.

Capital Improvement and Renewal (CIR) Funding: Public Universities

- ✓ For code compliance, ADA/safety related issues, critical deferred maintenance
- ✓ Allocated by adjusted E&G GSF and density factor
- ✓ Benefits all public universities



Comparison by Project Type

CIR Projects	Named Projects
Bondable	Bondable
<u>Must</u> involve renewal and improvement	<u>May</u> involve renewal and improvement
Lower cost projects	Higher cost projects
Institution chooses project priority	Legislature authorizes each project
Legislature determines total funding that HECC allocates	Legislature determines funding by project

Community College Capital Construction Projects

POP 108: \$20.2M

2025-27 GRB, in \$ millions

	Project	XI-G Bonds	Match
Clackamas	Center for Excellence for Farming, Horticulture, and Wildland Fire	8.0	24.0
Mt Hood	Classroom and Lab Renovations	8.0	32.6
Klamath	Cosmetology ADA Remediation	4.0	4.0
	TOTALS	\$20.0	\$60.6

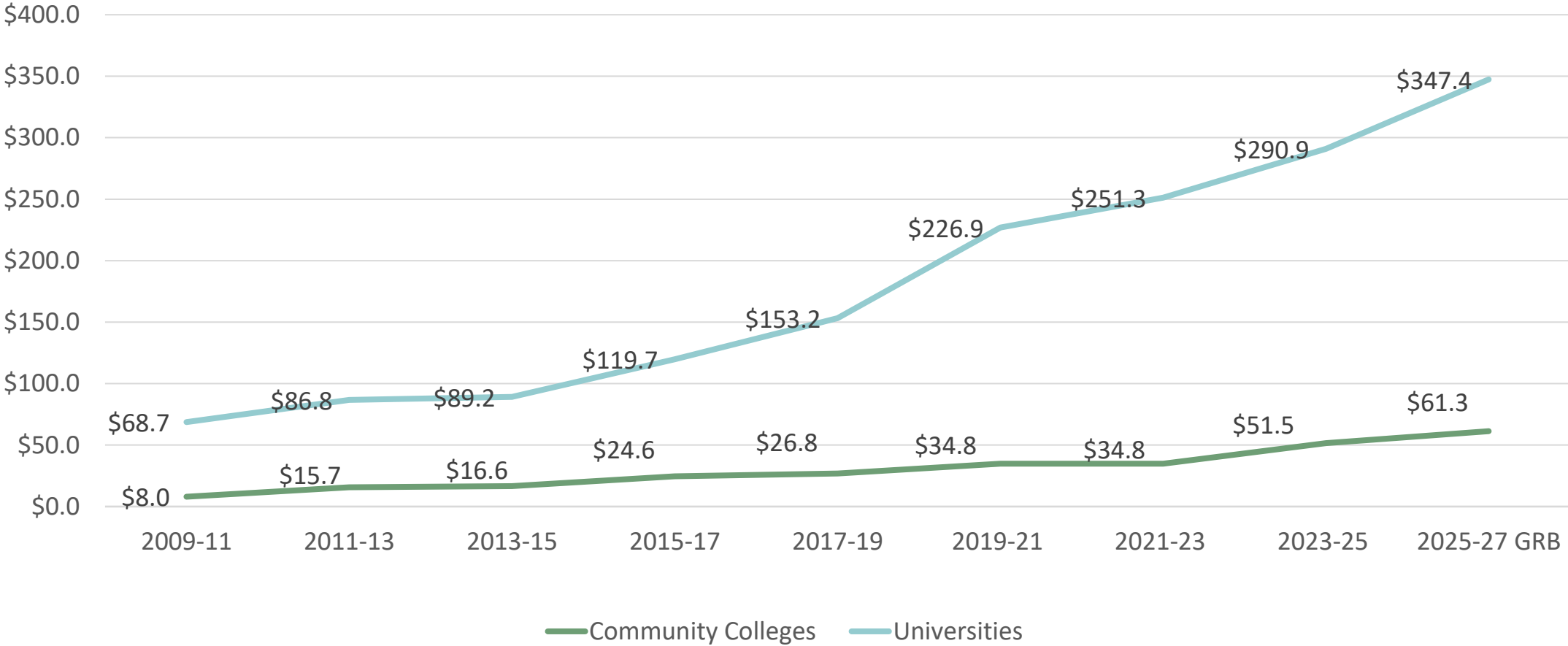
XI-G BONDS

Must be at least a 1:1 match; only for higher education; State pays debt service.

The GRB includes reauthorization for two previously approved projects (Clatsop and Southwestern Oregon).

State Funded Debt Service History

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



WORKFORCE FUNDING



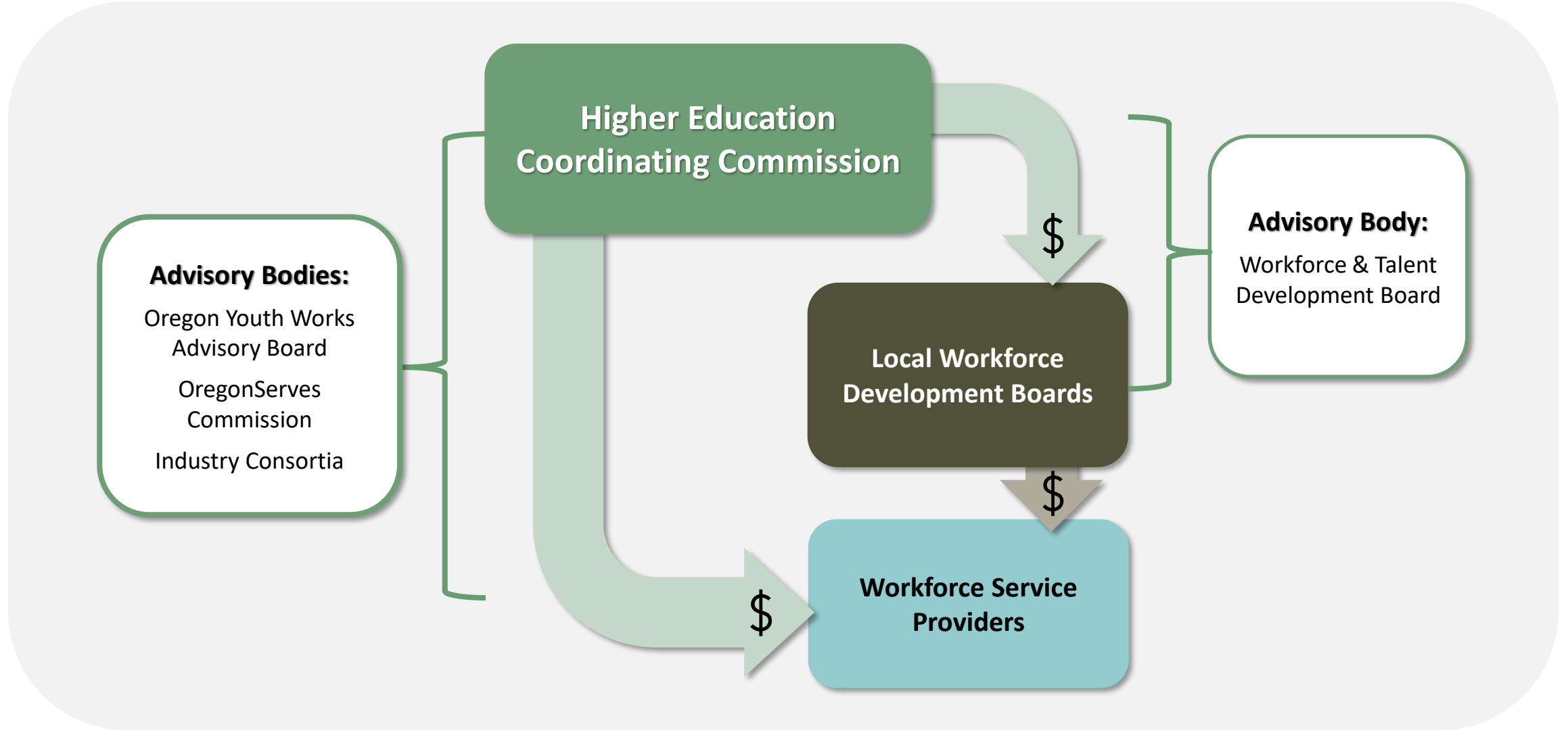
Employment and Workforce Activities

The HECC Office of Workforce Investments (OWI) is responsible for implementing the Governor’s vision for workforce development, convening partnerships across the workforce system, and supporting and providing technical assistance to several citizen advisory boards, local workforce development boards (LWDBs), and local providers. OWI administers the adult, youth, and dislocated worker programs under Title I of the federal Workforce Innovation and Opportunity Act (WIOA), as well as other federal discretionary and state general fund grants to LWDBs. OWI also administers programs that provide paid work experiences to young Oregonians. In addition, OWI administers Oregon’s AmeriCorps State Grant Program (OregonServes). Finally, OWI provides staff support to four citizen advisory boards. Future Ready funding appears here in 2023-25 LAB and 2025-27 GRB but is not part of CSL.

Employment and workforce activities are 7% of the Total HECC Budget.
51% of the workforce budget is Federally Funded.

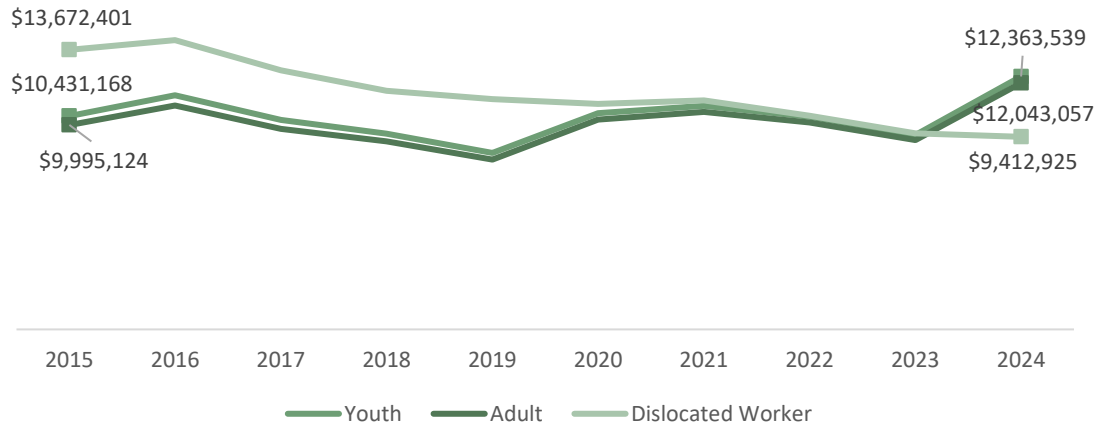
Activity	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Employment and workforce activities	Includes funding for HECC employment and workforce activities.	\$318.2M Total \$ 41.8M GF \$136.5 OF \$139.8M FF	\$193.9M Total \$ 18.8M GF \$ 13.8M OF \$148.0M FF	\$286.0M Total \$ 59.2M GF \$78.7M OF \$148.0M FF
Change from LAB and CSL				-10.1% from LAB 47.5% from CSL

How Workforce Funding Works



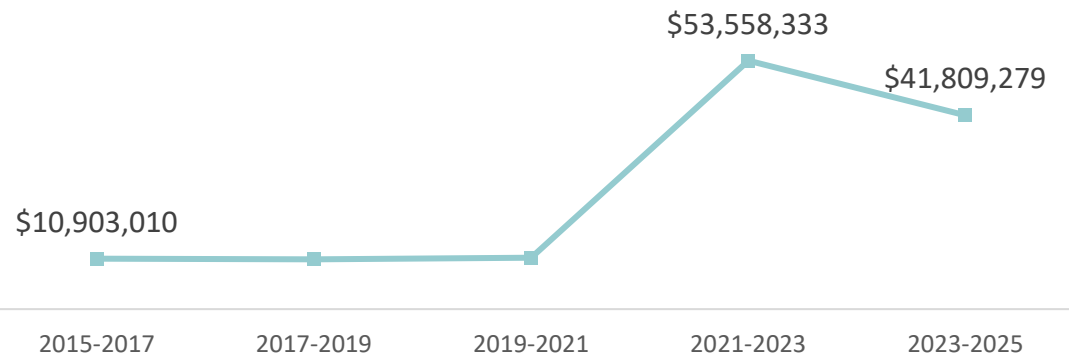
Workforce Funding Over the Years

Federal Workforce Funding (WIOA Title I)



Federal workforce funding in Oregon through the **Workforce Innovation and Opportunity Act (WIOA) Title I** is nearly the same as it was 9 years ago, despite significant inflation. The WIOA funding formula also means that funding is volatile from year to year.

State General Fund Workforce Funding



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

In the 2023-25 biennium, most state funding for **Future Ready Oregon** ended. New funding was appropriated for the newly established **Maritime Workforce Program, the Semiconductor Talent Sustaining Fund,** and grants to three **youth workforce service providers.**

New Workforce Investments in the Governor's Recommended Budget

\$25.7M in Behavioral Health Workforce Investments (NEW) to expand education and training in the behavioral health workforce. This includes OSAC-administered grants/scholarships (\$5M) and grants to education/training providers (\$20M).

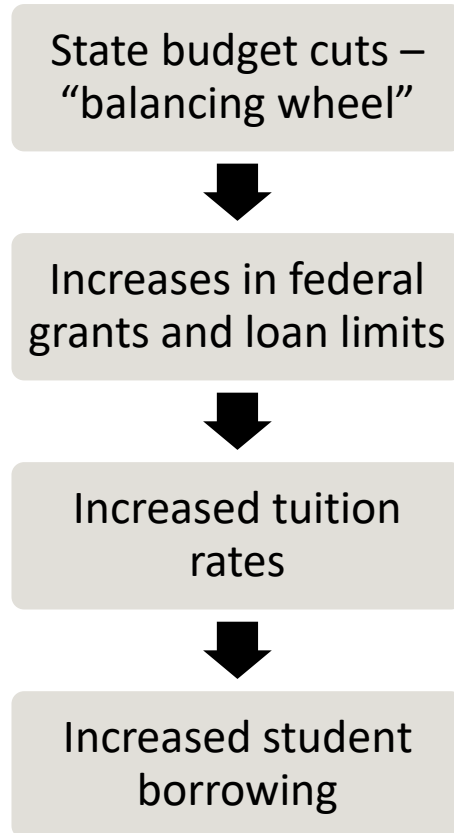
\$5M GF Pre-Apprenticeship Investments (NEW) to pre-apprenticeship programming in the construction and housing fields.

STATEWIDE FUNDING
CONSIDERATIONS:
ECONOMIC
DEVELOPMENT



The Bigger Picture: State Investment Supports Student Success

Status Quo



For every extra \$1,000 per student a state spends...

- A student’s odds of earning a bachelor’s degree by age 25 increase by 1.5%
- The likelihood a student will take on debt decreases by 2%
- The total amount a student borrows (all debts) decreases by over \$5,000 by age 35

Increases in state appropriations yield a larger increase in graduation rates for diverse students.

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



During the 2023-24 academic year, Oregon public institutions enrolled 324,557 students and awarded 34,649 degrees and certificates. Funding for all types of institution support totaled \$3.1 billion in the 2023-25 biennium. In a future where 93% of family wage jobs need postsecondary education and/or training for applicants to be competitive, the public institutions will continue to provide a pathway to upward mobility for all Oregonians.

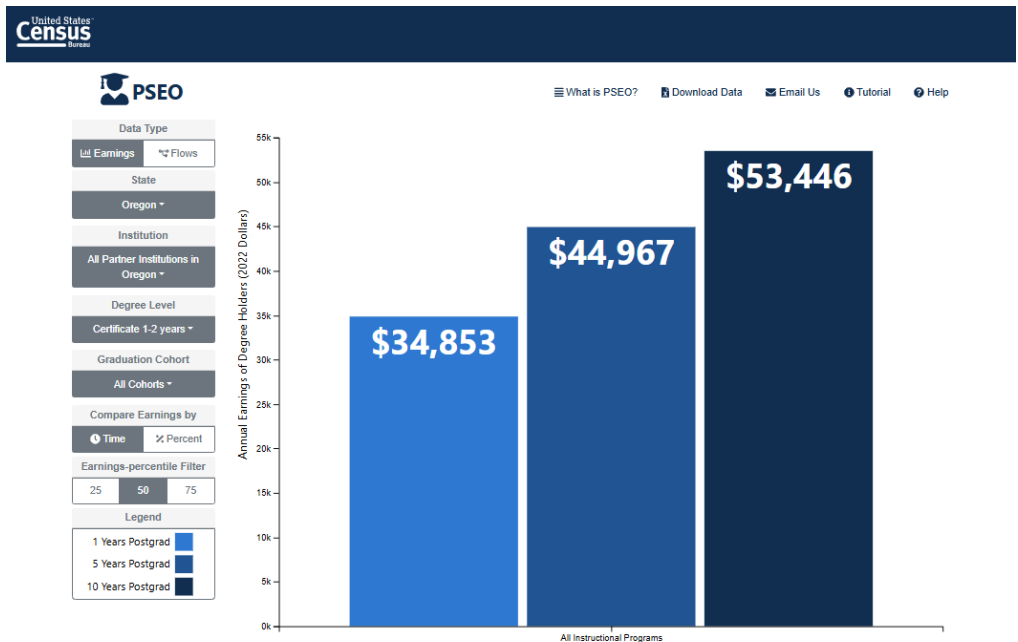
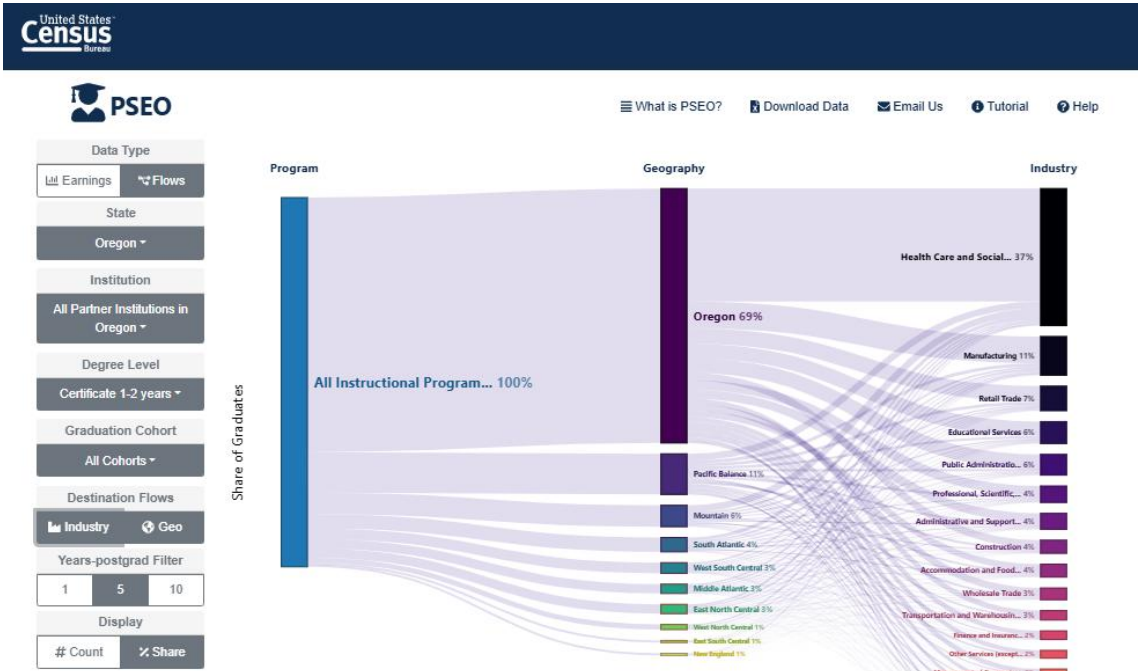
Economic Impact:

- Public institutions in Oregon employ 30,000+ staff, spend \$4.3 billion annually, generate an estimated economic value of \$10+ billion, and support an estimated 135,000 jobs.
- Each dollar invested by the state returns an estimated \$2.20 to taxpayers.



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

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


- www.oregon.gov/highered/research/Pages/featured-data.aspx




Key Takeaways Today




Sustaining state support for the institutions is critical to mitigate tuition increases and to protect opportunity for Oregonians. Students and families have taken on higher proportions of college costs (through tuition) for years.




State investment has direct ties to student success, economic mobility, and career opportunity.



The HECC has taken a strategic role in distributing state funds in alignment with state equity and student success goals.



In addition to sustaining the operating funds of colleges and universities, the GRB calls for sustained investment in state and statewide programs, capital, OHSU, and workforce programs.





CONCLUSION: POSTSECONDARY EDUCATION AND TRAINING IN OREGON

Joint Committee on Ways and
Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

APRIL 23, 2025

2025 HECC Budget Presentation Structure

HECC Presentations + Partner Presentations and Public Testimony

HECC Day 1 INTRODUCTION TO POSTSECONDARY EDUCATION AND WORKFORCE TRAINING IN OREGON:

- Return on Investment and State Attainment/Equity Goals
- Intro to Oregon Students/Learners
- Strategic Planning and Governance



HECC Day 2 THE FUNDING LANDSCAPE FOR THE CONSOLIDATED BUDGET, HECC AGENCY BUDGET

- History of Funding, National Comparisons
- Budget Components
- HECC Agency Funding Overview



HECC Day 3 PRIORITIZING AFFORDABILITY

- Key Factors in Affordability
- Investments in Financial Aid



HECC Day 4: FEATURED STATEWIDE STRATEGIES

- Featured Statewide Strategies Supported by State Investments

HECC Day 5

OREGON'S INVESTMENT IN INSTITUTIONS: IMPACT ON OREGONIANS

- Governance Structure at Community Colleges, Universities, Workforce Entities, HECC Role
- Oregonians Served
- Equity, Affordability, and Completion Trends



HECC Day 6

OREGON'S INVESTMENT IN INSTITUTIONS: FUNDING LEVELS

- Funding for Public Universities, Including Funding Models
- Funding for Community Colleges, Including Funding Models
- Funding for Workforce
- Capital Funding



Invited Presentations and Public Testimony + HECC CONCLUSION (9 days total for topics below)

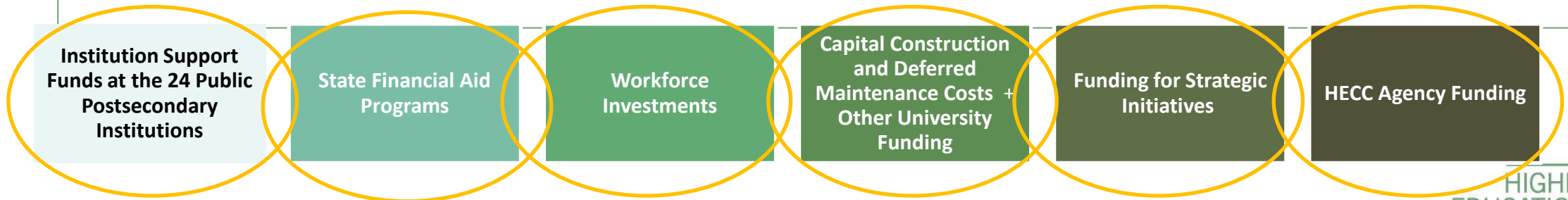
- **Public Testimony** (affordability or any topics in HECC budget)
- Workforce Board presentations + **Public Testimony**
- Community College (CC) presentations
- Continued CC presentations + **Public Testimony**
- Continued CC presentations + **Public Testimony**
- Public University presentations
- Continued University presentations + **Public Testimony**
- Continued University presentations + **Public Testimony**
- Presentation by OHSU + **HECC CONCLUSION** + **Public Testimony**

Budget Themes - IMPROVE EQUITABLE ACCESS AND SUCCESS



Improve Equitable Access and Success at Every Step from Coursework to Career, Fostering Real Opportunity for All

- Invest in strategies to address longstanding disparities in postsecondary education and foster the success of underserved Oregonians at every level, from pre-college to employment. Support funding for institutions, organizations, and programs that ensure that the benefits of a credential, training, or degree are attainable for students of color, low-income and rural communities, and all Oregonians.

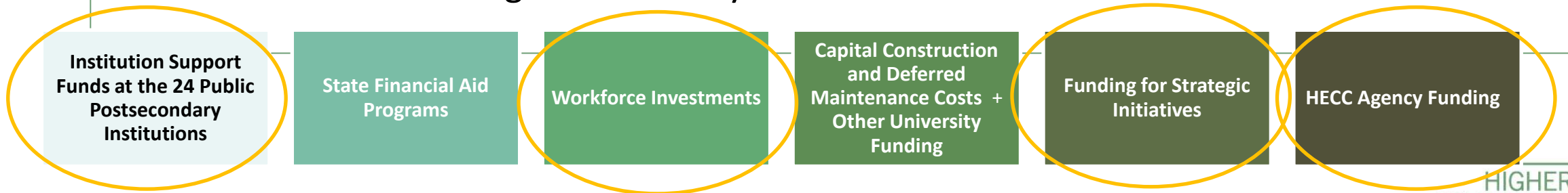


Budget Themes - DRIVE ECONOMIC MOBILITY AND MEET CRITICAL WORKFORCE NEEDS



Prepare Oregonians for Family-Wage Jobs, and Meet Critical Workforce and Industry Needs

- Make smart investments in programs and services that meet critical current and emerging workforce and economic needs. Prepare Oregonians for family-wage careers, transform the lives of individuals and their families, drive equitable economic mobility, and strengthen Oregon's economy and communities.



Budget Themes - PRIORITIZE AFFORDABILITY



Prioritize Investments in Affordability, Ensuring Opportunity for Financially-Struggling Oregonians

- Increase funding in financial aid and sustain institution and program investments that keep costs down for financially-struggling Oregonians. Address rising college costs, food and housing insecurity, and other financial barriers that keep Oregonians from accessing and succeeding in postsecondary education.

Institution Support Funds at the 24 Public Postsecondary Institutions

State Financial Aid Programs

Workforce Investments

Capital Construction and Deferred Maintenance Costs + Other University Funding

Funding for Strategic Initiatives

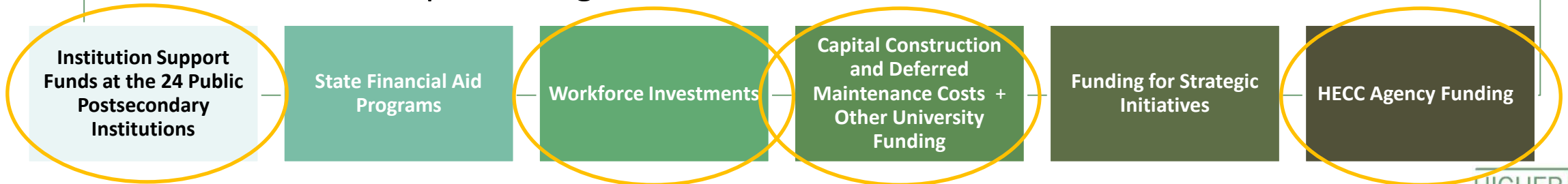
HECC Agency Funding

Budget Themes – INVEST IN INSTITUTIONS THAT STRENGTHEN OREGON’S FUTURE



Invest in the Thriving Future that Oregon Community Colleges, Universities, and Training Providers Foster

- Invest in Oregon’s future by sustaining the critical operating funds for community colleges, universities and workforce programs. Ensure our public postsecondary education/training system is strong and nimble to offer programs that meet evolving statewide societal and economic needs, and that tuition increases do not price Oregonians out.



Overall Total State Postsecondary Education and Training Budget by Fund Type

Agency	Description	2023-25 LAB	2025-27 CSL	2025-27 GRB
Higher Education Coordinating Commission	Includes all agencywide: <ul style="list-style-type: none"> • special payments, • personal services, • services and supplies, and • debt service funds 	\$4.12 Billion Total \$2.90B GF \$201.0M LF \$859.5M OF \$161.0M FF	\$3.83 Billion Total \$3.16B GF \$202.2M LF \$298.5M OF \$170.3M FF	\$4.39 Billion Total \$3.22B GF \$190.2M LF \$807.0M OF \$170.1M FF

Change from
LAB and CSL

+6.6% from LAB
+14.6% from CSL

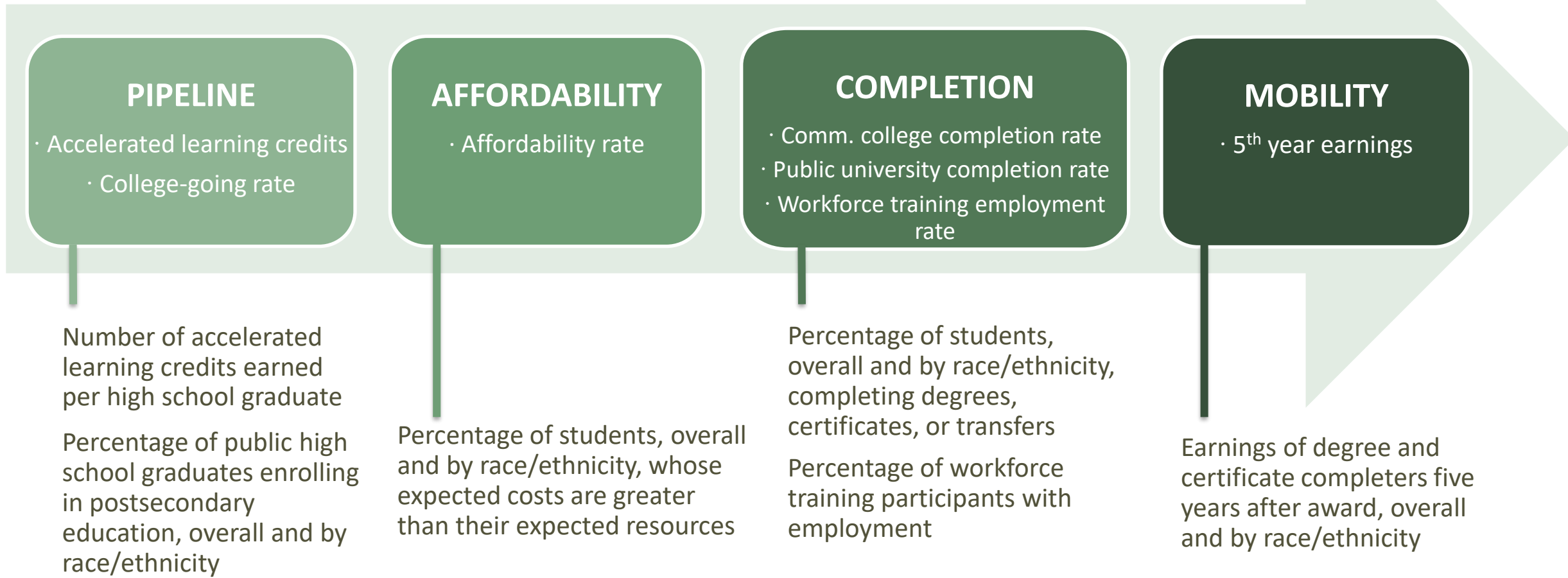
APPENDIX

Supplementary Information



KEY PERFORMANCE MEASURES

Our Key Performance Measures (KPMs) Track Progress Toward the Factors That Contribute to Attainment and Equity



We also include a measure of the Commission's use of best practices

High School Students Earned an Estimated 9 Credits From Community Colleges and Public Universities by the Time They Graduated, a Continued Increase From the Early Pandemic Years

KPM 3. Amount of community college and public university credit earned by high school students before graduation. Goal: Rising accelerated learning.

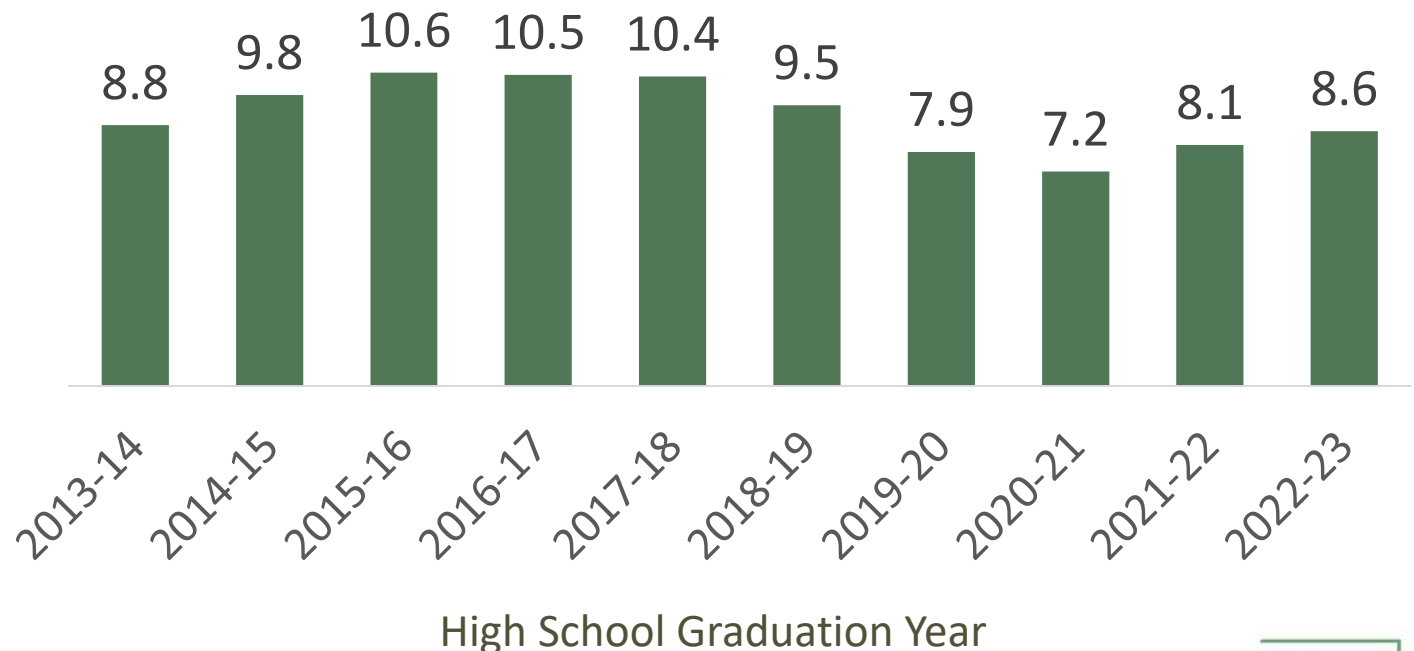
Accelerated college credit rose in the most recent year.

Enrollment in accelerated college credit programs rose for the second year in a row after falling sharply during the pandemic.

Students earn this credit through high school-based partnerships with colleges and universities. Students may earn additional credit through other accelerated credit programs.

This measure estimates the amount of credit high school students earn by counting credits earned by all students in the most recent year.

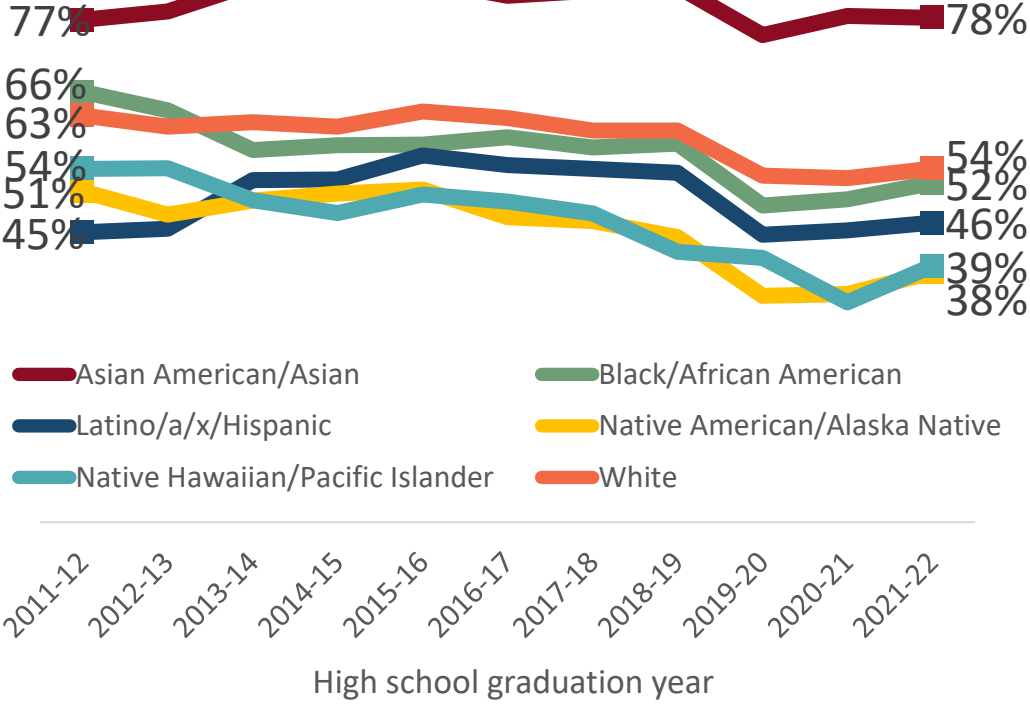
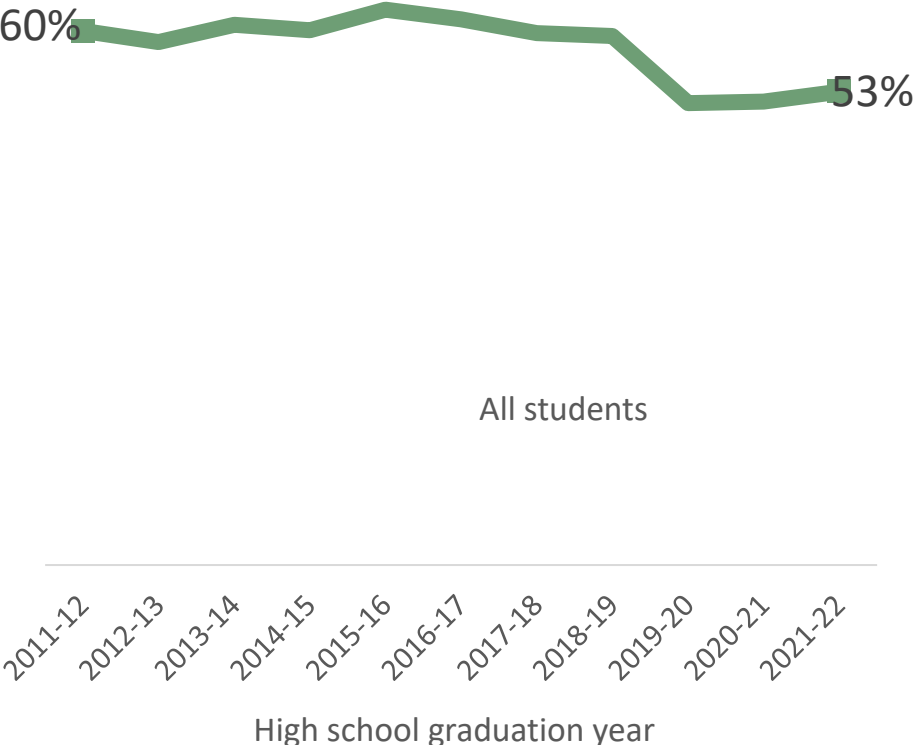
Estimated College Credits Earned by High School Students



Source: HECC analysis of public university and community college student data on dual credit and Expanded Options programs show an estimated average number of credits per graduate based on a synthetic cohort. Results reflect the total number of credits earned by any student in pre-high school through senior year of high school in a single academic year, divided by the number of high school students that academic year who graduated within four years. Excludes other accelerated learning programs, such as Advanced Placement and International Baccalaureate.

The College-Going Rate of Oregon High School Graduates Rose for the First Time Since the Pandemic. Equity Gaps Widened During the Pandemic and Have Not Closed.

KPM 1-2. Percentage of Oregon high school graduates who enrolled in any college nationwide within 12 months of their school cohort graduation date. For 2021-22 graduates, shows the percentage enrolling by June 2023. Goals: Rising college-going for all groups and disparities across racial/ethnic groups disappear.



College-going rose for the first time since the pandemic for all groups. It had fallen sharply for the 2020 class and remained low. Equity gaps have widened over time. This measure changed in 2024 to show college-going within 12 months (vs. 16). Historic rates shown use this new measure.

We Estimate Slightly More Students are Facing Unaffordable Costs Than a Year Ago

KPM 9-10. Percentage of resident students who cannot meet expected costs of college or university with public grant aid, most institutional aid, expected family contributions, and estimated student earnings; overall and by race/ethnicity.

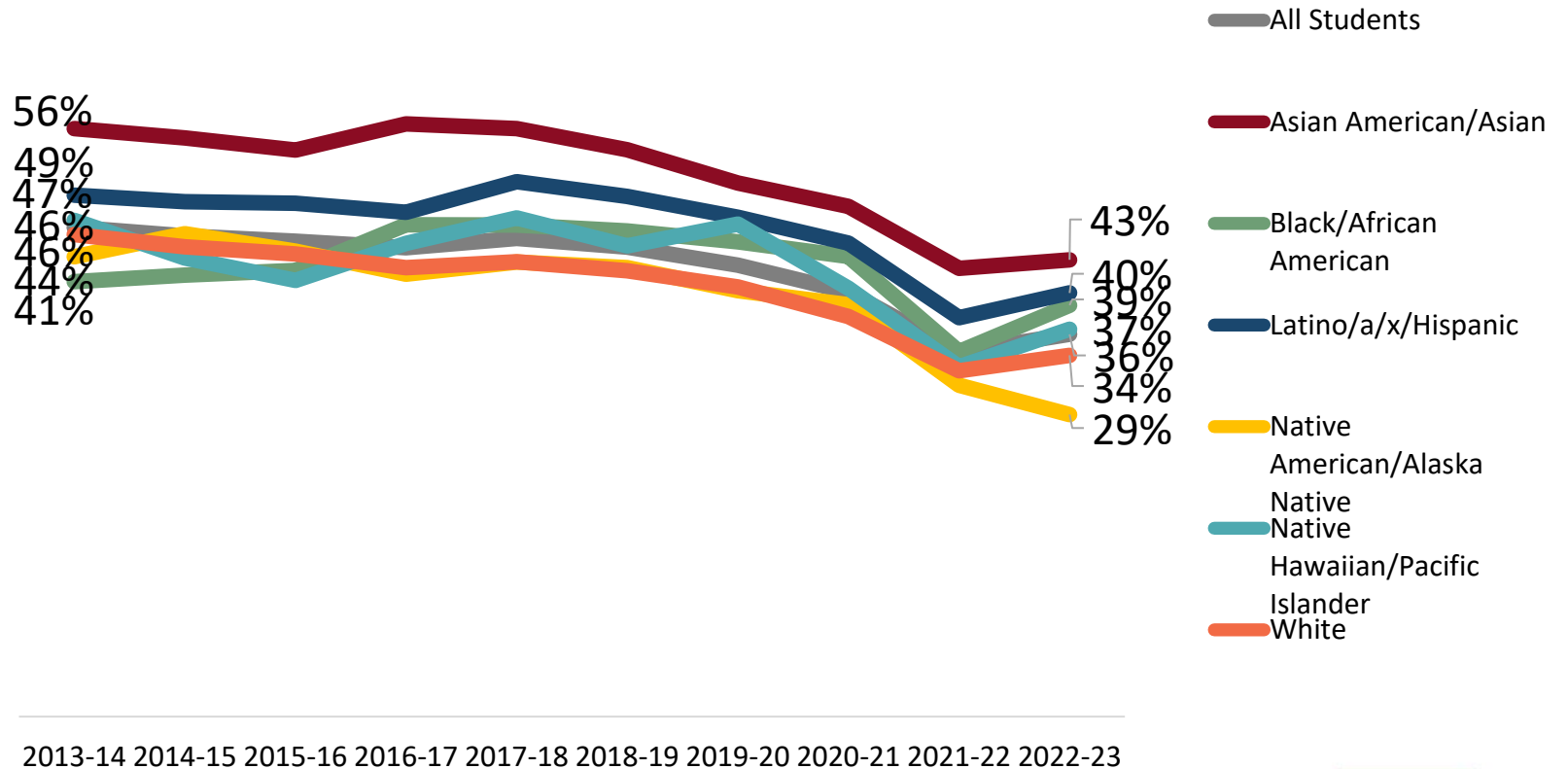
Goal: Rate **decreases** over time and disparities across groups disappear.

Slightly more students faced unaffordable costs in 2022-23.

The percentage of students facing unaffordable costs rose slightly, from 35% to 37%, between 2021-22 and 2022-23.

This follows the ending of some expanded federal supports during the pandemic.

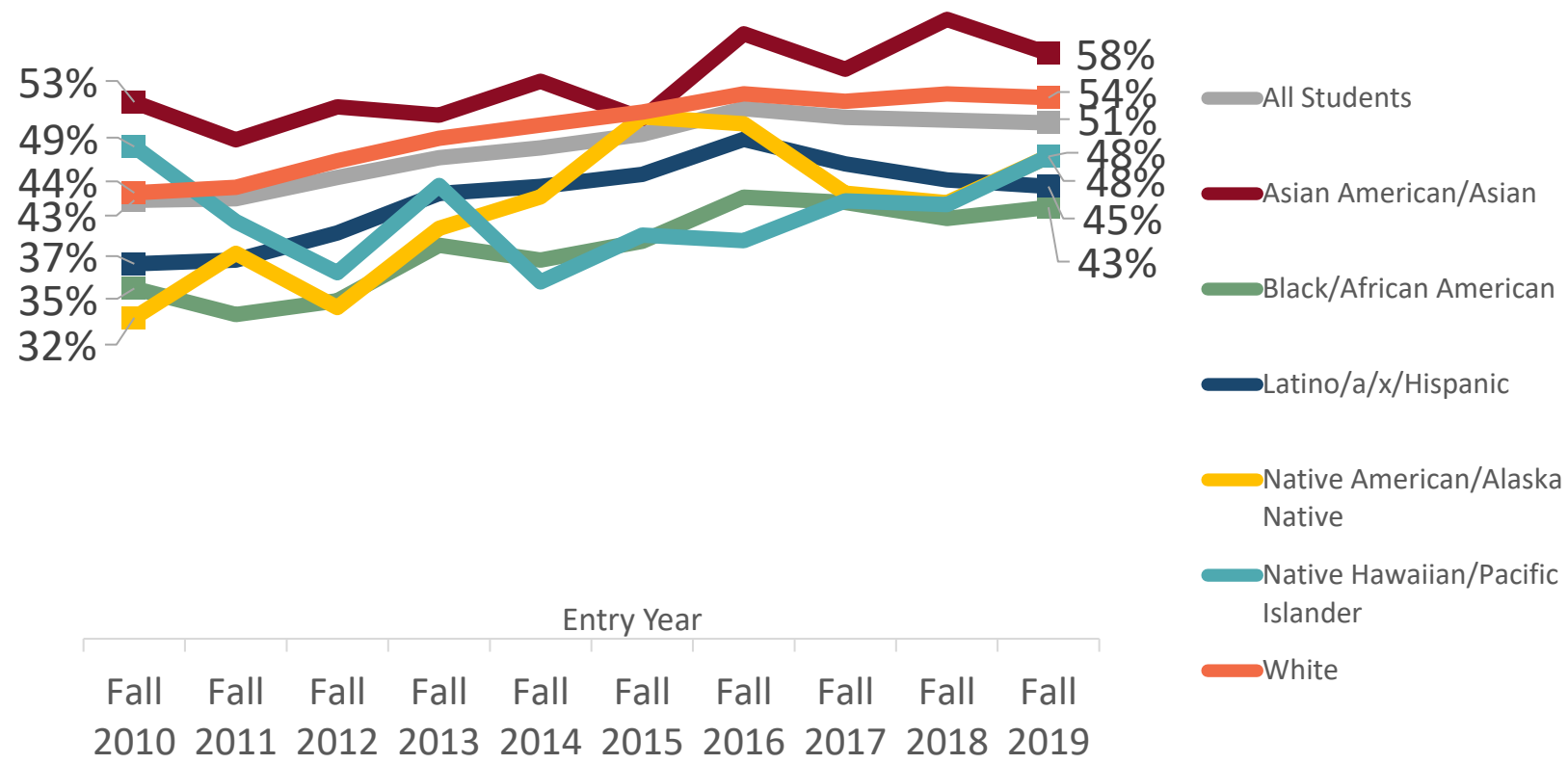
Asian American students are most likely to face unaffordable costs among racial/ethnic groups. Affordability improved for Native American/Alaska Native students, reflecting the first year of the Oregon Tribal Student Grant.



Completion and Transfer Rates at Community Colleges Declined Slightly, but Equity Gaps Have Improved

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

Goal: Rate increases over time and disparities across racial/ethnic groups disappear.



Completion and transfer rates have declined slightly for the most recent cohorts but are generally stable.

Equity gaps widened slightly since the pandemic but remain narrower than ten years ago. Rates across racial/ethnic groups were as much as 13 percentage points different at the start of the pandemic; the gap in the most recent year is 15 points.

For equity gaps to close, completion and transfer needs to rise faster for underserved groups.

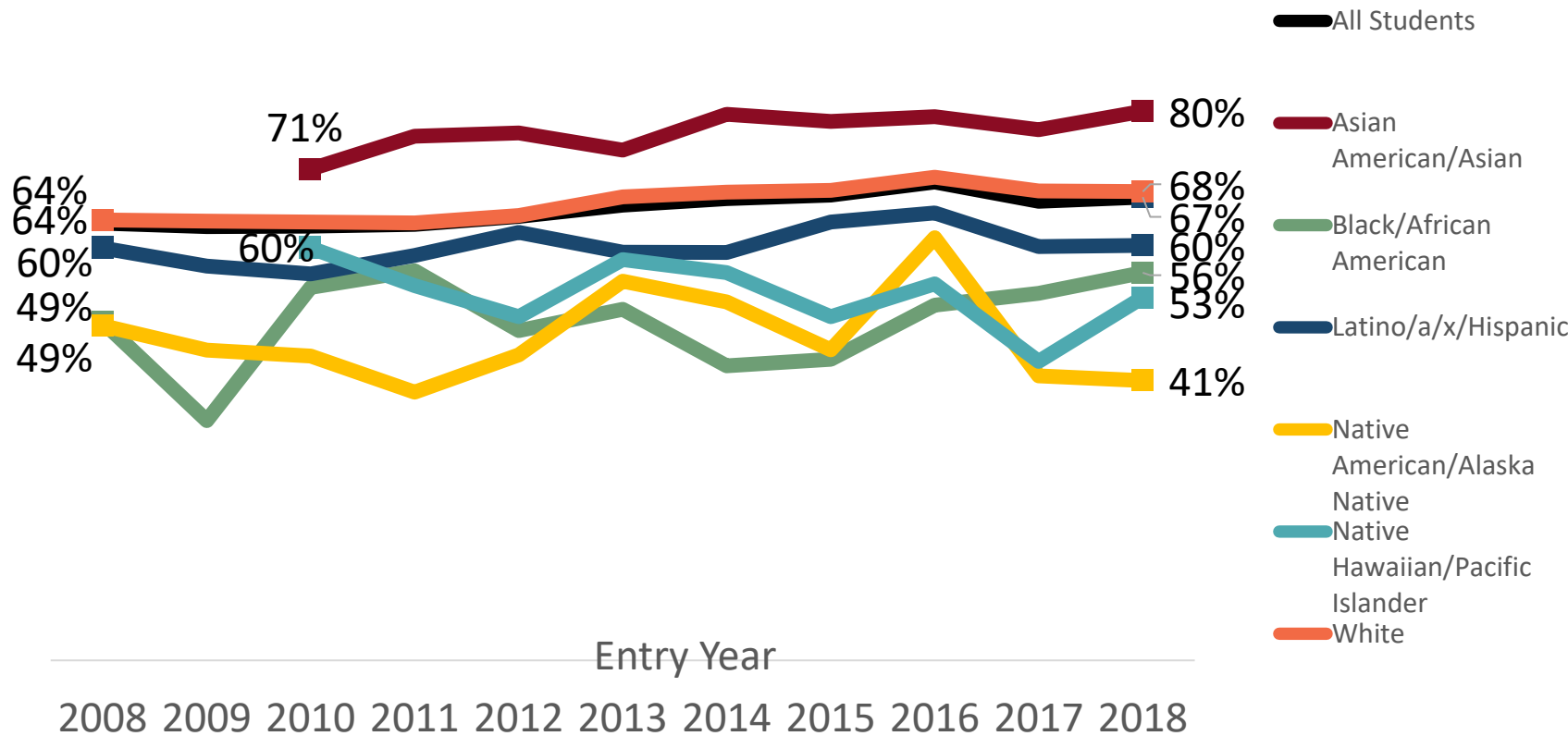
Source: HECC analysis of community college data. Credential-seeking students are those who are new to the institution in the fall terms and earn 18 or more credits or a credential of fewer than 18 credits within their first two-year period. A student is considered to have transferred if there is any evidence of enrollment at a four-year university after the last enrollment in the community college and before the end of the three-year tracking period.



Graduation Rates at Public Universities Rose Slightly in the Most Recent Year. Equity Gaps Remain Largely the Same.

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

Goal: Rate increases over time and disparities across groups disappear.



Graduation rates rose in the most recent year for most groups after declining last year.

Graduation rates rose about 1 percentage point since last year, following a three-percentage point decline last year. The most recent two cohorts came to graduation at the height of the pandemic. Similarly, graduation rates last fell for the cohort that came to graduation during the Great Recession.

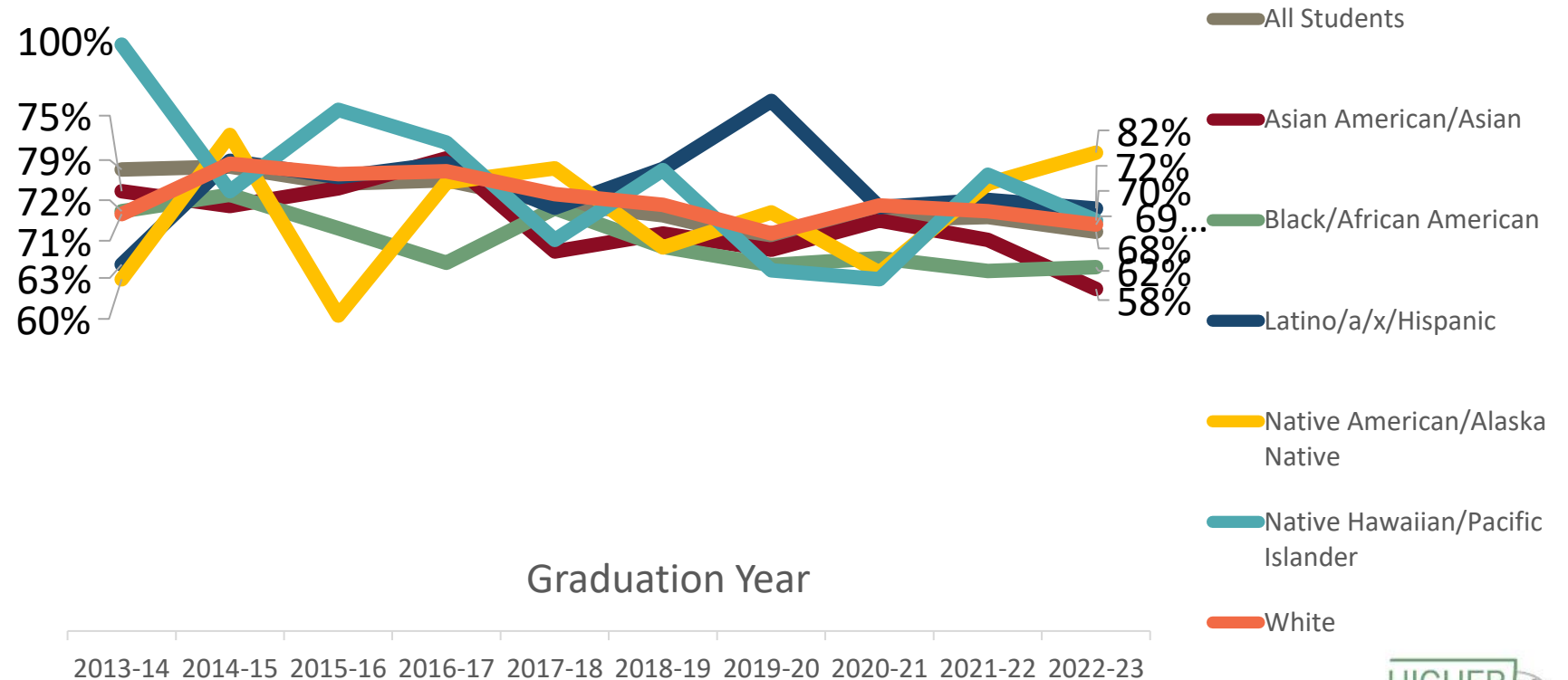
Equity gaps widened slightly about five years ago and have not narrowed since then.

Employment Rates Among Participants Who Have Completed Workforce Training Programs

KPM 17. Percentage of workforce training participants who were employed one year after program completion. Includes adults who completed programs funded by the federal Workforce Innovation Opportunity Act (2014). Goal: Rate increases over time and disparities across groups disappear.

About two-thirds of participants were employed a year after they completed their workforce training program.

Employment rates continued to fall during the most recent year for most, but not all groups. The gap across most racial/ethnic groups widened over the last five years.



Earnings for Community College Completers Rose in the Most Recent Year, Even After Accounting for Inflation

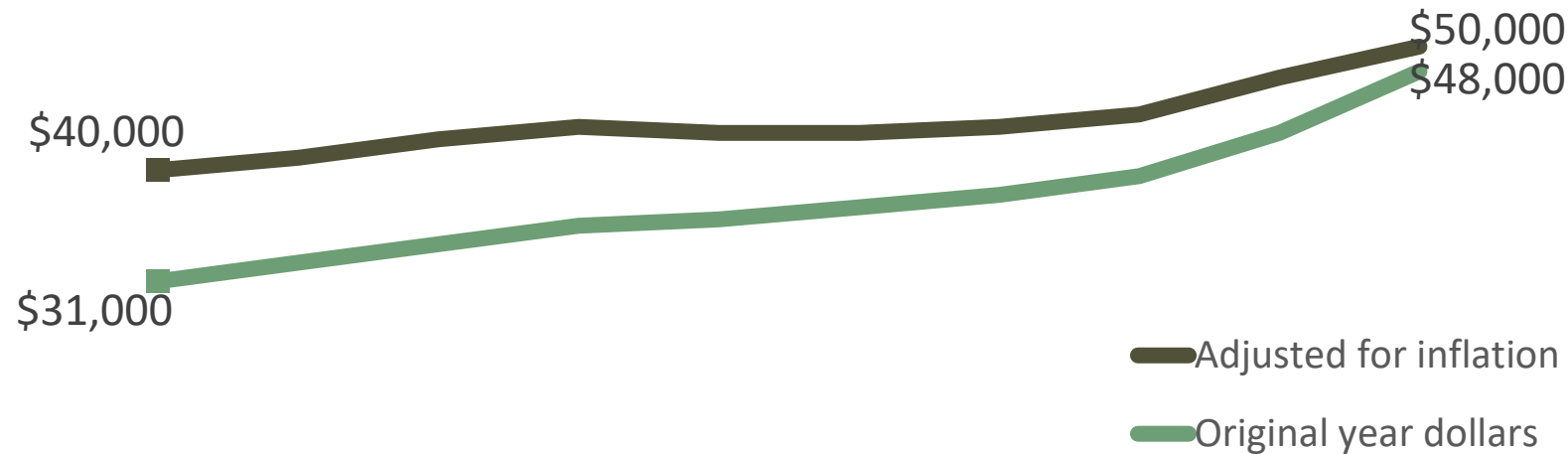
Data shown are updated since last KPM submission to DAS

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

Goal: Earnings rise and disparities across groups disappear.

Earnings of recent community college graduates rose in the most recent year.

Across the last decade and even after adjusting for inflation, those who graduated in 2017-18 earned 25 percent more than those who graduated in 2008-09. This shows a rising value of a community college credential.



All community college completers

Graduation year/	2008-09/	2009-10/	2010-11/	2011-12/	2012-13/	2013-14	2014-15/	2015-16/	2016-17/	2017-18/
Earnings year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers. Adjustment shown in 2022 dollars.

Over the Last Decade, Earnings for Community College Completers Have Risen Steadily for Most Groups, and the Overall Racial/Ethnic Earnings Gap Narrowed

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

Goal: Earnings rise and disparities across groups disappear.

Range across groups narrowed (inflation-adjusted to 2023 dollars)

	Graduation cohort		
	2008-09	2017-18	% change
Asian American/Asian	\$41,000*	\$55,000*	+34%
Black/African American	\$34,000*	\$50,000	+47%
Latino/a/x/Hispanic	\$39,500	\$48,500*	+24%
Native Amer./Alaska Native*	\$34,500	\$50,000	+47%
Native Hawaiian/Pac. Islander	\$39,500	\$54,500	+38%
White	\$41,000	\$50,000	+22%
Difference between *Top and *Bottom earners has decreased	\$7,000	\$6,000	-14%

While the overall range in earnings became narrower, most groups saw similar rates of growth. Earnings must rise faster for underserved groups to close equity gaps.

Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to greater changes between individual years, but the ten-year trend shows improvement in equity gaps.

Relative Earnings Growth Over 10 Years

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2007-08 and graduates from 2008-09 because of small numbers.



Earnings of Bachelor's Degree Graduates Have Risen, Even With Inflation

Data shown are updated since last KPM submission to DAS

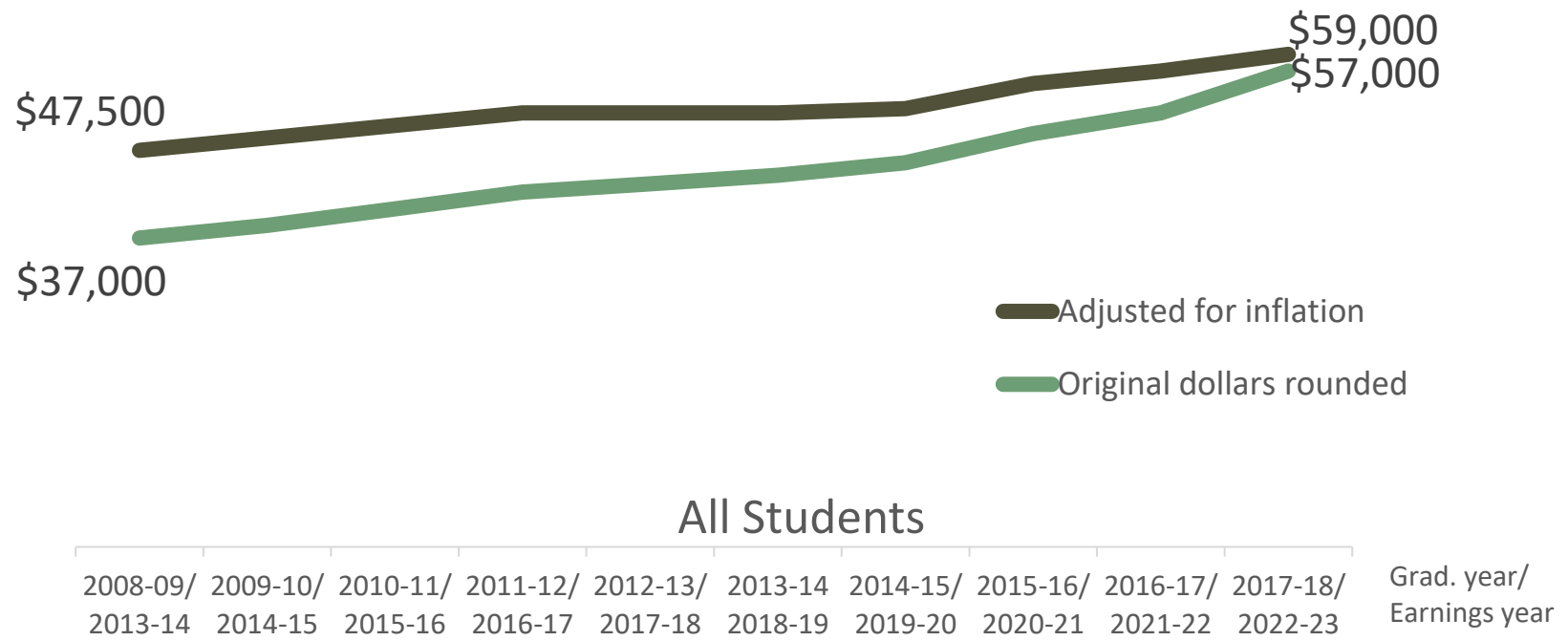
KPM 13. Median earnings of university graduates with bachelor's degrees, five years after completion, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.

Earnings of recent university graduates rose, even after accounting for inflation.

New groups of bachelor's degree graduates who are employed in Oregon continue to earn more than previous graduates, as in the last several years. This shows a rising value of a university degree.

Even after adjusting for inflation, those who graduated in 2017-18 earned almost 24 percent more than those who graduated in 2008-09.



Earnings Have Risen for All Groups, and Racial/Ethnic Disparities Widened

KPM 14. Median earnings of university graduates with bachelor’s degrees, five years after completion, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.

Range across groups narrowed (inflation-adjusted to 2023 dollars)

The overall difference in earnings across groups narrowed somewhat. To close equity gaps, earnings of underserved groups must rise faster than average.

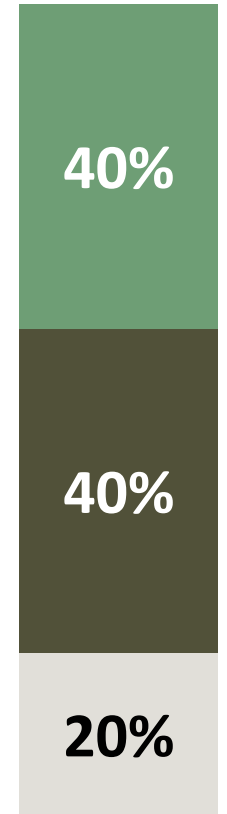
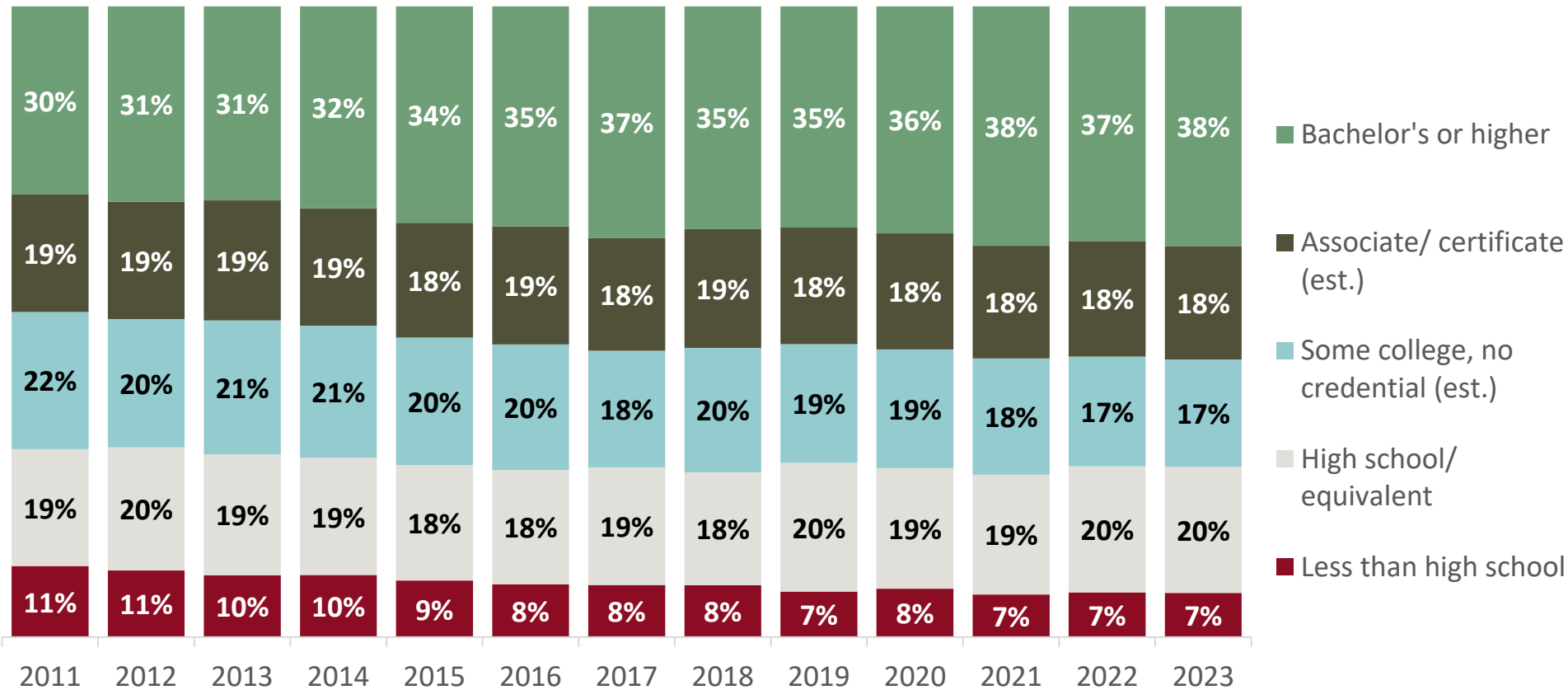
Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to greater changes between individual years, but the ten-year trend shows improvement in equity gaps.

	Graduation cohort			
	2008-09	2017-18	% Change	
Asian American/Asian	\$55,000*	\$63,500*	+15%	
Black/African American	\$45,500	\$57,000	+25%	
Latino/a/x/Hispanic	\$48,000	\$60,000	+25%	
Native Amer./Alaska Native	\$40,500*	\$50,000*	+23%	
Native Hawaiian/Pac. Islander	\$46,500	\$61,500	+32%	
White	\$48,000	\$59,000	+23%	
Difference between *Top and *Bottom earners has decreased slightly		\$14,500	\$13,500	-7%

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes Bachelor’s degree graduates who are employed after five complete years following their graduation, including both Oregon resident and nonresident students. The earnings shown for 2008-09 for students identifying as Native Hawaiian/Pacific Islander and Asian American are an average of the earnings of graduates from 2007-08 and graduates from 2008-09 because of small numbers.

40-40-20 Progress: Postsecondary Attainment Among Oregonians Ages 25-34 has Remained Stable

Data shown are updated since last KPM submission to DAS



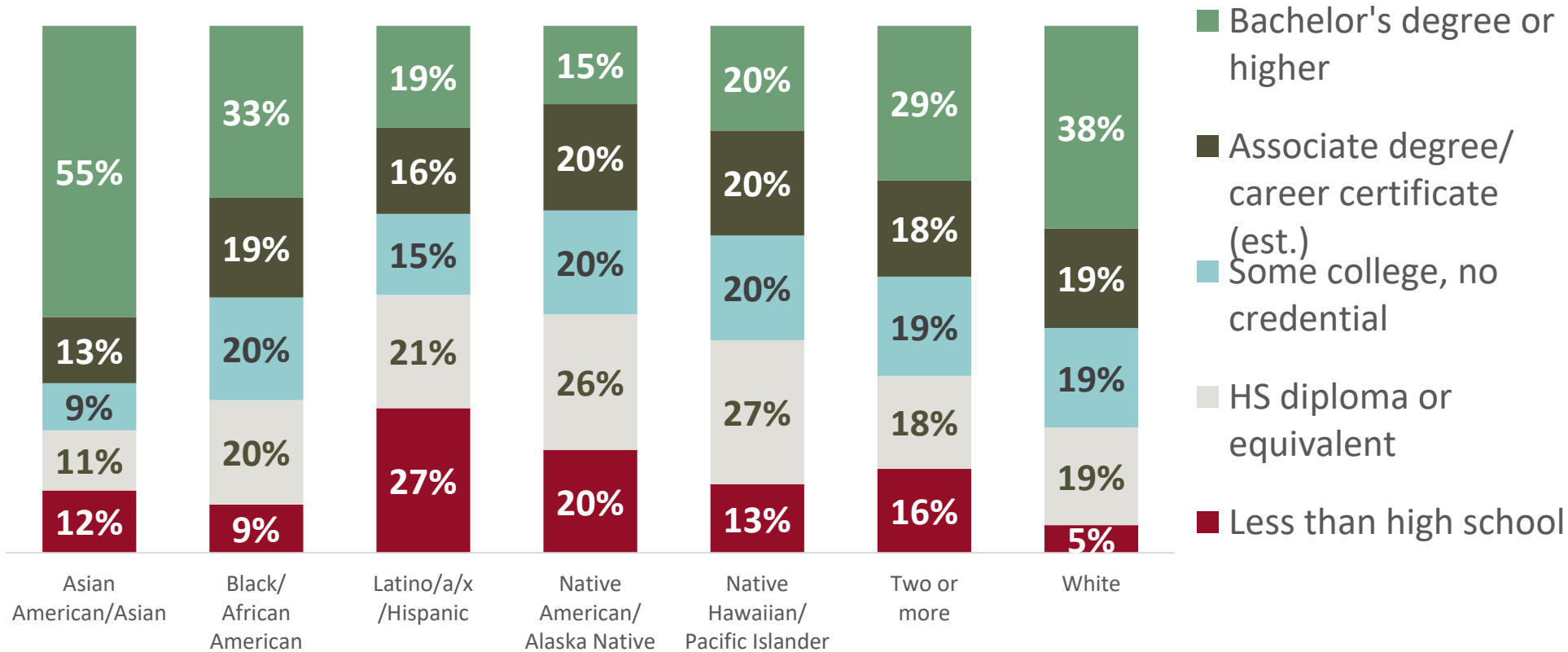
40-40-20 Goal

The pandemic-related declines in college-going and college and university graduation rates suggest the share of the young adult population with a postsecondary credential is likely to fall in the coming years.

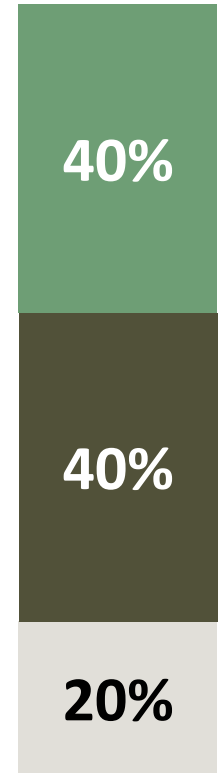
Educational Attainment Varies Widely by Race/Ethnicity

Educational Attainment Among All Oregon Adults Aged 25 and Older, by Race/Ethnicity, 2023

Data shown are updated since last KPM submission to DAS



40-40-20 Goal



These rates include **all adults aged 25+**. The size of the gaps among young adults are likely smaller than the gaps for all adults, but disparities remain. Equity gaps occur at each level of educational attainment.

Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15002, 2010 - 2022. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with associate degree earners.



The Commission Continues to Model Best Practices

KPM #16: Commissioners' reports of how well the Commission meets best practices.

Question	Percent (strongly) agree
Q1: I am able to devote the time and energy necessary to actively participate in Commission meetings.	78%
Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	44%
Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.	78%
Q4: The Commission is effectively utilizing my skills and expertise.	67%
Q5: I can speak candidly at Commission meetings.	100%
Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.	22%
Q7: Serving on this Commission is satisfying.	89%
Q8: The Commission as a whole has a clear understanding of its role and responsibilities	78%
Q9: The Commission understands and respects the distinction between its responsibilities and those of management.	89%
Q10: Commissioners actively participate in discussions.	89%
Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	89%
Q12: Commissioners listen to and value each other's comments.	100%
Q13: The leadership of the Commission is effective.	100%
Q14: Public comment during the meeting's public comment section and during action items is a valuable opportunity to gather input.	100%
Q15: The Commission provides insight and guidance to the HECC's strategic direction.	78%
Q16: Comm. ensures the agency's fiscal integrity by monitoring the agency's financial policies/operating performance and submitting biennial budgets.	78%
Q17: The Commission assesses the performance of the Executive Director on an annual basis.	63%
Q18: The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	78%
Q19: The Commission operates in a transparent and open fashion.	89%
Q20: Commission meetings have agendas & materials that are distributed far enough in advance to give them adequate consideration.	78%
Q21: Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.	89%
Q22: Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.	78%
Q23: Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	67%
Q24: Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	78%

OTHER REQUIRED REPORTS

Summary of Vacancy Savings

Office	Pos No	Position Title	FTE	25-27 GF PS Total	25-27 LF PS Total	25-27 OF PS Total	25-27 FF PS Total	25-27 Total PS BUDGET	Position eliminated in GRB?	Current Status	Reason for vacancy
Operations	5250203	Administrative Specialist 1	0.50	83,477			4,394	87,871	N	Filled	Funds being used for Modernization project
Operations	5250310	Public Service Representative 2	1.00	164,961				164,961	N		Funds being used for IT modernization position half OPS/OSAC
R&D	5250308	Operations & Policy Analyst 4	1.00	310,760				310,760	N		Held open for vacancy savings, to be used in PFP consolidation
R&D	8880011	Operations & Policy Analyst 3	1.00					-	N	Filled	Recently Filled. Replaced by new LD in POP 104.
R&D	5250192	Operations & Policy Analyst 4	0.25				71,997	71,997	N		Change Job, Held open for vacancy savings, to be used in PFP consolidation
R&D	5250567	Research Analyst 4	0.50	132,888				132,888	N		Termination, Held open for vacancy savings, to be used in PFP consolidation
R&D	5250312	Research Analyst 4	0.21	57,607				57,607	N		Held open for vacancy savings, to be used in PFP consolidation
APA	5250011	Compliance Specialist 2	1.00			218,962		218,962	N		Change Job. Funds being used for Special Project
CCWD	5250294	Operations & Policy Analyst 4	1.00			310,760		310,760	N		Contract with ODE not sufficient to cover
CCWD	5250293	Administrative Specialist 2	1.00			195,664		195,664	N		Contract with ODE not sufficient to cover
		TOTAL	7.46	749,693	0	725,386	76,391	1,551,470			

Details on vacancy savings are submitted as a separate document

Reports Submitted

As required by instructions, the following reports are submitted as separate documents:

- HECC Budget Ending Balances, Agency Reduction Options, and Long-Term Vacancy List
- ORS 352.069 Report: Legislative Mandates on Public Universities and Administrative Costs (ORS 352.069)
- ORS 192.240 Report related to impact on Community College Support Fund of applied baccalaureate degree program and Bachelor of Science nursing degree