

HIGHER EDUCATION COORDINATING COMMISSION GOVERNMENT TO GOVERNMENT 2020 ANNUAL REPORT



Cover photo: courtesy of Mt. Hood Community College.

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Office of Executive Director

Higher Education Coordinating Commission

www.oregon.gov/highered



Oregon

Kate Brown, Governor

Higher Education Coordinating Commission

3225 25th Street SE

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Danny Santos, Executive Director
Legislative Commission on Indian Services
900 Court Street NE, Room 167
Salem, OR 97301

Dear Mr. Santos,

I am pleased to present the 2020 Government to Government Annual Report of the Higher Education Coordination Commission (HECC).

We at the HECC agency honor the sovereignty of the nine federally-recognized Tribes in Oregon, and deeply value the opportunities we have had to work cooperatively with the educational representatives of the Tribes over the last year. This report summarizes the actions and initiatives the HECC has undertaken in 2020 to foster postsecondary education and training opportunities and pathways for tribal students and learners in Oregon.

The health and economic impacts of the coronavirus pandemic followed by the 2020 wildfire crisis have introduced an extraordinary set of challenges that have impacted our work, and we are pleased to share with you strategies and actions we are undertaking to foster an accessible, affordable, equitable, and coordinated network of college and career training programs for all. Since HECC's first full year as an agency in 2014, our Equity Lens has underpinned and guided our approach to higher education and training statewide. This year in particular, while the financial and health impact of the pandemic threatens to deepen inequities that are far too pervasive, we are focused on intentionally advancing and deepening our equity work.

We are actively serving and partnering with Tribes in Oregon in numerous ways to best address specific needs and promote opportunities for Oregon's tribal students. We are dedicated to building strong relationships with our tribal partners through consultation, communication, concrete actions, and the fulfillment of our commitments, and look forward to continuing and expanding our work together in the coming year.

Should you have questions or comments regarding this report, please direct them to Rudyane Rivera-Lindstrom, Director of Diversity, Equity, and Inclusion, at (503) 689-4309.

Respectfully,

Ben Cannon

Executive Director, Higher Education Coordinating Commission

ABOUT THE HIGHER EDUCATION COORDINATING COMMISSION

Agency	Higher Education Coordinating Commission (HECC) www.oregon.gov/highered
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Major Areas	<p>The Higher Education Coordinating Commission (HECC) works to improve success in higher education and training for Oregonians by ensuring an accessible, affordable, equitable, and coordinated network of college and career training programs.</p> <p>The mission of the Higher Education Coordinating Commission, derived from our chartering statutes, is to: 1) dramatically and equitably improve postsecondary educational attainment levels; 2) improve Oregon’s economic competitiveness and quality of life; and 3) ensure that Oregon students have affordable access to colleges and universities.</p>
Agency Statement	<p>The HECC envisions a future in which all Oregonians—and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training (from HECC Vision Statement, Strategic Framework, 2017).</p> <p>Established in 2011 and vested with its current authorities in 2013, the HECC is a 14-member volunteer commission appointed by the Oregon Governor and confirmed by the Oregon State Senate, with funding and policy responsibilities for higher education and the workforce statewide. The HECC supports postsecondary education by administering the statewide higher education and workforce budget of about \$1.4 billion per year; authorizing programs and degrees; administering statewide financial aid, workforce, and educational programs; and providing strategic guidance to state leaders. We also directly serve Oregonians by awarding grant and scholarship aid to students, and connecting Oregonians with workforce and training resources. Our work is driven by the State of Oregon’s educational attainment goals for youth and adults, and by our Commission’s goals for equity, student success, affordability, and economic and community impact. To guide that work, we use the Oregon Equity Lens to help close system and opportunity gaps to achieve equitable outcomes for all.</p> <p>The Commission’s Strategic Framework (2017-2021) describes four key areas of strategic activity that are currently underway at the HECC: 1) REPORTING to Steer Progress 2) FUNDING for Success, 3) Streamlining Learner PATHWAYS, and 4) Expanding Opportunity through OUTREACH. These four Action Areas are aimed to achieve the Commission’s Strategic Goals for STUDENT SUCCESS, EQUITY, AFFORDABILITY, and ECONOMIC AND COMMUNITY IMPACT. At its public</p>

meetings, Executive Director Ben Cannon and staff report on the progress of actions underway to achieve our goals.

Since late 2019 the HECC has worked with partners on developing a Strategic Roadmap for the future of postsecondary education in Oregon, hearing input from more than 1,600 Oregonians. See the [Stakeholder Outreach Insights Report here](#) describing the public input gathered to date on this effort. In Spring, 2020 when the pandemic began, the HECC and partners established [four interim guiding principles](#) which emerged from the initial work, and encouraged stakeholders to keep these guiding principles in mind as they navigate the pandemic. While the development of the roadmap had to be paused because of the considerable disruption of the pandemic, the Commission is currently taking up this work again and the most recent update can be found in the [Commission's December 2020 meeting materials here](#).

The Commission is supported by the state agency by the same name, comprised of [eight distinct offices](#) led by Executive Director Ben Cannon.

INITIATIVES AND PARTICIPATION

The HECC coordinates activities with tribal partners, the Governor's Office, the Oregon Department of Education, and numerous other education partners to foster postsecondary pathways and student success. The following are significant activities HECC has undertaken in 2020 that support postsecondary education pathways for, and honor our relationships with, the nine federally recognized Tribes in Oregon:

Pandemic impact on higher education: This year introduced an unprecedented set of challenges, beginning with the onset of the pandemic in Spring 2020. The teaching and learning environments across Oregon colleges and universities had to be transformed to promote safety across our campus communities, with increased use of remote and distance learning, physical distancing, and limited access to campus facilities for the public. Throughout 2020, HECC has worked closely with the Oregon Health Authority and the Governor to communicate and clarify the public health standards all public and private Oregon colleges and universities must follow for any in-person operations at public and private colleges statewide. In this process, we have urged institutions to utilize the Governor's Equity Framework for Pandemic Response.

Students, families, and the institutions that support them faced extensive new financial hardships and uncertainties as a result of the pandemic. While the need for postsecondary education continues to be high, our reports show that fall, 2020 enrollment is down overall across the public postsecondary education landscape in Oregon. In addition, while federal relief dollars have provided some much-needed support, the pandemic has created fiscal challenges for Oregon's higher education institutions, threatening to diminish their capacity to provide affordable, quality programs and support services precisely when Oregonians need these programs most. The workforce environment is changing, and adjusting to it will require many employed and unemployed workers to reskill and upskill to emerge strong from this crisis. The HECC is engaged in multiple complimentary strategies, many of which are summarized in this report, to improve and protect equity, affordability, and student success in postsecondary education and training, abate the most harmful impacts of the pandemic, and build real opportunity for all.

Equity, diversity and inclusion continue to be guiding priorities for the HECC, and we are committed to fostering our connections and collaborations between HECC and the nine federally-recognized Tribes in Oregon. Our partners and the public can find former quarterly Government to Government updates as well as other information on work and initiatives in Coordination with Tribes located in the Equity and Student Success section of the HECC website at: www.oregon.gov/HigherEd.

- ✓ **Participation in Government to Government Education Cluster and convenings:** The Executive Director has prioritized participation in the Government to Government Education Cluster and has committed that either he or his appointee will attend each quarterly gathering. Over the past year Executive Director Ben Cannon, Director of Diversity, Equity, and Inclusion Rudyane Rivera-Lindstrom, and Director of Academic Policy and Authorization Veronica Dujon, have attended Education Cluster meetings, to which the agency provides thorough written updates on recent activity in our quarterly reports. The HECC also continues serving on the Oregon Department of Education's American Indian/Alaskan Native State Plan Advisory Committee providing supports and post-secondary perspective as needed. Due to the circumstances of the Covid-19 pandemic, many of the in person events and collaborations were cancelled, but virtual participation continued.
- ✓ **Equity leadership:** The Oregon Legislature in 2019 created and funded the agency's first permanent position focused on diversity, equity, and inclusion. Since she joined HECC in 2019, Rudyane Rivera-Lindstrom, Director of Diversity, Equity, and Inclusion for the HECC, has been

working with and collaborating with our partners and staff on the HECC's internal and external goals and initiatives related to racial justice and equity. In November 2019, the HECC began examining its equity processes, levels of understanding of how to authentically engage in the work, and identifying what was needed to strengthen the agency's long-standing commitment to equity and partnership with higher education institutions and other state agencies. Internally, agency leadership has adopted four overarching equity goals that will support consistency and accountability to the HECC's work and operationalizing of our equity lens. Externally, collaboration and network building had been strained due to the limitations resulting from the pandemic, only allowing for virtual meetings and collaborations. Most recently the HECC had participated in the education recovery work under the Governor's new Racial Justice Council. Here we have been able to provide pertinent information regarding postsecondary equity issues and legislative proposals that could contribute to addressing the persistent systemic failures we are facing.

- ✓ **Talent, Innovation, and Equity ("TIE") partnership grant:** With support from the Oregon HECC Talent, Innovation, and Equity Partnership grant from Lumina Foundation, HECC has been in close conversation and consultation with diverse community leaders in 2020. Building on a statewide equity roundtable listening tour in 2019-2020, HECC convened a Leadership Council for Equity, comprised of leaders from various postsecondary institutions and cultural community organizations, who are developing culturally relevant and responsive tangible tools aimed to disrupt systemic practices in Oregon's postsecondary landscape that have created disproportionate educational achievement gaps amongst Black/African Americans, Hispanic/Latinx, Native American/Alaskan Native, and Native Hawaiian/Pacific Islanders learners.

In addition, HECC awarded three Talent, Innovation, and Equity ("TIE") sub-grants for innovative new collaborations between higher education institutions and community-based organizations (CBOs) that have strong expertise serving diverse communities with culturally-specific programming. Among these grants, the Indigenous Nations Studies Department of Portland State University (PSU) was awarded \$75,000 to collaborate with the OHSU-PSU School of Public Health and the Native American Youth and Family Center (NAYA). This cross-institutional and community-based collaboration will uplift Native students through frameworks centering Indigenous Traditional Ecological & Cultural Knowledge (ITECK). The other two grants were awarded to Portland Community College to collaborate with Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS) and to Treasure Valley Community College to collaborate with Immigrant and Refugee Community Organization/Four Rivers Welcome Center. In addition, as part of the TIE grant, HECC has sponsored focus group research to determine the barriers to enrollment and completion facing adults from underrepresented populations in Oregon, and is developing a set of materials developed from this research for institutions and partners to support the re-engagement of adult learners in education and training.

- ✓ **Tribal Communication and Consultation Policy:** The HECC greatly values its relationship with each of the nine Tribes, and in an effort to honor tribal sovereignty and be respectful in our interactions, we developed a draft of a tribal communication and consultation policy that is under consideration for adoption. The current draft of the policy was submitted for feedback at the G2G Education Cluster in Summer 2019. Finalization of this policy was delayed due to the disruptions of the pandemic in 2020, but we look forward to reintroducing this document for possible acceptance at future G2G meetings in 2021.
- ✓ **Reporting data and analysis on postsecondary trends, disaggregated by race/ethnicity.** For example, HECC publishes the Statewide Higher Education Snapshots, an

annual set of reports first launched in 2018 which provide a high-level overview of data on enrollment, affordability and outcomes for resident students in Oregon's public institutions, disaggregated by ethnicity/race, and more. The HECC's Key Performance Metrics, which were redesigned in 2017 with an increased focus on equity and student success through increased use of data disaggregated by race/ethnicity, are summarized in a presentation here. The KPMs illustrate progress and continued racial/ethnic equity gaps. HECC and affiliated boards also complete numerous research and policy reports required by Oregon legislation, including biennial evaluations of Oregon's institutionally-governed public universities. HECC formal reports to the Oregon legislature are [posted on our website here](#).

- ✓ **Tribal Cultural Items Report:** Executive Order 17-12 established the Task Force on Oregon Tribal Cultural Items, charged with collecting information about potential tribal cultural items in storage or on display at state public institutions and agencies. In 2019, the HECC submitted its report to the Task Force, providing an inventory of potential tribal cultural items in the agency's possession. The agency is working to complete an addendum of a summary listing of all records to the Tribal Report as requested by the Task Force. The HECC is enthusiastic to continue building our relationship with the federally-recognized Tribes in Oregon, and stands ready to provide access to items of interest.

Funding for Equity and Student Success: The HECC continues to apply our Equity Lens to funding decisions, policies, and proposals.

- ✓ **A focus on equitable outcomes helped guide the postsecondary education and training budget development Process for 2021-2023.** While we will not know the final outcome of the budget until the 2021 Oregon Legislature completes their work, the [Governor's Recommended Budget for 2021-23](#) contains equity-focused proposals proposed by the HECC including recommendations for: new funding to provide paid work experience and workforce training to underserved youth ages 14-24; investment in additional HECC staffing to enhance diversity, equity, and inclusion (DEI) leadership efforts and eliminate systemic racism in agency policies and practices, including dedicated tribal consultation and support; funding to continue work to improve transfer student pathways; and more.
- ✓ **Implementing and improving the formula for the distribution of state resources to public universities.** Since 2015, HECC has implemented the Student Success and Completion Model (SSCM), which shifted the formula for distribution of the majority of state funding for Oregon's seven public universities to promote progress toward Oregon's educational attainment goals, adding incentives for improved graduation for underrepresented student groups. From 2019-20, the HECC engaged in a formal review of this funding model. In November, 2020, the HECC endorsed a series of staff recommendations the Student Success and Completion Model (SSCM), after an extensive review process and public input. The recommendations, if adopted by the Commission, will update the way \$837 million in state funding is distributed among the seven public universities to incentivize investments leading to student success. The potential impact on equitable outcomes is significant, building on a track record of solid progress since the model was first adopted in 2015.

Addressing workforce needs during the pandemic: In addition to supporting the public health guidelines for postsecondary education, HECC offices have led important work to serve dislocated workers, employers, and industries during the economic disruptions of the pandemic, as well as continuing our partnership with Tribes for youth employment.

- ✓ **Supporting dislocated workers impacted by the pandemic:** The HECC Office of Workforce Investments (OWI) has undertaken extensive work to mitigate challenges for workers and employers impacted by COVID-19 and the wildfires. The OWI works with the Oregon Employment Department, partner agencies, and community-based organizations to coordinate Rapid Response services supporting affected workers and businesses during reported layoffs. The OWI continues to support businesses and Oregon's nine Local Workforce Development Boards in their service; in 2020 they secured \$6M in new federal grant dollars to support dislocated workers, keeping local boards and workforce partners informed of opportunities, distributing layoff aversion funds to help businesses stay open or minimize the length of time employees are out of work, and more.
- ✓ **Oregon Workforce Talent and Development Board (WTDB) focuses on fast-evolving workforce impact of the COVID-19 pandemic:** The COVID-19 pandemic has triggered an unprecedented recession affecting all industries, regions, and populations in Oregon. However, the economic impact has not been experienced equally. This inequity creates unique policy and program opportunities to respond to the pandemic's economic disruption. The Oregon Workforce and Talent Development Board (WTDB) has commissioned ECONorthwest and other key thought-leaders to develop a series of reports regarding key issues resulting from the pandemic. We invite our partners to explore these reports on the [WTDB website here](#). The WTDB has also convened several Task Forces driven by key leaders from business and industry, labor, and other education, training and talent development leadership which position Oregon to make informed decisions in responding to fast-evolving workforce needs. Among the task forces, WTDB has launched the Equitable Prosperity Task Force to help thousands of Oregonians share in equitable prosperity in the post-pandemic economy. Learn more: www.oregon.gov/workforceboard/pages/index.aspx
- ✓ **Expansion of Registered Apprenticeships:** In 2020, HECC recently received a \$450,000 grant from the Department of Labor to expand activities to promote Registered Apprenticeships across the state in partnership with Oregon community colleges and state agency partners.
- ✓ **Youth Employment Partnerships with Tribes:** The Oregon Youth Corps (OYC) (administered by the HECC Office of Workforce Investments) was unable to support youth employment programming over the summer of 2020 due to Covid-19 restrictions and financial impacts of the pandemic. If public health guidance and additional funding allows, OYC will make grants available in 2021 for all nine federally-recognized Tribes for traditional youth programming. Additionally, if the public health guidance allows it this year, for the first time, OYC will have an Oregon Tribal Youth Corps Natural Resource Conservation Summer Program in partnership with the Bureau of Land Management (BLM). Oregon Youth Corps will grant these funds to tribes in the BLM's Coos Bay and Northwest Oregon Regions. OYC hopes to expand upon existing partnerships with the Confederated Tribes of Grand Ronde, the Confederated Tribes of Warm Springs, Coquille Indian Tribe, and the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians and begin new partnerships with the remaining Tribes in Oregon.

Educator equity and cultural competency: We continue to collaborate with state and institution partners on implementing cultural competency standards and diversifying the educator workforce.

- ✓ **Implementation of postsecondary cultural competency legislation:** HECC continues to support implementation of House Bill 2864 (2017), which defined cultural competency and directed public universities and community colleges to establish a process for recommendation and oversight of cultural competency standards implementation for institutions and employees. HECC was a sponsor and participant in a Fall institute convened in collaboration with members of

the Equity Advisory Committee in November 2020, focused on implementation of this bill and supports needed. In 2020, HECC twice convened the Equity Advisory Committee, a group comprised of institutional partners involved with leading this work at their respective campuses, to discuss progress and best practices with implementation.

- ✓ **Oregon Educator Equity Report:** The HECC was a contributor to the 2020 Oregon Educator Equity Report, documenting Oregon's progress in diversifying the educator workforce. This annual report was published by the former Chief Education Office, with contributions from the HECC, the Oregon Department of Education, and the Teacher's Standards and Practices Commission, pursuant to Senate Bill 755 (2013) and HB 3375 (2015). We encourage sharing this report to support continued improvements at each step of the education career pathway in order to achieve an educator workforce that is more reflective of the demographics of the culturally or linguistically diverse students in Oregon's public schools.
- ✓ **Educator Equity Plans:** For six years, in accordance with ORS 342.447, public educator preparation programs at six Oregon public universities (EOU, OSU, PSU, SOU, UO, and WOU) have produced Educator Equity plans, collaborating and engaging in biennial planning, tracking, and reporting on progress in educator equity for Oregon. In 2020, the HECC approved the 2020-2022 Educator Equity Plans for each of these public educator preparation programs.

College affordability and access: HECC continues working to expand and protect college affordability through our ongoing administration of financial aid and access programs as well as new initiatives.

- ✓ **Continued administration of Oregon's state-funded financial aid and college affordability programs including:** the Oregon Opportunity Grant, a need-based financial aid program that serves 30,000-40,000 students per year, the Oregon Promise, Oregon Chafee Education and Training Grant, Oregon National Guard State Tuition Assistance, and over 600 privately funded scholarships.
- ✓ **OSAC Summer Bridge Outreach Campaign:** To help address the uncertainties introduced by the pandemic for students and families, HECC in 2020 piloted a "Summer Bridge" campaign, reaching out to more than 15,000 recent high school graduates and GED completers statewide to give them the tools they need to attend and succeed this school year. OSAC emailed these students on a weekly basis to ensure that students complete enrollment requirements, understand their financial package, and know how to navigate college life. In addition to the email campaign, OSAC ASPIRE staff offered 1-on-1 summer mentoring to any interested students. In related work, when the pandemic began, HECC helped communicate the institutions' commitments to provide flexibility in admissions and financial aid processes and more to help students navigate the pandemic.
- ✓ **Tribal Organizations continue to be invited to join FAFSA Plus+:** Tribal partners continue to be invited to join the FAFSA Plus+ program. FAFSA Plus+ is a year-round program that includes FAFSA completion activities, events, and support, financial literacy information, scholarship resources, award letter help, and other college access information. OSAC shares student-level FAFSA data and best practices with sites, allowing site staff to provide targeted assistance to their students who need to complete and submit a FAFSA, make corrections, and notify students who have been selected for verification. Since the expansion, HECC has entered into data-sharing agreements with the NAYA Early College Academy, the Southern Oregon Indian Education Program (SOIEP), and The Klamath Tribes.

- ✓ **Tribe Access to Oregon Foster Youth Tuition and Fee Waiver:** HECC-OSAC continues to be available to ensure tribal foster youth have access to the Oregon Foster Youth Tuition and Fee Waiver program, which waives tuition and fees for the equivalent of 4 years of undergraduate studies after other public grants and any school aid are applied. Learn more about eligibility at www.oregonstudentaid.gov. OSAC in 2019 developed a solution to ensure that information on eligible tribal foster youth are provided to college financial aid offices to be considered for the Foster Youth Tuition and Fee Waiver. Tribes who administer their own Foster Youth programs can now upload lists of eligible students into the OSAC Partner Portal. OSAC representatives would be pleased to help any tribal staff who utilize this option (contact Kristin.Vreeland@state.or.us).
- ✓ **Expansion of Equity-Based Scholarship Program for Educators:** With additional state support through the Student Success Act, the HECC was able to expand the number of future educators supported through the Oregon Teacher Scholars Program in 2020. The Oregon Teacher Scholars Program (OTSP) is a HECC-operated scholarship for students pursuing an education degree who are ethnically diverse or a Heritage Speaker of a non-English language. The program provides students with career coaching, and awards scholarships to help students complete their degree with less debt.
- ✓ **Partnering with high schools and partners statewide on pre-college mentoring and outreach programs** to prepare students of all backgrounds for success in college and career, through Oregon ASPIRE, community outreach presentations and more.

Expanding diverse learner and worker pathways: We continue our work to expand and streamline learner pathways to better serve the needs of diverse students today, including collaborative campus efforts to streamline the community college to university transfer pathway, working to improve affordability and time to degree for students, including low-income, first-generation, and underserved student groups.

- ✓ **Continued administration of First Generation Student Success grants:** Thanks to funding approved by the Oregon Legislature in the last two biennia, HECC has awarded \$3.1M in competitive grant funds for First Generation Student Success grants to nine Oregon public community college to support strategies to serve underserved first-generation populations, including projects proposed to serve Latinx, African American, and Native American students. These grants fund programs which support first-generation, low-income, and college-bound students from around the state to enroll in community colleges statewide and make progress toward a certificate or degree. The grantees and HECC are supported by Achieving the Dream in coordinating grant fund efforts, including convenings for grantees.
- ✓ **“Oregon Transfer Compass” Expands for Community College Transfer Students:** HECC, in partnership with the state’s public postsecondary institutions, announced in June 2020 the approval of new statewide major-specific transfer degrees designed to simplify and clarify the transfer process for students who plan to transfer from Oregon’s 17 community colleges to Oregon’s seven public universities. With the Commission’s statewide approval, the local boards of the community colleges can now approve and make available these degrees for their students without seeking individual institution approval at the state level. The degrees are designed to help students who know they plan to major in these areas of study at an Oregon public university to make the most of their community college credits, and to save time and money as they work toward their four-year degrees.

- ✓ **Applied Baccalaureate Programs Coming Soon at Community Colleges:**
Oregon's community colleges now have the choice to design and offer an 'applied baccalaureate' (AB) — a bachelor-level, workforce-oriented program that prepares Oregonians for high-value career opportunities with Oregon's most active employers and industries. Oregon community colleges were authorized to seek HECC's approval to offer these programs with the passage of Senate Bill 3 in 2019, and the agency in 2020 launched the program review process.
- ✓ **Oregon leaders completed a Career and Technical Education (CTE) state plan that was approved by the U.S. Department of Education :** After an extensive collaborative development process with educators, stakeholders and the business community, the Oregon Department of Education (ODE) and HECC developed a new statewide Career and Technical Education plan that is intended to guide federal investments to support a new generation of CTE innovators, problem solvers and workforce ready employees. The HECC Office of Community Colleges and Workforce Development (CCWD) works in partnership with ODE to coordinate the postsecondary education of career and technical education programs supported by the "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V). Also related to HECC's leadership in postsecondary education CTE, in 2020 Oregon was selected by Advance CTE as one of five grantees to improve postsecondary CTE data quality in order to better discern and address the needs of underrepresented populations.
- ✓ **Continued administration of workforce programs as well as administration of adult basic skills** statewide to train returning students, adults, dislocated workers, and all Oregonians with the skills they need for gainful employment. The HECC is the administrative entity for several federally-funded workforce and education programs, including those authorized by Title I and Title II of the federal Workforce Innovation and Opportunity Act (WIOA).
- ✓ **Policy efforts to improve and expand pathways to earn college credit,** including college credit while in high school and Credit for Prior Learning.
- ✓ **Adult educational attainment:** State and institution leaders continue to work to transform policies and remove barriers to better serve adults who need retraining and other non-traditional learners in support of the Adult Attainment Goal. In 2019, the HECC and the WTDB convened an Adult Learner Advisory Committee (ALAC) to advise staff in these efforts.
- ✓ **Statewide administration of Oregon's High School Equivalency Program,** including GED® test preparation, instruction, and testing processing in Oregon. In 2020, HECC continued to administer state funding invested by the Legislature to defray the cost of GED® testing and/or provide support in the form of wraparound services to minimize barriers to earning a GED® test credential that many GED® test candidates face. Wraparound services include trained staff, professional development, testing fees, transportation costs, food, child care, curriculum, and technology. HECC has committed \$1.7 million in funds for this effort.
- ✓ **Continued approval of new academic programs** at the public colleges and universities.

