

**COCC Board of Directors
Advocacy Committee
Meeting Agenda
December 20, 2024
3:00 - 4:00 p.m.
Remotely via Zoom**

Committee Members: Erin Foote Morgan (Chair), Laura Craska Cooper, Erin Merz

COCC Staff: Laurie Chesley (President), Lucas Alberg (Director of Marketing and Public Relations), Kyle Matthews (Executive Assistant to the President)

- 1. Approval of November 15, 2024 Meeting Minutes – Item 1.1-4**
- 2. Recommendation for 2024-2025 Committee Priorities**
 - a. Strategic outreach
 - b. Legislative engagement
- 3. Plan Strategic Outreach to Elected Leaders – Item 3.1**
- 4. Review OCCA’s Updated Legislative Priorities and Discuss COCC’s Priorities – Item 4.1-12**
- 5. Timeline Review**
 - a. Internal**
 - i. November/December/January:** Prepare for legislative session
 1. Asset preparation
 2. Trainings for team
 - ii. July:** Debrief successes and areas for improvement
 - iii. August/September/October:** Develop potential 2025-2026 advocacy priorities and draft strategy
 - iv. Fall retreat:** Confirmation of priorities and review draft strategy
 - v. November Board meeting:** Board approval of advocacy strategy
 - b. External**
 - i. HECC meetings:** Wednesday/Thursday, second week of the month
 - ii. December 1:** Governor’s budget released
 - iii. December 10-12:** Legislative Committee Days
 - iv. December 18:** Second revenue forecast released
 - v. January – June:** Legislative session engagement
 - vi. January 13-17:** Legislative Organizational Days
 - vii. January 21:** 2025 Legislative Session begins
 - viii. February – March:** Ways and Means Co-Chairs release budget
 - ix. May – June:** Legislature Passes Budget Bills
 - x. June 28:** Legislative session ends

**COCC Board of Directors
Advocacy Committee
Meeting Minutes
November 15, 2024
3:00 - 4:00 p.m.
Remotely via Zoom**

Committee Members: Erin Foote Morgan (Chair), Laura Craska Cooper, Erin Merz

COCC Staff: Laurie Chesley (President), Lucas Alberg (Director of Marketing and Public Relations), Kyle Matthews (Executive Assistant to the President)

- 1. Called to order at 3:09 p.m.**
- 2. Approval of October 18, 2024 Meeting Minutes – Item 2.1-6**
- 3. Review Advocacy Priorities Recommended by the Board**
 - a. Support the Oregon Community College Association’s (OCCA’s) advocacy priorities and agenda, especially for matters that are of particular interest to COCC.
 - i. Foote Morgan asked Alberg how the Committee could work with him in the coming year.
 1. Alberg concurred to align with the Committee’s priorities, as well as Chesley’s and that of Vice President of Advancement Zak Boone. He offered to discuss this further with Chesley during their upcoming regular meeting.
 2. Chesley concurred and added that Alberg will keep the Committee informed of the OCCA’s activities. Chesley and Boone have also met with legislators in the past to discuss advocacy priorities. It might be helpful for a Board member to attend some of those meetings as elected officials are more likely to respond well to other elected officials.
 - ii. Foote Morgan asked if Alberg attends regular OCCA legislative calls.
 1. Alberg said he attends bi-weekly meetings of the Campus Advocacy Coordinators. They most recently discussed enrollment numbers that had been released by all of Oregon’s community colleges. There was also a suggestion to appoint one student representative from each college. While no action had been taken, Alberg was working with COCC’s Dean of Student Engagement Andrew Davis to find a potential candidate from the Associated Students of COCC.
 2. Foote Morgan asked to regularly receive reports from Alberg on the activities of the Campus Advocacy Coordinators.

3. Alberg concurred that it could be a standing agenda item for this Committee.
 - iii. Foote Morgan noted that Merz is the COCC Board's representative on the OCCA Board and that it might be helpful to discuss who should be attending OCCA calls and reporting back to the Committee.
 - b. Develop outreach priorities for the Board and the President in collaboration with COCC staff, especially in light of the search for a new College President.
 - i. Foote Morgan suggested that Committee members may want to set-up some meetings with COCC's local representatives, ideally before the legislative session begins.
 1. Chesley suggested sending the list of representatives to the full Board in case any of them have an existing relationship with any representatives.
 2. Foote Morgan concurred, encouraging everyone to reach out to representatives from their respective zones.
 - ii. Foote Morgan asked if it made sense for Chesley and Alberg to start reaching out to other regional partners and stakeholders prior to the next College President being hired in the coming months and then repeating the process in the summer and fall of 2025.
 1. Chesley did not think this would be necessary. She noted that, when she was hired, there was an existing list of individuals to contact and said this Committee could add anyone they might recommend to the list. She suggested compiling all of this information into a single document that everyone in the Committee could access and add information to.
 2. Alberg concurred and offered to create a document in Sharepoint. He noted that the existing list should also be internally reviewed by himself, Chesley, Boone and anyone else who may be aware of any changes in leadership with local organizations.
 - iii. Chesley added that it might be helpful for the next President to be accompanied by a Board member when meeting with regional partners. Everyone concurred.
 - c. Other potential priorities
 - i. Foote Morgan toured COCC's facilities at Deer Ridge Correctional Institution (DRCI) and the Board heard a presentation from COCC faculty who teach at DRCI earlier that week. The faculty learned that adults in custody (AIC) students are not allowed to use laptops for their studies, so they are trying to figure out how to change that. Foote Morgan had suggested that the Advocacy Committee could discuss how the Board might be able to support the program in getting permission for AIC students to use laptops.

- ii. Craska Cooper suggested that the Board would be supportive of this, but they would need to formally approve their support as it is for a specific matter. It is important for the Board to be able to agree and speak as one voice when advocating for a cause. She also suggested that this matter could be presented to the Board during a special meeting.
 - 1. Merz concurred with the proposal for a special meeting, but also asked if it could be presented during the Board's regular meeting in December instead.
 - 2. Craska Cooper said it was possible, but it depends on how soon the Board wants to make a decision on this matter. She suggested they may need to call the Governor's office since the Director of the Department of Corrections (DOC) reports to the Governor.
 - 3. Chesley had emailed everyone just before this meeting with information on who DRCI Instructor Emma Chaput has already spoken with on this matter and what she has learned. Thus far, Chaput has spoken with employees of DRCI and the DOC, so she could suggest whom the Board could call next. Chesley suggested it would be best to go through the proper channels with this matter.
 - 4. Craska Cooper concurred and clarified that the Board should go through the proper channels in a way that would ultimately end with contacting the Governor's office. She also suggested that COCC's staff should be encouraged to do everything they can on this matter before the Board takes any action.
- iii. Foote Morgan asked if this would be a situation where the President would call someone to speak on the Board's behalf.
 - 1. Chesley suggested that, after discussing with Chaput about whom she has corresponded with thus far, Chesley might contact DRCI's superintendent to ask why AIC students are not allowed to use laptops and work through the proper channels in order to reach someone from the DOC.
 - 2. Craska Cooper offered to reach out to someone she knows who works in the Governor's office if the Committee's plan to contact the DOC does not work.
- iv. Foote Morgan noted that Board member Alan Unger was also on the DRCI tour and he had suggested getting COCC's local legislative representatives involved.
 - 1. Craska Cooper suggested that legislators might be hesitant to get involved if the odds of success are unclear, which was why she suggested contacting the Governor's office instead.

- v. Craska Cooper suggested adding an agenda item to the Board's regular meeting in December to ask the full Board if they would be willing to advocate for AIC students accessing laptops for their studies. Foote Morgan concurred.

4. Development of Advocacy Plan

- a. Foote Morgan noted that Chesley was waiting to receive some information from the OCCA that the Committee might be able to discuss during their next meeting in December.

5. Timeline Review

a. Internal

- i. **November 1:** Confirmation of board priorities and review draft advocacy strategy
- ii. **Early November:** Updates to advocacy strategy
- iii. **November/December/January:** Prepare for legislative session
 - 1. Asset preparation
 - 2. Trainings for team
- iv. **July:** Debrief successes and areas for improvement
- v. **August/September/October:** Develop potential 2025-2026 advocacy priorities and draft strategy
- vi. **Fall retreat:** Confirmation of priorities and review draft strategy
- vii. **November Board meeting:** Board approval of advocacy strategy


b. External

- i. **HECC meetings:** Wednesday/Thursday, second week of the month
- ii. **November 20:** First revenue forecast released
- iii. **Late November:** Legislative leadership elections and committee assignments
- iv. **December 1:** Governor's budget released
- v. **December 10-12:** Legislative Committee Days
- vi. **December 18:** Second revenue forecast released
- vii. **January – June:** Legislative session engagement
- viii. **January 13-17:** Legislative Organizational Days
- ix. **January 21:** 2025 Legislative Session begins
- x. **February – March:** Ways and Means Co-Chairs release budget
- xi. **May – June:** Legislature Passes Budget Bills
- xii. **June 28:** Legislative session ends

Meeting adjourned at 3:45 p.m.

COCC's Elected Legislators

- State Rep. Emerson Levy (D), District 53
 - Bend, south Redmond, Tumalo, Sisters, Eagle Crest and Black Butte
- State Rep. Jason Kropf (D), District 54
 - Bend
- State Rep. Werner Reschke (R), District 55
 - Bend, Deschutes River Woods, Sunriver, La Pine, Gilcrest, Chiloquin, Chemult, Chiloquin, Sprague River, Beatty, Bly, Bonanza, Dairy, Malin, Merrill and most of the south eastern parts of Klamath Falls
- State Rep. Vicki Breese-Iverson (R), District 59
 - Crook County and parts of Jefferson and Deschutes Counties
- Anthony Broadman (D), elected to State Senate, District 27
 - Bend, Redmond, Tumalo, Sisters, Black Butte, and Eagle Crest
- Diane Linthicum (R), elected to State Senate, District 28
 - Jackson, Klamath, Lake, Deschutes and Crook counties
- Mike McClane (R), elected to State Senate, District 30
 - Baker, Crook, Grant, Harney, Lake, Malheur and Parts of Deschutes and Jefferson Counties
- Janelle Bynum (D), elected to House of Representatives, District 5
 - Linn County, most of Clackamas and Deschutes counties, and parts of Multnomah and Marion counties
- Rep. Cliff Bentz (R), District 2
 - Baker, Crook, Deschutes, Douglas (partial), Gilliam, Grant, Harney, Jackson, Jefferson, Josephine, Klamath, Lake, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler Counties
- Sen. Ron Wyden (D) (or their local representative)
- Sen. Jeff Merkley (D) (or their local representative)

	OCCA Board Meeting December 6, 2024	<u>Docket Number</u> D-6
		<u>Action Report</u>
<u>Document Title</u> Legislative Priorities College Board Resolution		<u>Presenter(s) / Title</u> Casey White-Zollman

Oregon's community colleges have been most successful in prior legislative sessions when all 17 colleges and their advocates speak with one voice. In an effort to show unity among the state's 17 community colleges during the 2025 Legislative Session, OCCA will ask each of the college boards of education to approve a resolution in support of OCCA's 2025 Legislative Priorities. The resolution, drafted by OCCA, acknowledges support for \$920 million for the Community College Support Fund (CCSF), as well as five additional priorities:

- **\$150 million increase for the Oregon Opportunity Grant:** Expands access to need-based financial aid, benefiting high school graduates and working adults, and addressing inequities in educational attainment.
- **Raising the Article XI-G Bond funding cap to \$12 million:** Adjusts for inflation to support capital projects critical to community colleges. An adjustment to the cap hasn't been made since Article XI-G bonds first became available to colleges in 2007.
- **\$10 million for student basic needs:** Addresses growing challenges in food, housing, and transportation to support student success.
- **\$1 million for corequisite supports:** Funds faculty release time and training as well as implementation to improve student success in math during the first year of college, particularly for historically underrepresented students.
- **Adult Reconnect policy bill:** Directs the Higher Education Coordinating Commission (HECC) to convene a workgroup for reengaging adults with some college but no degree, addressing enrollment declines and workforce needs.

OCCA strongly encourages the boards of education at all 17 community colleges to approve this resolution to show their support of OCCA's priorities during the 2025 Legislative Session.



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College Board Resolution – 2025 Community College Legislative Priorities

Whereas:

1. Community colleges are the only sector of public post-secondary education open to all students, regardless of education or skill level.
2. Community colleges serve the largest number of underrepresented and first-generation students in Oregon, playing a vital role in reducing educational, economic, and social inequities.
3. Community colleges provide critical programs, including Career and Technical Education, workforce training, short-term certificates, GED programs, and dual-credit courses for all Oregonians.
4. They are essential for bridging high school to four-year degrees and upskilling adults to meet workforce demands.
5. Insufficient financial aid and capped funding hinder students' ability to pursue post-secondary education and training.

Be it Resolved:


The _____ Board of Directors supports the Oregon Community College Association Board's Legislative Priorities for the 2025 Legislative Session, including:

- **\$920 million for the Community College Support Fund (CCSF):** Ensures current service levels with modest statewide tuition increases.
- **\$150 million increase for the Oregon Opportunity Grant:** Expands access to need-based financial aid, benefiting high school graduates and working adults, and addressing inequities in educational attainment.
- **Raising the Article XI-G Bond funding cap to \$12 million:** Adjusts for inflation to support capital projects critical to community colleges. An adjustment to the cap hasn't been made since Article XI-G bonds first became available to colleges in 2007.
- **\$10 million for student basic needs:** Addresses growing challenges in food, housing, and transportation to support student success.
- **\$1 million for corequisite supports:** Funds faculty release time and training as well as implementation to improve student success in math during the first year of college, particularly for historically underrepresented students.
- **Adult Reconnect policy bill:** Directs the Higher Education Coordinating Commission (HECC) to convene a workgroup for reengaging adults with some college but no degree, addressing enrollment declines and workforce needs.

Community colleges are essential to Oregon's education and workforce ecosystems, and these priorities will strengthen their ability to serve students, businesses, and communities statewide.

Board of Education President

Date

	OCCA Board Meeting Dec 6, 2024	<u>Docket Number</u> D-4
		<u>Action</u> Final Approval
<u>Document Title</u> Legislative and Regulatory Policy Positions		<u>Presenter(s) / Title</u> John Wykoff, OCCA Deputy Director

Legislative and Regulatory Policy Positions Document

The OCCA Legislative and Regulatory Policy Positions document is updated biennially and details OCCA's position on a wide range of issues. The document also serves as a guide for OCCA staff throughout the legislative session and the biennium.

During the legislative session, decisions on policy questions sometimes must be answered quickly where there would not be time to hold an OCCA Board or Executive Committee meeting. This document is intended to provide direction to staff in such situations. It is also intended to provide guidance for issues that would not require further consultation with the Board or Executive Committee because there is already a consensus opinion by the colleges. For example, the document states that local boards should have authority over tuition decisions. If there was proposed legislation to have the legislature set tuition rates, OCCA already has a position in opposition to such a proposal.

This document is just one of several ways OCCA staff receive input and direction from colleges during the legislative session. While the OCCA Board meets only quarterly, the OCCA Executive Committee meets monthly and can be convened to make decisions when necessary. OCCA also has weekly Zoom meetings open to board members and college administrators to provide feedback on legislation that will come before committees in the coming week.

The positions document is approved before annual odd-numbered year legislative sessions. Before coming to the full Board, the document was reviewed and updated with recommendations by the OCCA Legislative Committee. The OCCA DEI Committee also reviewed the document and provided suggestions to the legislative committee, all of which were included.

ACTION: The OCCA Board reviewed the draft Legislative and Regulatory Policy Positions document and recommended no further changes to the document. The document is now up for final approval by the board.



2025-2027 OCCA Legislative and Regulatory Policy Positions

BACKGROUND

The OCCA Legislative and Regulatory Policy Positions document is a guide for OCCA staff throughout the legislative session and the biennium. *It is an internal document for staff and should not be considered an external messaging piece.*

As with all decisions regarding specific bills or policy proposals, these individual issues and specific legislative bills will be addressed in a weekly legislative call during the legislative session with all colleges. However, the positions document is the basis from which staff approaches taking positions on pending legislation and issues.

The positions document is approved by the OCCA Board prior to odd-numbered year legislative sessions.

POSITION PRINCIPLES

The Oregon Community College Association is committed to supporting positions that will advance the interests of Oregon's 17 community colleges and more than 193,000 students statewide. As part of implementing a long-term strategic plan for community colleges, OCCA will advocate before the state legislature, HECC, and the federal government that advances the ideals identified by the colleges and stakeholders. This will include a focus on the following principles:

- **Funding** – OCCA will advocate aggressively for increased funding for the Community College Support Fund (CCSF) to support access and equitable student success and completion. Funding for colleges must begin from a stable and sustainable base for the support fund before any dollars at the state level are targeted for specific outcomes. Funding should support equitable student success across the 17 colleges. Stable and sufficient funding for community colleges' operations is essential to meeting the education and training needs of Oregonians and building the educational capacity needed to grow the economy.

State support for capital construction and deferred maintenance is critical for colleges' abilities to create the capacity needed to meet enrollment and educational demands and to providing accessible, modern and relevant workforce training,

OCCA supports funding for the Oregon Opportunity Grant (OOG) as a critical source of financial aid for students. OCCA supports efforts to ensure that funding for the grant program treats community college and university students equitably. OCCA opposes OOG distributions that base awards solely on institutional tuition and fees and do not consider the full cost of attendance. OCCA recognizes that aid is just one aspect of access and does not guarantee the capacity needed to ensure students have equitable access to the courses, holistic supports and services they need to fully engage educational opportunities.

As cybersecurity threats to community colleges have grown exponentially in the last several years, OCCA supports increased funding to help the colleges confront this growing challenge.

- **Student Success** – OCCA will support efforts that allow community colleges to continue leading the way in developing and implementing strategies that drive success and goal completion for our students. Colleges continue to adapt to changing student needs such as offering students multiple learning modalities and the still growing need for student and wrap-around services.



State funding and policy should support equitable student success by sufficiently funding programs, services and the structural change (i.e., Guided Pathways and corequisite developmental education) that drive greater educational equity.

- **Governance** – OCCA supports a community college structure that reinforces local autonomy to serve local community and workforce needs while maximizing responsiveness, collaboration, and accountability across the educational enterprise at the local and state levels.

OCCA supports the existing locally based system of community college governance. OCCA opposes efforts to restrict the ability of locally elected boards to respond to local community and student needs. Colleges and their locally elected boards support continued partnership with state-level leadership, as well as stakeholders and the public at large, in ensuring effective accountable local leadership and governance at all our institutions.

- **Access and Affordability** – OCCA will support efforts to create equity in educational opportunities and to remove the barriers to access to post-secondary education and training for all Oregonians with a focus on eliminating barriers developed from a racially, historically, ethnically and culturally marginalized stance. As students face growing barriers to meeting basic needs such as food and housing, OCCA supports state funding aimed at providing or connecting students to aid related to basic needs.
- **Equity** – OCCA supports increasing representation and success of communities who have been racially minoritized in our systems of post-secondary education. When considering new statewide education policy and initiatives, and when assessing current ones, policymakers should prioritize anti-racist policies and the elimination of inequities in educational outcomes as a primary funding and policy goal. Specifically, attention should be given to ensuring systemically marginalized communities have equitable access to and success in post-secondary education.
- **Workforce** – OCCA supports a comprehensive workforce development strategy that recognizes the fundamental role played by community colleges as providers of workforce training and education. OCCA supports workforce initiatives aimed at lifting Oregonians up from systemically marginalized or minoritized communities.
- **Economic Development** – OCCA supports policies that recognize the indispensable role community colleges play in economic development to the benefit of their local communities and the state.
- **Collaboration** – OCCA will support efforts to promote collaboration that is efficient, effective, and sustainable among Oregon’s community colleges and their partners, including all segments of education, policymakers, business leaders, and elected officials.

POSITIONS

Specific positions that OCCA will advance in the 2025-2027 biennium include:

Accelerated Learning – OCCA supports creating opportunities for secondary students to earn college credit while in high school. Expansion of such opportunities should be approached with the intention of offering courses that place students on a clear pathway. Such collaborative discussions must occur between colleges and their local K-12 districts and programs must be funded appropriately. College-level courses must meet the standards of actual college-level work. OCCA supports consistent standards across all sectors of post-



secondary education for faculty teaching or sponsored to teach college-level courses for K-12 schools or districts. Opportunities for accelerated learning should be equitable across the state (i.e., Consistent standards across higher ed, community colleges are the first/primary source of this training/education, Broadband Internet access).

Applied Baccalaureates – OCCA supports colleges’ ability to offer applied baccalaureate degrees as well as the Bachelor of Science in Nursing degree. Such degrees should receive additional funding.

Capital Construction – OCCA supports the Higher Education Coordination Commission’s request for \$32.5 million in funding to match local funding for new capital projects as well as support for deferred maintenance and campus safety improvements. OCCA also supports the colleges in exploring alternative ways to meet the local match, particularly for those colleges who have been historically unable to attain a local match. OCCA supports dedicating state general fund dollars to match Article XI-G bonds to match projects in college districts that have been historically unable local match and face a number of systemic challenges in doing so. OCCA supports funding to ensure colleges are accessible to people of all abilities.

Career Technical Education – Community colleges provide Oregon’s most robust and comprehensive source of Career Technical Education (CTE), providing skills and training across the entire state. As state policy makers continue to look at investments in CTE at the K12 level, they must also ensure those programs have pathways to post-secondary CTE programs. Investments at the K12 level must also be coupled with investment in community college CTE programs to meet the increasing capacity needs that will follow.

Childcare – Finding and affording quality childcare is an increasing challenge for community college students. OCCA supports increased state support to help students address this challenge through direct support to students, support for workforce training for providers, and efforts to support underrepresented communities in both childcare and childcare workforce.

Community College District Boundaries – OCCA supports maintaining or expanding community college districts to serve currently unserved areas.

Community College Support Fund (CCSF) – OCCA supports CCSF funding at a level sufficient to support equitable student success across the state.

College enrollment has been steadily increasing since the historic losses of the pandemic. As students continue to return for post-secondary education and training, colleges need to maintain capacity so students can enroll. For the 2025-27 biennium, colleges need a 15.7 percent General Fund increase to cover their net cost increases.

Any changes to the CCSF distribution formula should promote predictable and sufficient funding needed to provide equitable student success. Any changes should hold all colleges harmless to changes or transitions in CCSF distribution. Any categorical funding should phase in over to no more than 10 percent of the CCSF.

Data-Driven Policy – OCCA supports efforts to strengthen community college policies, practices, and student outcomes through effective data collection, disaggregation, and use.

Food and Housing Insecurity – OCCA supports state funding and policy to help students overcome the increasing challenges of acquiring basic needs such as food and housing. OCCA supports continued and expanded funding for programs and positions that support students in their basic needs (i.e., expand NW College Housing program and food insecurity).



Individual College Initiatives – OCCA supports legislation brought by individual colleges to the extent the issue has no impact on other colleges.

The Kicker – The system for determining whether a portion of income tax dollars collected by the state will be returned to individuals and corporations is arbitrary and irrational. As budgets for vital services are being cut, rebate checks can be sent out simply because more revenue came in than was predicted by the state economist. It is completely disconnected from what is required to balance the state budget. OCCA supports kicker reform that would help students.

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OCCA supports policies that encourage or require pathways from high school CTE programs to community college programs. New policies should seek to minimize duplication of existing community college CTE programs and partnerships. The state should expand its investment in community college CTE as they have with K12 so colleges can continue to provide post-secondary pathways to well-paid CTE careers. OCCA supports state policy favoring K12 funding for CTE programs that have a post-secondary pathway over those that do not. State funding should ensure equitable access to CTE across the state.

Need-Based Financial Aid – OCCA supports need-based financial aid that increases access to affordable, quality public post-secondary education in Oregon and maximizes state dollars to serve the greatest number of students at Oregon’s community colleges. OCCA opposes “merit-based” statewide financial aid and supports fully funding need-based aid in Oregon that provides access to post-secondary for all Oregon students and supports pipeline students and working adults. OCCA supports changes proposed by the HECC to modify the Oregon Opportunity Grant and Oregon Promise programs to more specifically address the different needs of pipeline students and returning adults. OCCA supports ensuring that any changes in structure also ensure equitable access regardless of whether a student enters from high school or is a returning adult.

Oregon Opportunity Grant – OCCA supports increasing state funding of need-based financial aid for community college students. Funding for the Opportunity Grant should be the first priority in state funding for financial aid programs. OCCA's support for the program is contingent on the HECC maintaining equitable funding between the educational sectors so students have equitable access. OCCA supports expanding the Oregon Opportunity Grant to students in short-term certificate programs.

The Oregon Promise – OCCA supports funding for the Oregon Promise and recent changes to place an Expected Family Contribution cap on the program that prioritizes students with the greatest needs. OCCA supports prioritizing the neediest students in the Oregon Promise program and supports continued changes that will improve the program’s ability to serve students who count on community colleges to begin their post-secondary education. OCCA supports a means test for the Oregon Promise and supports additional aid to adult students before expanding the Promise to other sectors of education. OCCA supports removing a prohibition on students receiving the Promise who have graduated high school or received a GED more than six months prior to entering community college.

Adult Reconnect – As of 2020, Oregon had more than 700,000 residents over 25 years of age who had some college credit but no credential. OCCA supports funding for students who have some college and no degree or certificate to complete a degree or certificate to mitigate educational equity gaps and to further individual prosperity.

The Oregon Tribal Grant - OCCA supports the continued funding of the Oregon Tribal Grant Program, which was



created in the 2022 Legislative Session. The grant funds the total cost of education for members of Oregon tribes to attend public post-secondary education.

Part-time Students – OCCA supports financial aid that increases access and flexibility for part-time students.

PERS Reform - OCCA continues to support reform proposals that address the long-term stability of the Oregon Public Employee Retirement System (PERS) in a way that balances public employer costs with fair and sustainable employee benefits.

Revenue – OCCA supports additional revenue that would provide adequate and stable funding across the education continuum and to other critical state services.

Short-Term Degree and Certificate Programs Aid – OCCA supports financial aid that increases access to students enrolled in short-term degree and certificate programs including non-credit workforce training. OCCA supports state investment in direct aid to students in non-credit workforce training.

Small Business Development Centers (SBDC) – OCCA supports continued state funding of SBDCs through General Fund, lottery dollars, or both, provided the funding from the General Fund is over and above the cost to fund community college operations through the CCSF.

State Mandates – OCCA opposes state unfunded mandates. OCCA reserves the right to review funded mandates before endorsement. OCCA supports the authority of local community colleges to decide policy and programs that best serve their local communities.

Statewide Leadership Structure – OCCA strongly supports local governance of community colleges as the most efficient and effective means to stay connected to local educational and workforce training needs. OCCA recognizes that the relationship between state-level partners, such as the Higher Education Coordination Commission, are critical for addressing student success efforts statewide.

OCCA believes efforts to enhance coordination and delivery of post-secondary and higher education services must do the following: maintain locally elected boards of education, retain authority to set priorities and policies that govern local community college operations at the local level, recognize the diversity of Oregon's community colleges, reduce barriers to entry and completion, and avoid unfunded statewide mandates or regulations. Further, the statewide leadership structure must broadly support the comprehensive community college mission furthering access to Oregonians throughout the state and student success at all levels. Colleges must retain a direct relationship to both universities and K12.

The Office of Community Colleges and Workforce Development should maintain its role and resources to work collaboratively to support the work of the colleges.

Direct Admissions – OCCA supports state Direct Admissions programs that notify students which college and universities they may be automatically enrolled in upon high school graduation or completion of a GED.

Statewide Workforce Initiatives – OCCA supports the designation of community colleges as the primary and preferred provider of workforce training and education in Oregon. OCCA supports community college leadership in the development and implementation of statewide workforce coordination efforts and community college representation at the state, regional, and local levels. OCCA also supports statewide initiatives aimed at addressing future workforce needs and challenges.



OCCA supports continued state funding for career pathways programs resulting from SB 1545 (Future Ready Oregon).

OCCA supports policies that recognize the community colleges' roles as the primary workforce training providers in their local districts.

Transfer – OCCA supports maximum academic and professional technical course transferability and articulation between Oregon's post-secondary institutions. OCCA supports the option for continuation and expansion of formal transfer, co-admission/co-enrollment, and articulation agreements between community colleges, the public colleges and universities, and the independent colleges and universities as long as these efforts do not have detrimental impact on the community college mission. OCCA supported the passage of HB 2998 and continues to support the work the colleges and universities are doing to align selected programs so that students in one of these majors can transfer seamlessly, with junior standing in the major, and with no credit loss, from any of the 17 community colleges to any of the 7 public universities.

OCCA supports the work of the Transfer Council in aligning course numbers in lower division courses with common outcomes that would be transferable across all 17 community colleges and the 7 public universities.

Tuition and Fees – OCCA supports local board authority to set tuition and fees that are appropriate for the students in their communities. Community college boards are locally elected and have fiduciary responsibility for their institutions and must retain local authority over tuition.

State funding for community colleges should be at a level to decrease, and not increase, the proportion of the cost of education shouldered by students. Funding should enable colleges to keep tuition affordable as students face other costs such as food, transportation, and housing.

Recommended 2025 Legislative Agenda Items

Community College Support Fund - \$920 million to the CCSF to fund current services with only modest tuition increases on average statewide. At this funding level many colleges may still face programming cuts.

Increase the Cap on Community College Capital Construction Projects – Since 2007 the state has capped XI-G Bond funding colleges may receive for capital projects at \$8 million. Adjusting for inflation, based on the Consumer Price Index, that number would be nearly \$12 million in today's dollars. Colleges are requesting cap be increased to \$14 million per project.

Oregon Opportunity Grant Funding – Increase the Oregon Opportunity Grant by \$150 million to \$450 million.*

Student Basic Needs - \$10 million in ongoing funding for student basic needs programs at community colleges and public universities.*

Corequisite Transition – \$1 million in one-time funds for faculty release time and training.

Adult Reconnect Policy Bill – Bill to direct the HECC to convene workgroup on adult reconnect.

Items below the line were not recommended to be carried forward at this time:

Behavioral Health Addiction Counseling Funding – \$7.5 million in ongoing funding to produce 250 additional addiction counselors statewide.**

Cybersecurity – \$3.57 million in ongoing funding to support base- cybersecurity at community colleges.

Applied Baccalaureate Programs – \$2.5 million in one-time funding for up to 12 new community college applied baccalaureate programs.

Adult Reconnect - \$10 million in funding for last-dollar grant program for individuals 25 years and over seeking an associate degree or industry-recognized certificates or credentials.

Eighth Quarter Payment - \$100-\$115 million in one-time funding to reverse an ongoing deferment of the final CCSF payment to colleges in which the Eighth quarter payment of each biennium is deferred to first quarter of the following biennium

*These proposals are supported by the members a coalition of a coalition including community colleges, public universities, students and labor. OCCA supported a previous version of this proposal.

**OCCA is convening a workgroup of college behavioral health directors to evaluate the cost and outcomes in the current version of the proposal.

OREGON'S *Community Colleges*



2025 COMMUNITY COLLEGE SUPPORT FUND (CCSF) REQUEST

Oregon's community colleges have been innovative and strategic through challenging times, and enrollments are climbing as a result. State support is critical to maintaining access and fostering student success.

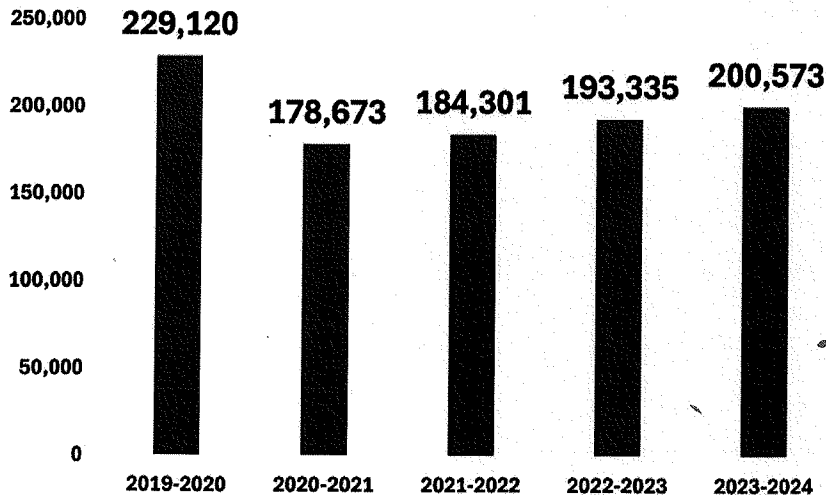
**COLLEGES NEED
YOUR SUPPORT!**

\$920 MILLION

Why?

- Student enrollment continues to increase across the state - statewide fall term headcount is up 4.3% and FTE is up 7% over 2023
- College costs are projected to grow 14.9% for the biennium
- Many employee contracts have reflected recent high inflation.
- The final biennium of federal relief funds has ended.
- Community colleges are adapting to serve changing student needs.

Headcount - Statewide



While not yet back to pre-pandemic levels, community college enrollment continues to steadily increase. Fall enrollment figures for 2024-2025 show significant increases at the majority of the colleges.

Source: HECC Data Mart, 2019-2024

ADDITIONAL PRIORITIES



Capital Construction Cap

Adjusts for inflation to support capital projects critical to community colleges. An adjustment to the cap hasn't been made since Article XI-G bonds first became available to colleges in 2007. **Cost: Raises the cap from \$8 million to \$14 million (ongoing)**



Oregon Opportunity Grant

Expands access to need-based financial aid, benefiting high school graduates and working adults, and addressing inequities in educational attainment. Increases the OOG to \$450 million. **Cost: \$150 million (ongoing)**



Student Basic Needs

Addresses growing challenges in food, housing, and transportation to support student success at Oregon's public community colleges and universities. **Cost: \$10 million (ongoing)**



Corequisite Transition

Requests funds to support faculty release time and training for the transition to corequisite supports. The Corequisite Workgroup was mandated by SB1552 in 2024. **Cost: \$1 million (one-time)**



Adult Reconnect Policy

Directs the Higher Education Coordinating Commission (HECC) to convene a workgroup for reengaging adults with some college but no degree, addressing enrollment declines and workforce needs. **Cost: \$0**

