



Oregon

Kate Brown, Governor

Higher Education Coordinating Commission

Ben Cannon, Executive Director
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Salem, OR 97310
www.oregon.gov/HigherEd

March 31, 2017

Co-Chair, Senator Rod Monroe

Co-Chair, Representative Barbara Smith Warner

Joint Committee on Ways and Means, Subcommittee on Education

Dear Co-Chairs Monroe and Smith Warner,

Thank you for the opportunity to answer questions that arose during the March 30 Higher Education Coordinating Commission's presentation to the Ways and Means Subcommittee on Education.

Co-Chair Smith Warner requested further information on the data presented in [slide 140](#) that approximately \$2.7 billion of federal Pell Grant aid went unclaimed by students in the 2014 academic year. This figure is an estimate, derived from multiplying the number of Pell-eligible high school graduates not completing the FAFSA by the average Pell Grant award in each state, and adding the resulting totals together. In the study, it was assumed that students who did not complete the FAFSA would have been Pell-eligible at the same rate as their FAFSA filing peers in each state. This calculation results in an Oregon estimate of unutilized Pell-eligibility of \$35.9m for the 2013-2014 academic year.

The federal government funds Pell grants from both the mandatory and discretionary sides of the budget. In recent recessionary years, Congress has authorized appropriations to supplement the program to avoid a negative effect to individual students due to increased use of the program. Any funding remaining in the program budget is subject to the Federal budget process, and is not immediately available for other purposes.

Representative Hernandez asked for race and ethnicity data about the students served by the Oregon Youth Conservation Corps (OYCC) and Workforce Innovation and Opportunity Act (WIOA) programs, as well as more information about how cultural competency is addressed in these programs. OYCC requires that organizations serve youth from the county where the work is performed, and requires the crew makeup to reflect the local community, and include a gender, ethnic, cultural, and social mix. Of the youth served, 75% must meet OYCC's disadvantaged and at-risk definition: "Those who may be unable to achieve the educational,

economic, or social expectations of their community.” Ethnicity demographics from the 2015-16 school year and summer 2016 OYCC programs are represented in Appendix, Table 1.

OYCC Crew Leader and Teacher training ensures that Crew Leaders and Corps members have the tools and ability to interact effectively with people of different cultures, different backgrounds, and different ways of thinking. It is imperative that everyone has awareness of one's own cultural worldview, attitude towards cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills. The goal of this training is to develop cultural competence that results in an ability to understand, communicate with, and effectively interact with people across cultures. OYCC has utilized, and will continue to utilize, outside professional positive youth consultants/facilitators, Diversity and Inclusion staff from the Governor’s Office, and HECC’s Diversity and Inclusion Officer. Just a few examples from past OYCC training agendas that focus in part, if not entirely, on culture, diversity, and inclusion include: *Working with At-Risk Youth*, *Effective Crew Communication*, *Developing Trust*, *“Basing your reality on multiple stories”*, and *A Rising Tide – A Look at Our Changing Demographic*.

Of the youth served by WIOA, 70% must be "out of school youth", meaning they are no longer connected to either traditional or alternative secondary education programs. Ethnicity demographics from the 2015 WIOA program year are represented in Appendix A, Table 2. In April of 2016, the OWIB adopted an equity lens that aligns with the HECC Equity Lens and provides guidance for all of agency workforce programs in creating a culture of equity. The OWIB Equity Lens is attached in Appendix B.

Finally, in reference to [slide 157](#), "Delivering High Quality College Credits in High School," Representative Whisnant requested a calculation of savings from accelerated learning credits that high school students earn and carry with them into postsecondary education. In the 2015-16 academic year, 34,518 high school students enrolled in dual credit courses with community colleges. The average number of college credits earned in these courses was eight per student. Given the average cost per credit at Oregon community colleges (\$93), these students saved an average of \$728.¹ In addition, 8,122 high school students enrolled in dual credit at Oregon public universities in 2015-16. Note that this number is higher than the number presented in the hearing today (6,208) because the data were updated from previous numbers to include Western Oregon University’s Willamette Promise program. The average number of college credits earned in these courses was seven per student. Given the average cost per credit at Oregon universities (\$196), these students saved an average of \$1,372. Similar information for

¹ The average savings reflect 7.85 average credits multiplied by \$92.64 average cost per credit.

earlier academic years, as well as the total cost of the savings across all students, is attached in Appendix C.

If you have any further questions, please do not hesitate to contact Kyle Thomas, Director of Legislative and Policy Affairs, at kyle.thomas@state.or.us or at 503-480-9596.

Sincerely,

A handwritten signature in cursive script that reads "Ben Cannon".

Ben Cannon
Executive Director

APPENDIX A

Table 1: OYCC 2015-16 School Year and 2016 Summer Combined Race and Ethnicity Demographics

<i>Race/Ethnicity</i>	<i>Percent*</i>
<i>Black/African American</i>	1.5%
<i>Asian</i>	1%
<i>Pacific Islander</i>	0.125%
<i>Native/Alaskan Native</i>	4.375%
<i>Caucasian</i>	71.5%
<i>Hispanic</i>	13%
<i>Other Ethnicity</i>	1.625%
<i>Multiple Ethnicity</i>	6.875%

*Note: Programs are not required to provide this information. All ethnicity information was provided voluntarily. These numbers represent 89.4% of the total youth served.

Table 2: WIOA 2015 Program Year Race and Ethnicity Demographics

<i>Ethnicity</i>	<i>Percent*</i>
<i>Hispanic/Latino</i>	25%
Race	Percent*
<i>Black/African American</i>	6%
<i>Asian</i>	2%
<i>Hawaiian Native/Pacific Islander</i>	1%
<i>Native/Alaskan Native</i>	4%
<i>White</i>	64%
<i>No Race Selection</i>	15%
<i>Multiple Races Selected</i>	8%

*Note: All ethnicity information is optional, self-reported, and based on federally required reporting categories. These numbers represent 85% of the youth served who chose to self-report race.

APPENDIX B

Oregon Workforce Investment Board (OWIB) Equity Lens

AN EQUITY LENS FOR WORKFORCE

Introduction:

The Oregon Workforce Investment Board (OWIB) and the Oregon Workforce System Partners share a vision of equity and excellence for each and every job seeker in Oregon. We understand that to meet the combined challenges of a globally competitive economy, changing demographics within our labor force, and increasingly scarce government resources, the workforce development system must continuously improve its performance for *all* Oregon job seekers.

This charge is especially important in relation to populations that have historically been over-represented among Oregon's under- and un-employed, individuals representing communities of color, individuals experiencing disabilities, immigrants, individuals with a history of criminal convictions, older workers, youth, long term unemployed and veterans.

Oregon cannot afford to allow these population groups to be left behind in our efforts to increase opportunity and prosperity. Every Oregonian deserves an equal opportunity to better them through hard work and to leave their children better off than they were.

As a Board and as Workforce System Partners, we believe that vision can be achieved only when Oregon's workforce system *holds itself and its component parts* accountable for equitable access and system outcomes for all job seekers. To that end, we are committed to using an equity lens to provide a common vocabulary and protocol for decisions about system innovation, implementation of the OWIB strategic plan, and resource allocation.

Alignment with the Oregon Education Investment Board Equity Lens:

While the workforce system partners *are focused on employment*, we are inextricably linked to the efforts that our Education Partners are making in relation to Oregon's 40-40-20 goals. To that end, the Oregon Education Investment Board (OEIB) case for equity applies equally to the Oregon Workforce System.

Workforce Equity Lens:

Creating a culture of equity requires monitoring, encouragement, resources, data and opportunity. It also requires intentional focus in the following areas:

Leadership

- Strategic planning
- Training
- Technical assistance
- Sufficient funding and resources

Partnerships

- Cross agency collaboration
- Community organizations and other jurisdictions

Community Engagement

- Partnership
- Early involvement
- Building relationships and community capacity
- Inclusiveness and equity
- Quality process design and implementation
- Transparency
- Accountability

Accountability

- Create performance metrics for programs that are specific to special populations
- Develop relevant program evaluation criteria specific to the service
- Incorporate the results into the budget process and capacity
- Integrate performance into performance evaluations

In bringing an equity lens to the Oregon workforce system transformation efforts, the following questions will be considered for decisions about system innovation, implementation of OWIB strategies and resource allocation:

1. Who are the groups affected by this proposed action? How will each group be affected? Is any group negatively affected in a disproportionate way?
2. Does the proposed action ignore or worsen existing disparities or produce other unintended consequences?
3. How does the proposed action expand opportunity and access for groups who are over-represented among the under- and un-employed?
4. How does the proposed action promote inclusive collaboration and partnership engagement? How have stakeholders, who are also members of the communities affected by the proposed action, been included in the process of decision-making about the proposed action?
5. How will data about the proposed action, and its impact (positive or negative) on equitable access and outcomes, be monitored and evaluated?

APPENDIX C

Potential Savings from Oregon Community College Dual Credit

Academic year	Students enrolled in dual credit courses at Oregon community colleges (LDC, CTE)	Credits earned in dual credit courses	Average number of dual credits per student	Average cost per credit at an Oregon community college	Potential dollar value of dual credit earned	Potential per student dollar value of dual credit earned
2011-12	25,051	191,235	7.6	\$81.40	\$15,566,529	\$621
2012-13	26,876	211,479	7.9	\$85.94	\$18,174,548	\$676
2013-14	28,111	222,161	7.9	\$89.22	\$19,821,160	\$705
2014-15	31,582	250,821	7.9	\$90.78	\$22,769,530	\$721
2015-16	34,518	271,099	7.9	\$92.64	\$25,114,611	\$728

Potential Savings from Oregon Community College Dual Credit

Academic year	Students enrolled in dual credit courses at Oregon public universities	Credits earned in dual credit courses	Average number of dual credits per student	Average cost per credit at an Oregon public university	Potential dollar value of dual credit earned	Potential per student dollar value of dual credit earned
2011-12	3,562	30,000	8.4	\$169.00	\$5,070,000	\$1,423
2012-13	3,745	32,897	8.8	\$175.00	\$5,756,975	\$1,537
2013-14	4,717	36,436	7.7	\$180.00	\$6,558,480	\$1,390
2014-15	5,958	41,596	7.0	\$185.00	\$7,695,260	\$1,292
2015-16	8,122	56,870	7.0	\$196.00	\$11,146,520	\$1,372

Source: HECC analysis of student-level data

Notes: 1. Dual Credit is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college and university board policy.

2. Some community colleges and universities charge a dual credit course registration fee that may not be covered by local school district.

3. Potential savings at community colleges are based on the assumption that the dual credit students would attend a community colleges after high school graduation. Potential savings at universities are based on the assumption that the students would attend an Oregon public university after graduation. In reality, dual credits earned at community colleges or universities may be applied at any type of postsecondary institution, therefore potential savings can be greater or smaller than estimated above, depending on the tuition cost at the receiving institution.

4. Not all credits earned in dual credit courses will necessarily be applied toward a degree or certificate.

5. Potential savings are based on credits earned in one academic year. A student may earn college credits during one or more years during his/her high school career (and sometimes in middle school as well). The per student dollar value does not represent the total value of all dual credit an average HS student has earned by graduation. Rather, it represents the value of the credits that the average high school student of any grade level earned during the given year.

6. Counts of dual credit students in universities have been updated from previous numbers to include WOU's Willamette Promise Program.

7. Average cost per credit at Oregon Public Universities is an unweighted average of each university's resident UG cost per credit. Average cost per credit at Oregon community colleges is an unweighted average of each community college's in-district cost per credit.