



COLUMBIA GORGE
COMMUNITY COLLEGE

TRANSMITTAL PAGE

Columbia Gorge Community College
Bachelor of Applied Science in Education

Please accept the attached Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Columbia Gorge Community College. We intend to seek review and approval from our Board of Education in the coming months. We look forward to working with you to advance this project to increase educational opportunities for our community.

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Documents Attached:

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Columbia Gorge Community College

Introduction

Columbia Gorge Community College (CGCC) is proposing a Bachelor of Applied Science (BAS) in Education, focused on Early Childhood and Elementary Education, to address the critical challenges Oregon's schools face to recruit and retain high quality teachers. These challenges go beyond teacher shortages. It's not just about filling vacancies, it's about ensuring that every student has a well-prepared, effective teacher in the classroom. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreements, efforts that have benefited many students, substantial barriers still remain for non-traditional students pursuing bachelor's degrees and licensure. These challenges are described in this statement of need and are supported by both qualitative and quantitative data.

Our shared goal is to ensure every Oregon student has access to an effective, well-prepared educator who reflects the rich diversity of our communities. Despite strong interest in the teaching profession, many non-traditional and underrepresented students face significant barriers completing teacher licensure through existing pathways. By offering affordable, accessible bachelor's degree options at the community college level, Columbia Gorge Community College and our partner colleges can remove these barriers and support a more inclusive and representative educator workforce.

Recently, Oregon has joined a growing national movement of 24 states and counting that allow community colleges to offer bachelor's degrees in education. Today's college students are increasingly older, more racially and ethnically diverse, and often balancing multiple responsibilities such as employment and family care, while facing financial challenges. However, many postsecondary education systems remain designed for traditional, full-time students, leaving a growing segment of the population underserved (Meza & Love, 2023). As demand grows for these flexible educational models, the BASE degree pathway through the community college consortium has emerged as a viable strategy to expand access and improve outcomes for nontraditional students.

This degree pathway is a necessary step toward equity in higher education and long-term sustainability for our state's educator development. This degree pathway will complement the more traditional pathways that our university partners offer. It will include options that serve part-time, online, and working individuals with options for credit for prior learning, paid place-based practicums, and flexible learning modalities.

Over the past few years, school districts in Oregon have had no choice but to hire more than 2,000 underprepared teachers on emergency or restricted licenses. Rural and low-income communities have been especially impacted by this lack of highly qualified educators who are connected to their communities and represent their students. According to the 2022 Oregon Educator Equity Report, there is a persistent gap in diversity between the educator workforce and the student population. In 2021-22, 40% of Oregon's students identified as racially or

ethnically diverse, while only 15% of educators did so (Oregon Equity Report, 2022). The proposed BASE degree aims to close this gap by creating a complimentary educator pathway for underrepresented culturally and linguistically diverse individuals, particularly those who are place-bound due to geographic or financial barriers. Research indicates that educators who reflect the students they serve and come from the communities they serve can improve student outcomes and engagement, making this initiative critical for Oregon's future workforce.

The 2024 Oregon Educator Equity Report highlights progress in diversifying the state's teaching workforce while also revealing ongoing challenges in retention and completion rates for educators of color. Currently, 20.6% of new teachers in Oregon identify as racially or ethnically diverse, reflecting an improvement from previous years. However, retention remains a significant issue, particularly for early-career teachers and those in high-need fields like special education. The report also notes a contrast between the increasing completion rates of diverse community college graduates and the declining completion rates of diverse candidates obtaining licensure, indicating systemic barriers that continue to impact Oregon's teacher pipeline.

To address these systemic barriers and retain these educators, CGCC's BASE degree will implement proven "grow-your-own" (GYO) strategies such as mentorship, flexible scheduling, stacked credentials, embedded practicum experiences, credit for prior learning, and placed-based, paid practicum opportunities to reduce financial barriers and improve retention while ensuring high quality preparation that prioritizes mentorship and community-responsive preparation. These elements directly contribute to greater access, persistence, and preparation quality for non-traditional students (Bianco & Marin-Paris, 2019).

Research on GYO teacher initiatives shows that recruiting non-traditional candidates from local communities and placing them in supportive environments can significantly enhance long-term retention (Gist, Bianco & Lynn, 2019). Localized programs vary in nature, however nearly every state has some form of program which seeks to harness the place-based knowledge of an individual who is from a community. Expanding upon these strategies, along with targeted institutional support, will contribute to a valuable complementary educator pathway. By increasing access to affordable and accessible education degree and licensure pathways, addressing workforce shortages, and strengthening teacher retention efforts, CGCC's BASE degree will directly contribute to Oregon's goal of building a more diverse and effective educator workforce.

Additional challenges remain with transfer pathways in Oregon's higher education system. The 2025 report by Student-Ready Strategies, commissioned by the Oregon Community College Association, highlights persistent challenges within Oregon's postsecondary transfer system. Despite multiple legislative reforms over the past decade, including the creation of the Transfer Student Bill of Rights, the Major Transfer Maps in Elementary Education, and a statewide Transfer Council; students continue to face significant barriers when transferring from community colleges to four-year institutions. Key issues include complex and poorly communicated transfer pathways, advising gaps, and a lack of access to transfer student services that continue to place the burden of navigation on students. Regional transfer data described below highlights the lack of success in retention and completion of licensure for

community college transfer students. To highlight the challenges of these transfer pathways, here is an example of a recent CGCC student's experience with transferring.

Angela (pseudonym) is a talented and eager bilingual educator with employment experience in the field who is seeking Elementary Educator transfer degree status through Columbia Gorge Community College, and degree completion from an Oregon four-year university. *Angela* realized her calling and pathway as an educator early on and is ambitious in reaching her pathway attainment goals as quickly and seamlessly as possible. She worked to maintain above a 3.9 cumulative GPA, and earned A grades in almost all of her classes. By utilizing dual credit enrollment to earn meaningful credits toward her first degree completion, as well as credit for prior learning options, *Angela* reached out to academic advisors proactively to see how else she could get to transfer status for a four-year program.

Although the four-year institution recommended seeking additional credit for prior learning options to accelerate the process, barriers including cost and systems preventing seamless transfer of non-traditional credit awarding among institutions, required *Angela* to enroll in all prerequisite and pathway courses required for her transfer planning. Both institutions met to discuss opportunities that might be possible to value *Angela's* work and lived experience for credit awarding that would be eligible for transfer.

Angela spent two previous summers working as a classroom teacher assistant for the migrant education summer school program in the area. Although this experience closely qualified for similar experiences to three credits of required practicum credits in the Elementary Educator pathway, it was determined by the institutions that an articulation agreement to include credit for prior learning awarding would be needed for this specific circumstance. Due to timing, it was easier for the student to take the courses as recommended. Fortunately, *Angela* was able to earn seamlessly transferable non-traditional credits for demonstrating advanced levels of proficiency in Spanish language to help her reach her goals and accelerate her transfer process. Having a program offered locally would greatly enhance experiences for students like *Angela* who are seeking ways to gain on the job training opportunities and abilities to earn required credentials needed to be an employed elementary educator in their rural area.

To truly serve Oregon's diverse student population and meet workforce needs, the state must revisit legislative intent, improve implementation, and center student equity in ongoing transfer reform. The BASE degree program addresses these issues and will help the state meet these goals.

STATEMENT OF NEED	
STANDARD	CRITERIA: Draft your responses to the criteria below.
1. Relationship to institutional mission and goals, and Oregon's educational goals.	<p>a. Describe how this program serves Oregon's residents to obtain a bachelor's degree that provides technical/professional knowledge and skills required for specific career positions with Oregon's local, regional or statewide employers.</p> <p>b. How does this program serve Oregon's education diversity and equity goals?</p>

1. Program Alignment with Institutional Mission and Goals

Columbia Gorge Community College prioritizes equitable access to education, empowers all students through learning, and drives inclusive prosperity throughout our community.

Priorities – CGCC prioritizes educational equity by:

1. Ensuring equitable access to education
2. Advancing equitable student learning and educational outcomes
3. Fostering economic growth, inclusive prosperity, and a thriving community

The proposed BAS in Education directly aligns with CGCC's mission by creating an affordable, and accessible pathway for students interested in early childhood and elementary education. Specifically, the BAS degree proposal supports CGCC's commitment to equity by focusing on recruiting and graduating students from diverse backgrounds, thus increasing representation among educators.

The BAS in Education proposal also addresses the need for local training programs. The program will prepare educators who can connect effectively with students from various cultural and linguistic backgrounds, a priority highlighted in Oregon's educational goals.

2. Program Alignment with Oregon's educational goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at CGCC as a timely and effective response to pressing educator workforce and equity needs. As of 2025, 24 states have authorized BAS degrees at 191 community and technical colleges, including Washington State, where such programs have operated successfully for nearly a decade (Community College Baccalaureate Association [CCBA], n.d.). These programs have significantly improved access for racially and ethnically diverse students; for example, the number of Latine students earning baccalaureate degrees through community colleges rose from 1,623 in 2016–17 to 2,941 in 2020–21—a 4% increase over six years (CCBA, 2024). The BASE degree directly supports Oregon's education equity goals, including those outlined in the Higher Education Coordinating Commission's Equity Lens

(HECC, 2022), by expanding access to historically underserved students, particularly first-generation, multilingual, and racially and ethnically diverse future educators.

Simultaneously, the United States is facing a severe teacher shortage, with over 314,000 positions either vacant or filled by individuals who are not fully certified—roughly 1 in 10 teaching roles nationwide (Learning Policy Institute [LPI], 2024). Rural and high-poverty schools are especially affected, experiencing chronic staffing gaps and high turnover rates (U.S. Department of Education [USDOE], 2024). Reflecting this national crisis, 86% of public schools reported difficulty hiring teachers for the 2023–24 academic year (National Center for Education Statistics [NCES], 2023).

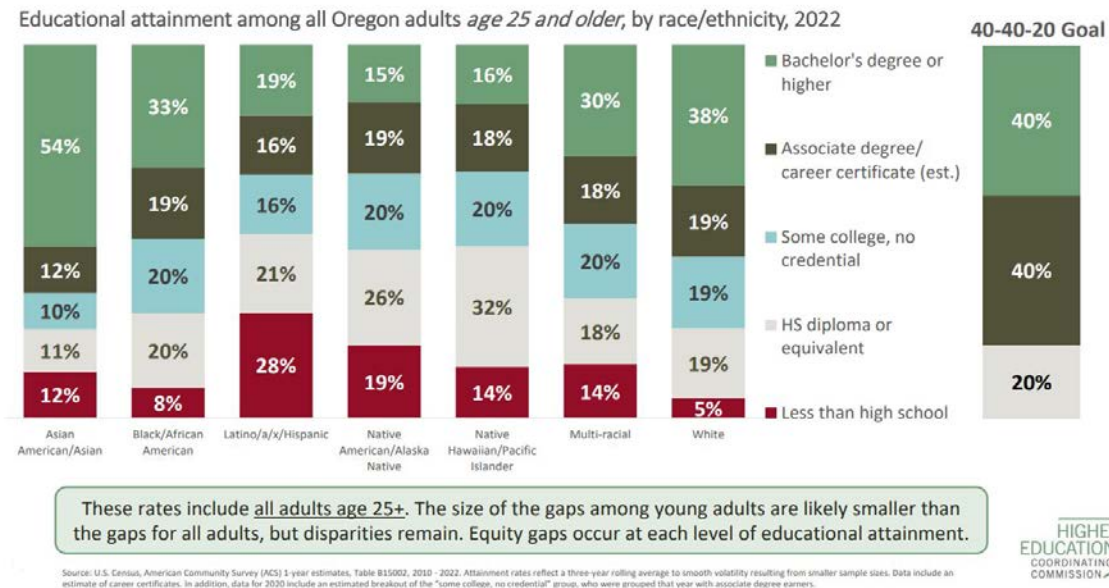
In Oregon, access to teacher preparation programs is largely restricted to university-based models, many of which are in-person or hybrid, making them inaccessible to working adults and place-bound students. A BASE degree at CGCC would fill this critical gap by providing a flexible, affordable, and locally available pathway into the teaching profession, particularly for first-generation and bilingual students. Peer colleges in Washington, such as Clark College, Highline, and Yakima Valley, have successfully implemented similar BAS-Ed programs for comparable student populations. The regional partnership between Centralia and Grays Harbor College further demonstrates how collaborative models can expand access across underserved areas (CCBA, n.d.). Moreover, labor market data show that elementary teaching positions in the East Cascade region offer salaries ranging from \$53,000 to \$126,000, underscoring the degree's potential to support upward mobility and address regional workforce shortages (Lightcast, n.d.).

Oregon's goals

Oregon has set an ambitious goal for 40% of its adult population to hold a bachelor's degree; however, current attainment rates fall short of this benchmark and reveal persistent racial and ethnic disparities Chart 1. Although some groups have approached or exceeded the goal, bachelor's degree attainment remains disproportionately low among many communities of color.

Chart 1: Educational attainment in Oregon

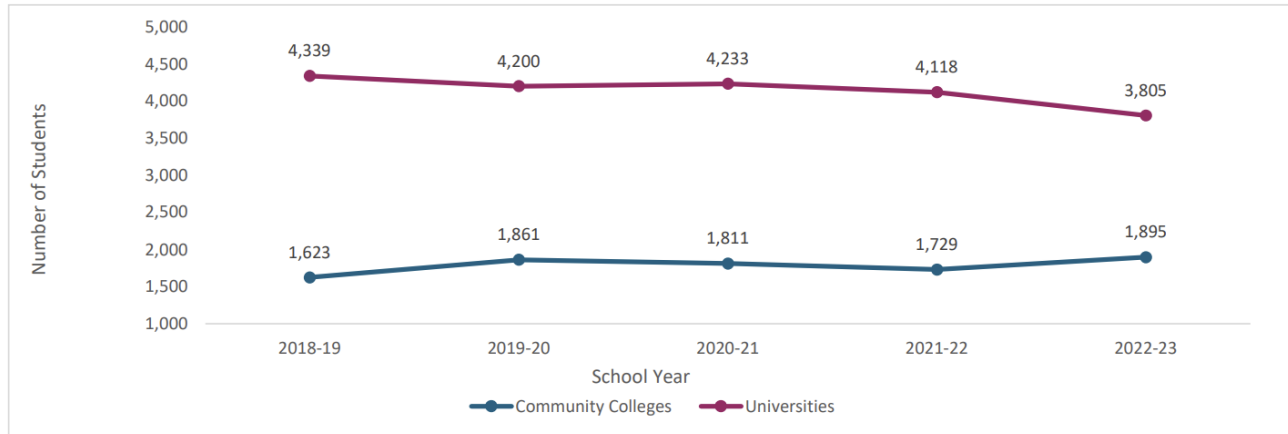
Educational attainment varies widely by race/ethnicity



Challenges in educator degree attainment and licensure follow these statewide trends for enrollment in education majors at Oregon public colleges, remaining below 4,500 statewide over the past five years, with community colleges contributing a consistent but limited share (see chart 2).

Chart 2: Educational degree-seeking program enrollment Oregon

Figure 2. Statewide Enrollment in Education Majors at Public Colleges and Universities, 2018-19 to 2022-23



Source. HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only.

Furthermore, data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing only 5.7% and Black educators just 0.8% in 2022–23. These figures highlight the urgent need for accessible, community-based pathways that support non-traditional students' degree attainment, such as a BASE degree, to improve equity in degree completion and teacher workforce diversity across the state. The 2024 Oregon Educator Equity Report shows a clear gap between community college pathways and teacher licensure (see chart 3).

Chart 3: Oregon Preliminary Teacher Licenses 2019-2023

Preliminary Teacher Licenses Issued in Oregon

Race and Ethnicity	2019-2020		2020-2021		2021-2022		2022-2023	
Asian	185	2.70%	194	2.90%	167	2.50%	210	2.80%
Black	57	0.80%	53	0.80%	57	0.90%	62	0.80%
Hispanic	335	4.90%	321	4.80%	389	5.90%	424	5.70%
Multiethnic	294	4.30%	262	3.90%	265	4.00%	333	4.50%
Multiethnic Hispanic	196	2.90%	169	2.50%	197	3.00%	268	3.60%
Native American	33	0.50%	37	0.60%	30	0.50%	29	0.40%
Not Specified	141	2.10%	154	2.30%	142	2.10%	156	2.10%
Other	128	1.90%	126	1.90%	126	1.90%	137	1.80%
Pacific Islander	13	0.20%	16	0.20%	13	0.20%	11	0.10%
White	5413	79.70%	5322	80.00%	5236	79.10%	5853	78.20%
Total	6795		6654		6622		7483	

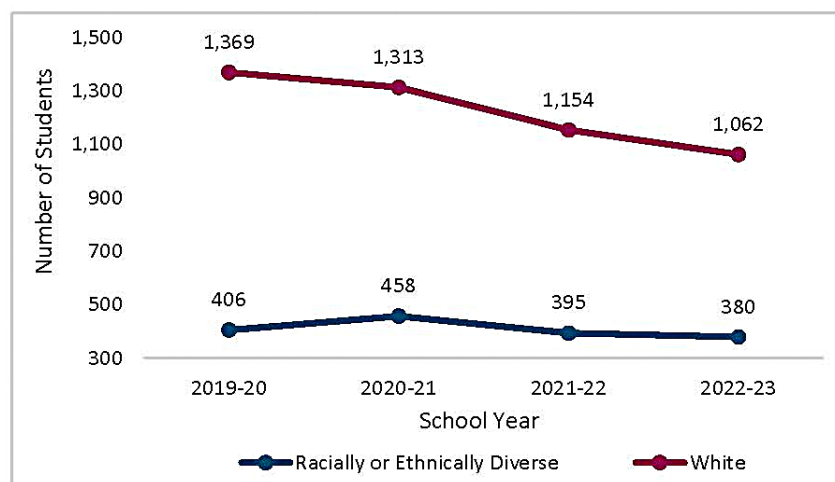
This table is from the data in the image above but with added percentages.

Source: Oregon Teacher Standards and Practices Commission

This gap especially affects racially and ethnically diverse students. From 2018–19 to 2022–23, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these students are not completing licensure programs at the same rate at four-year institutions. In 2022–23, only 26.3% of students who completed teacher licensure programs in Oregon identified as racially or ethnically diverse. This is lower than their representation in community college enrollment (see Chart 4).

Chart 4: Completion of Oregon Approved Teacher Preparation Programs

Figure 8. Completion of Oregon Approved Teacher Preparation Programs, 2019-20 to 2022-23



Source: Oregon Teacher Standards and Practices Commission.

Many diverse teacher candidates licensed in Oregon were prepared out of state as indicated in the 2024 Oregon Educator Equity report, “The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon” (p. 6). This suggests that Oregon’s current educator preparation programs are not meeting their needs (see Table 1). One major barrier is limited access to affordable and flexible bachelor’s degree programs. These types of programs are important for working adults and students who cannot relocate to attend a university. A BASE degree offered at locations across the state through the

Community College Consortium would help close this gap. It would give local and diverse students a clear, affordable path to become licensed teachers while they remain in their communities.

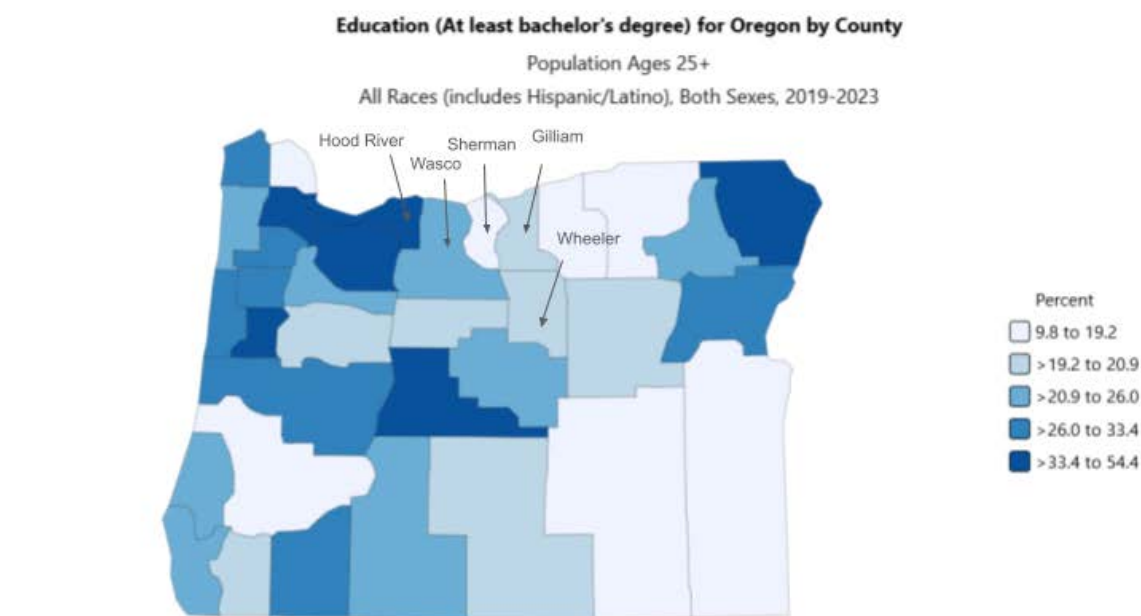
Columbia Gorge Community College's region:

Columbia Gorge Community College serves five rural counties in Oregon: Wasco, Hood River, Sherman, Gilliam, and Wheeler. Current rates of bachelor's degree attainment in Hood River and Wasco counties fall short of Oregon's educational attainment goal of 40% for adults aged 25 and older. For comparison from the [census reporter.org](https://censusreporter.org), the Oregon state average is 36.2% of adults age 25 and older have attained a bachelor's degree or higher.

According to the [U.S Census Bureau's 2019-2023 American Community Survey 5-Year Estimates](https://www.census.gov/data/tables/2019/acs/5-year/estimates.html), Hood River county is near the target at 39.4%; but all other counties in the service region are far below the state goal for persons age 25 years or older with a bachelor's or higher degree. For the other four counties in the region, the estimated percentages are: Wasco 21.8%, Gilliam 20.9%, Wheeler 20.4%, and Sherman 16.1%.

For the two largest (Wasco and Hood River) counties combined, approximately 35,528 adults aged 25 or older are estimated to be residents. Among them, approximately 10,676 are estimated to hold a bachelor's degree or higher. For this group, approximately 6,468 individuals have completed some college or have earned an associates degree. [source: US census ACS 2023 5-Year Estimates](https://www.census.gov/data/tables/2019/acs/5-year/estimates.html)

Chart 5: Bachelor's Degree Needs in Oregon by County



Suggested Citation:
HDPulse: An Ecosystem of Minority Health and Health Disparities Resources. National Institute on Minority Health and Health Disparities. Created 4/24/2025. Available from <https://hdpulse.nimhd.nih.gov>

Notes:
NA: Data not available for this combination of geography, cancer site, age, and race/ethnicity.
Source: Demographic data provided by the Census Bureau and the American Community Survey.
For more information about Education (At least bachelor's degree), see the dictionary.

2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.	<p>A. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.</p> <p>B. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations:</p> <ul style="list-style-type: none"> • to minimize costs to students and Maximize effective use of state resources • to enrich teaching & learning, and • to facilitate students' preparation to enter and succeed in post graduation employment
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2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.

- a. **Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.**

No existing program in CGCC's service district currently offers a fully accessible, affordable, community-college-based bachelor's degree leading directly to teacher licensure, particularly one designed for working adults and place-bound students. In chart 6 we identify similar programs at the baccalaureate level offered by other education institutions by our university partners that provide elementary and/or early childhood educator preparation programs and describe the similarities and differences with our proposed BASE degree. This data was collected using the most up to date attached National Clearinghouse data for 2022-23 graduates.

Chart 6: 2022-23 National Clearinghouse graduate data on Oregon Educator Preparation programs

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Name of Institution	Degrees Offered	Graduates 2022-23	Points of Similarity and Differences
Oregon State University	BS in Teaching – Elementary Education; BS in Human Development and Family Sciences – Child	59	Both OSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon

	Development		traditional students face. Candidates work with OSU faculty to student teach in proximity of the OSU service area. There is limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. Consistent advising support throughout. Through the statewide consortium we will serve the most rural students of the state with high quality programs with pathways that allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings.
Portland State University	BS in Elementary Education; BS in Early Childhood: Inclusive Education	13	Both PSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-traditional students face. At PSU student teaching placements beyond the immediate Portland Metro area, making completion difficult for those who live farther away or

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon

			are unable to relocate. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning, asynchronous course offerings and consistent advising support throughout.
Western Oregon University	BS in Early Childhood Studies	144	WOU and BASE will offer flexible and hybrid options that are available in the final two years of coursework. At WOU however students are required to complete the first two years entirely in person. Student teaching placements may be restricted to geographical regions determined by the college. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning, asynchronous course offerings, and consistent advising support throughout. As a statewide consortium we will be able to

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			serve the most rural students of the state with a high quality program.
Eastern Oregon University	BS in Elementary Education; BS in Early Childhood Education (Online)	60	Both EOU and the BASE programs will offer courses in-person and online. With EOU programs candidates must student-teach within a 50 mile radius of EOU's La Grande Campus, providing limited placements in other rural communities throughout Oregon. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program that provides consistent advising support throughout.
Southern Oregon University	BA/BS in Early Childhood Development	67	Both SOU and the BASE programs will offer courses in-person and online. SOU offers flexible and hybrid options that are available in the final two years of coursework, however students are required to complete the first two years entirely in person. Student

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon

			teaching placement may be restricted to geographical regions determined by the college. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings, and consistent academic advising support. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program.
George Fox University	BS in Elementary Education	68	GFU's program is designed primarily for working adults who have already earned a substantial number of college credits (at least 66 semester credits). Through the BASE program, students will be able to access all courses needed for the BASE degree in online or hybrid formats and complete courses at a lower cost as compared to tuition at a private university. Students will receive consistent advising support throughout in BASE.
University of Portland	BA in Education (Multiple Subjects Licensure)	31	The University of Portland offers online endorsements and certificate programs for educators. Lower Division courses need to be taken on campus or at a Community

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			College. While the university does offer a variety of online programs, including online endorsements in Reading Intervention, Special Education, and English for Speakers of Other Languages, it primarily focuses on helping current educators enhance their skills and credentials. Student teaching placements are based on University partnerships and the geographic proximity of the district in relation to the university. Consistent advising support throughout.
Pacific University	BA in Education and Learning (with Elementary Education endorsement option)	38	<p>Cost of attending a private university is significantly greater than a public, state university.</p> <p>While Pacific University offers a flexible online teacher residency bachelor's degree program, students must obtain a specific amount of credits prior to entry. Consistent advising support throughout.</p>
Warner Pacific University	BS in Early Childhood/Elementary Education	5	Warner Pacific University does offer an online Bachelor of Science in Early Childhood/Elementary Education (BSED) program designed for working adults and those with prior college credit. This program aims to prepare candidates for an Oregon Preliminary Teaching License in Elementary Education – Multiple Subjects. Consistent advising support throughout.

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Linfield University	BS/BA in Elementary Education (2022 program start date)		Linfield offers flexible start times throughout the academic year. Online courses designed for working adults who have prior college credit. BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching.

b. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations to minimize costs to students and maximize effective use of state resources; to enrich teaching & learning, and to facilitate students' preparation to enter and succeed in post graduation employment

At CGCC, we are committed to maximizing the use of state resources and minimizing costs to students through strategic collaboration. To that end, we have joined with four other community colleges to form a consortium, establishing a shared curriculum aligned with national accreditation requirements. This collaboration will allow us to be highly efficient with faculty and staff resources, streamline program development, and create clear, coherent pathways for students. Students who have completed associate degrees in fields such as Early Childhood Education or Paraeducator programs will be able to apply their credits toward the Bachelor of Applied Science (BAS) in Education and complete their degrees within 180 credits. By working together across institutions, we will minimize unnecessary duplication of programs, maximize the effective use of state investments, and significantly reduce overall costs for students seeking a pathway to licensure.

The five-community college consortium has developed an initial shared governance structure and has started to formalize these agreements with bylaws and MOU's. We have completed our consortium agreement outlining our bylaws in a document submitted to HECC on 4/20/25 and we are working on MOU's to document the shared curriculum framework and common standards for advising and field placement submitted with phase 2 of our application. This shared governance defined in these agreements will ensure seamless collaboration and efficient use of state resources.

CGCC extends collaboration and partnership to several public and private four-year institutions as a key strategy for expanding access and opportunities for our rural student

population. As an Oregon community college with one of the largest service areas, maintaining articulation agreements and standing up statewide Major Transfer Maps (MTMs), such as the Associate of Arts Oregon Transfer (AAOT) in Elementary Education, provides ideal preparedness for students to move seamlessly toward a goal of degree completion at the associates level and beyond. Students from CGCC frequently select transfer to Oregon State University, Eastern Oregon University, Portland State University, and other opportunities. Partnerships with four-year programs within Oregon help students complete their educational goals efficiently and effectively by reducing the time and financial burden required to earn a bachelor's degree.

For students attending CGCC, the GYO program has been extremely impactful, providing over \$200,000 in scholarships to future educators. This program has enabled over 60 students to start their educational pathway with little to no debt. Other key components of the student experience at CGCC include having both a Guided Pathways assigned academic advisor and GYO pathway specialist to help students access support and resources to assist them in their goals of completion and transfer to a four-year program.

Between dedicated staff and faculty at CGCC, the student experience for educator preparedness is a sought after pathway for both future teachers and Early Childhood Education professionals. Popular courses include the math for elementary educators series and first-year experience. In the first-year experience course, students are provided with both exploratory assignments to help them solidify their career pathway selections and service learning opportunities to clarify and plan for their future careers.

At CGCC, efforts have been made to improve the student experience by strengthening faculty connections with external partners, including dual credit enrollment. These relationships can and have already resulted in providing partner employees pathways to a degree. Regular collaborations with university partners include professional development opportunities and alignment of learning outcomes to uplift student success. Additional strengthening of awareness around inclusive, responsive, culturally respectful, and accessibility in learning has been a focus of internal faculty professional development. As a designated Hispanic Serving Institution and current recipient of a federal Title III Strengthening Institutions Program grant, CGCC shows improvement for both strengthening academic programming and support services to increase student access and retention; as well as facilitating equitable student experiences.

By embedding goals of equitable student achievement in every aspect of the experience at CGCC, students are supported from the time they enter the institution for actualizing their goals of lifelong learning and being an integral part of a thriving community residing in the scenic Columbia River Gorge. As the region increases in population and diversity, CGCC is honored to produce productive community members and college graduates who serve their local community and economy. As the proposed Bachelor of Applied Science in Education (BASE) degree is integrated into the college's larger regional sustainability planning, CGCC students will have a local, tangible, affordable, and preferable option to earn a four-year degree in a field where qualified professionals are needed. Successful integration of this pathway will

support students seeking meaningful employment as an Elementary Educator, or beyond to graduate level programs in Oregon.

<p>3. Employers in relevant community area have substantive demand for graduates With baccalaureate level degree and specific competencies students are expected to achieve in this program.</p>	<p>A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study. This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates.</p>
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Employer Demand

There is a documented shortage of qualified teachers in Oregon, particularly in rural areas, bilingual education, and special education. The Oregon Employment Department projects significant growth in K-12 education employment opportunities, with demand in some areas far exceeding the supply of qualified candidates. By offering a BASE, CGCC aims to provide a direct pathway to teaching licensure and help fill this gap. The BASE will also prepare students for leadership roles in educational settings, such as instructional coordinators or options to continue their education to become school administrators, further addressing the shortage of educators prepared to step into these critical positions.

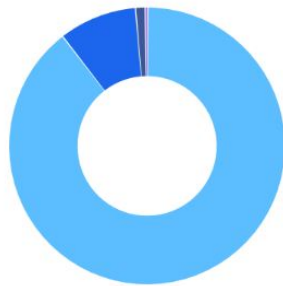
Oregon Employment Department Data: According to the Oregon Employment Department, the East Cascades region that CGCC serves will have 855 openings for elementary teachers each year over the next ten years, 846 of them replacement openings (Qualityinfo.org, Area Employment Projections).

TSPC: The Teachers Standards and Practices Commission (2025), in its Oregon Educator Data Dashboard, currently indicates 86 openings alone for 2025-2026 across Hood River, Wasco, Sherman, Gilliam and Wheeler counties. The ratio of open positions reaches 15.1% in this large, rural service area.

Lightcast Data: The attached labor market analysis from Lightcast indicates significant demand for educators across elementary and secondary levels, with job posting activity and compensation surpassing national averages. As shown in this image below, 9.1% of regional occupations are jobs within these fields.

Chart 7: Lightcast information - Columbia Gorge Regional Data

Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector



Industry	% of Occupation in Industry (2024)
Education and Hospitals (Local Government)	89.4%
Elementary and Secondary Schools	9.1%
Religious Organizations	1.1%
Other	0.3%

Salaries for educational roles in this region are notably competitive, with a median salary of \$84,853, which is higher than the national median. This increased compensation reflects the high demand for education professionals.

Based on current data, CGCC's regional demand for elementary teachers alone is projected at 962 openings annually.

Chart 8: Lightcast information - Employment Projection

Employment Projection

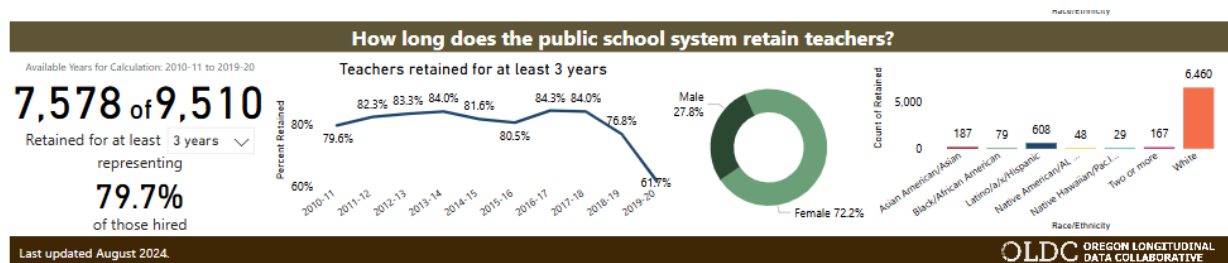
There are 12,372 Elementary School Teachers, Except Special Education employed in Greater The Dalles Region.



Employment count based on latest year available (2023). Projected data shown for 2024 - 2034.

Teacher retention is a particular concern for school districts as the most recent data shows that over 30% leave within the first 5 years. Retention is particularly challenging when teachers are not from the local communities in which they work. Blaushild, Mackevicius, and Wigger (2023) found that teachers who return to teach in their home communities are more likely to stay in the profession over time. This local effect is especially strong among educators from racially and ethnically diverse backgrounds, highlighting the importance of place-based teacher education as a strategy to support both teacher retention and workforce diversity. These findings reinforce the value of GYO programs, which cultivate future teachers from within the communities they will eventually serve, building strong community ties, reducing turnover, and addressing persistent equity gaps in the teaching workforce.

The diagram below from the Oregon Longitudinal Data Collaborative shows the retention issue and how detrimental it is as the five year attrition rate exceeds 30%. This is especially challenging to growing teacher leaders as the attrition rate is higher in under-resourced schools.



The dashboard also illustrates the retention difficulty of the education system and how early attrition also makes the equity gaps even more pronounced as the already small populations of teachers who are Asian American/Asian, Black/African American, Latino/a/x/Hispanic, Native Hawaiian/Pacific Islander or two or more races decline with early career attrition.

Gist, Bianco, and Lynn (2019) emphasize the critical role GYO programs play in cultivating a diverse and locally rooted teaching workforce. These programs are particularly effective at recruiting community members from non-traditional backgrounds and guiding them into the education profession. By aligning teacher preparation with the cultural and linguistic backgrounds of local students, GYO initiatives help improve educational equity and student engagement.

As the regional population increases in diversity, critical needs for racial and ethnic representation for future educators also rise. Within CGCC's service area, the main school districts, located in Hood River and Wasco counties, are seeking educators that reflect the growing populations of both Hispanic students and students with multiracial and multiethnic identities. As indicated in the American Economic Journal, students of color that have at least one teacher who shares their racial/cultural background perform better on standardized tests, are more likely to graduate high school, and are more likely to attend a four-year college (Gershenson, Hart, Hyman, Lindsay, & Papageorge, 2022). The gap is even more pronounced at the high school teaching level and for special education teachers.

Chart 9: Oregon At A Glance District Profiles

School District	Teachers of Color	Students of Color	Ever Language Learners
Hood River	15%	51%	38%
North Wasco	2%	48%	*
South Wasco	0%	23%	*
Source: Oregon At A Glance District Profiles 2024 https://www.ode.state.or.us/data/ReportCard/Reports/Index			

Additional information from Lightcast shows the disparity of currently employed Elementary School Teachers that reflect the diverse needs of the region.

Chart 10: Lightcast information - Columbia Gorge Regional Elementary Educator Employment

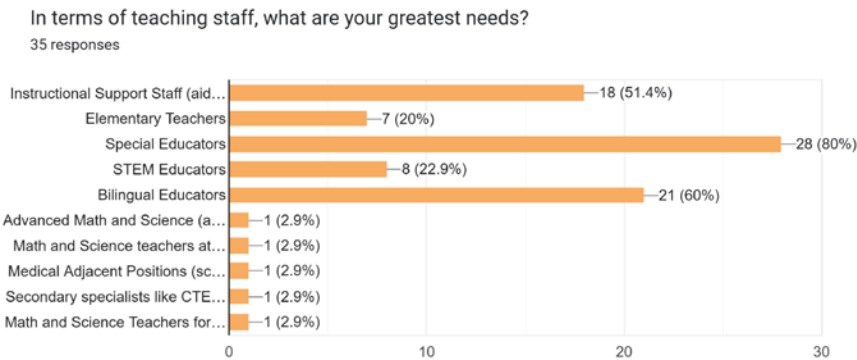
Occupation Race/Ethnicity Breakdown



School District needs

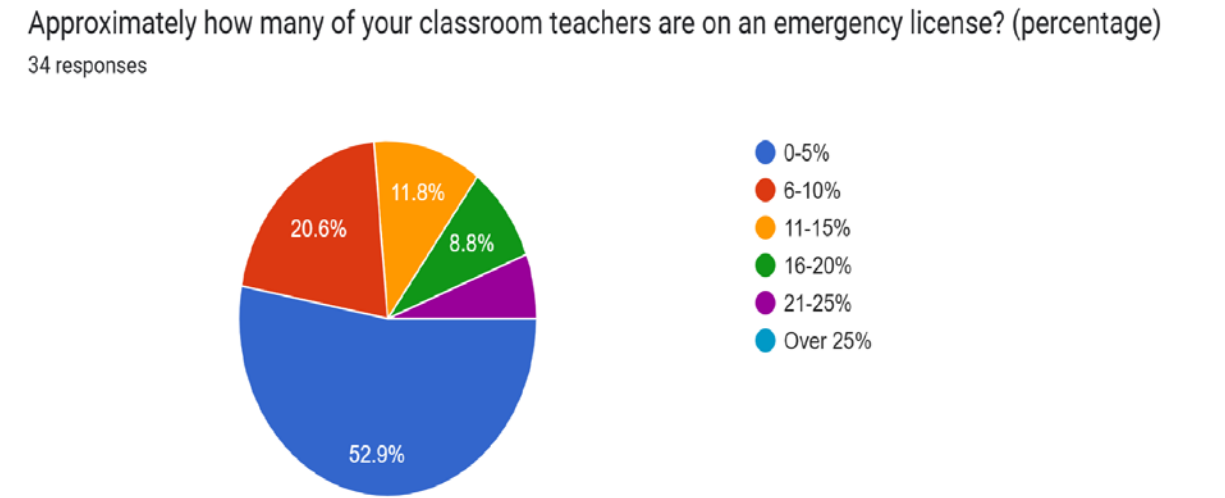
The consortium surveyed our regional school district partners to determine their needs. The survey responses from district leaders offer compelling evidence in support of the Oregon Community College Consortium's application to offer the BASE degree shown below in chart 11. Respondents consistently cited persistent teacher shortages, particularly in Special Education (SPED), bilingual education, and remote locations and stressed that current pathways are not effectively meeting regional or demographic needs).

Chart 11: Educator needs



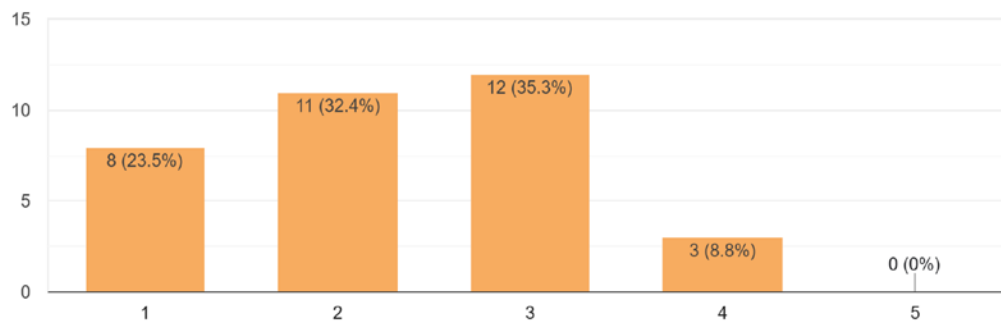
Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses (see charts 12 and 13). These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

Chart 12 & 13: Teachers on emergency licenses



We hire individuals on an emergency licensure annually. (1-Always, 2-Very Often, 3-Sometimes, 4-Rarely, 5-Never)

34 responses



The barriers to recruiting and growing a stable, diverse teaching workforce were strikingly consistent across regions. Survey respondents emphasized the financial burden of earning a teaching degree, the difficulty of accessing programs in remote areas, and the lack of clarity around how to navigate licensure pathways. Respondents strongly supported the inclusion of features like place-based clinical practicum experiences, credit for prior learning, flexible delivery formats (e.g., hybrid and online), and accelerated, cost-effective options, especially for classified staff who want to grow into teaching roles but can't relocate or take time off from work.

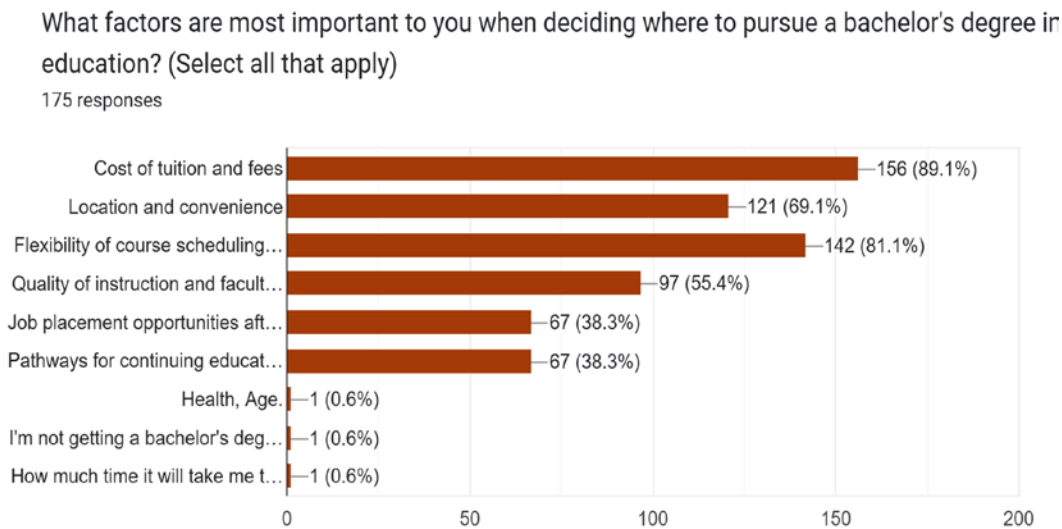
Districts affirmed that “grow your own” (GYO) models and registered apprenticeships are among the most successful strategies for both recruitment and retention. Many emphasized that student teachers are essential to their recruitment and prefer to recruit individuals who already reflect the local community's language and cultural identity. However, due to limited access to traditional teacher education programs, many rural and small districts report having no student teachers at all. This feedback underscores the need for a localized, flexible BASE degree that meets communities where they are. The proposed BASE degree directly addresses the systemic and financial barriers identified and will significantly strengthen the capacity of Oregon's schools to recruit and retain high-quality, diverse educators.

Student data

Survey responses from education students attending the five community colleges in our consortium reveal a powerful demand for a locally accessible, affordable, and flexible

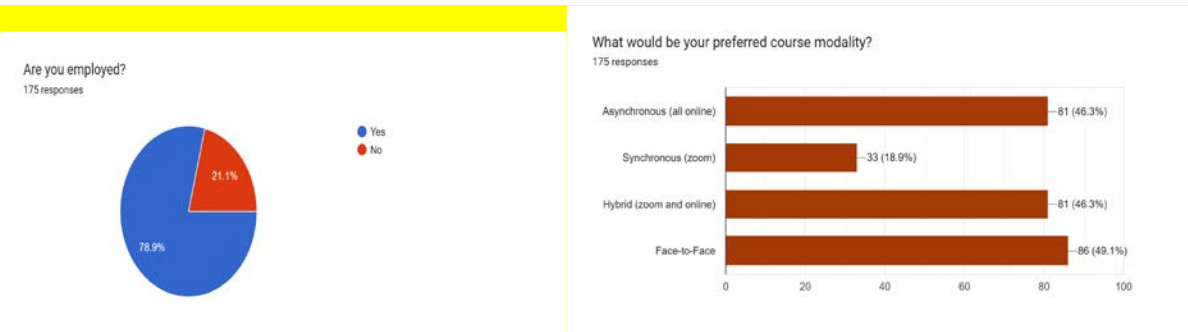
bachelor's degree pathway in education. Students overwhelmingly cited the cost of tuition and fees, location and convenience, and flexibility of course scheduling as their top priorities when selecting a program (chart 14).

Chart 14: Factors that are important



Many students juggle work and family responsibilities and require asynchronous or hybrid modalities that allow them to remain employed or meet caregiving demands. This demand, shown below in chart 15, is particularly strong among students already embedded in local schools as instructional assistants or substitute teachers, who are eager to advance their careers without leaving their communities.

Chart 15: Student employment and modality preferences

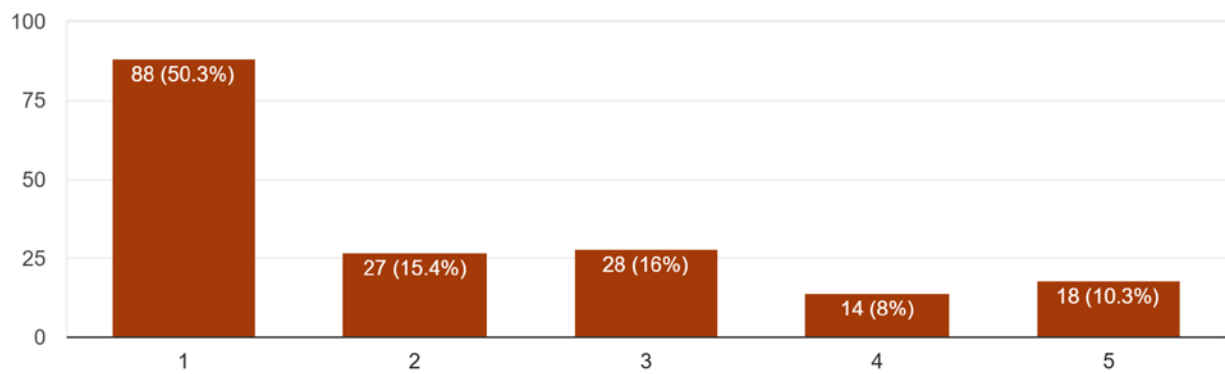


The data also shows in chart 16 and 17 that while most students are "very likely" or "somewhat likely" to transfer to a university, nearly all respondents indicated they would be more likely to complete their bachelor's degree in education if it were offered at their current community college. Barriers such as travel or relocation requirements, credit transfer issues, and feeling unprepared for the transition to a university setting were common themes. Many

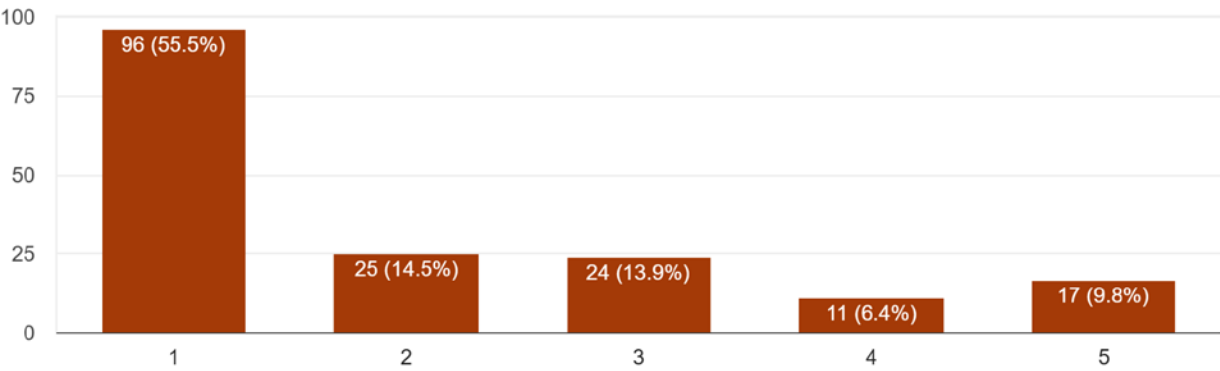
students expressed concerns about the lack of support in university systems compared to the accessible advising and mentorship they currently receive at their community colleges. Importantly, students emphasized the importance of completing student teaching locally, a benefit that the BASE degree program housed within their community would provide.

Chart 16 & 17: How likely are you to transfer to a university after completing the required courses at your community college

How likely are you to transfer to a university after completing the required courses at your community college? 1-Very Likely 2-Somewhat Likely 3-Neutral 4-Somewhat Unlikely 5-Very Unlikely
175 responses



If your community college offered a bachelor's degree in Education, how likely would you be to choose it over transferring to a university? 1-Very ...ely 3-Neutral 4-Somewhat Unlikely 5-Very Unlikely
 173 responses



Finally, in short answer responses students identified the specific supports they would need to thrive in a community college-based bachelor's program: financial aid or scholarships, academic advising and mentorship, and flexible scheduling were the most frequently requested. These insights align perfectly with the mission of the BASE consortium to create equitable, streamlined, and workforce-aligned educational opportunities. A BASE degree offered at the community colleges would not only eliminate systemic barriers but also help diversify Oregon’s teacher pathways by serving students who are rooted in their communities, experienced in local schools, and committed to advancing educational equity where they live.

<p>4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.</p>	<p>A. If the proposed degree is a bachelor of applied science (BAS), describe the existing professional and career technical degree program(s) that will be used as the foundation for this applied baccalaureate program. Include how long the program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program(s) over the past six years.</p> <p>B. How might this existing program need to be revised to better integrate with an applied baccalaureate program?</p>
--	--

Building on Existing Programs

The BASE degree will build on CGCC's existing Associate of Applied Science (AAS) program in Early Childhood Education and AAOT in Elementary Education. These programs have grown considerably with the help of the GYO grant awarding and programming. The proposed BAS will provide students who complete these programs with the opportunity to advance their careers by earning a bachelor's degree and obtaining required credentials and licensures, creating seamless transitions from associate level coursework to transfer seamlessly to a bachelor's degree program and beyond.

As highlighted in the student story, CGCC's community and partnerships strive to provide opportunities throughout the region to champion access to education for all students. From a robust migrant education program to large collaborative regional project planning initiatives, the college's service district is constantly setting goals for connectivity and support for students and families to have access to education and early learning opportunities. Support letters for the BASE degree opportunity from Dufur and North Wasco school districts, along with a letter from the Columbia Gorge Education Service District, provide a lens for the level of collaboration needed to meet the projected needs for diverse, bilingual, credentialed educators in the region.

Chart 18: Columbia Gorge Community College Degree pathways in ECE and Education

College	Program Name	Year Established	Last Reviewed (program review)
CGCC	AAS in ECE	2013-2014* <i>*(and prior to independent accreditation)</i>	2020-21
CGCC	MTM in Elem. ED	2023-2024	N/A

To further demonstrate the growth and sustainability of CGCC's foundation in early childhood and education pathways, enrollment data over the past decade shows consistent student interest across multiple certificate and degree options. In 2019, the ECE faculty conducted a program review which, among a number of findings arrived at in collaboration with community partners, identified the opportunity to better respond to local and state needs by updating and aligning curriculum, and improving scheduling and delivery. As evidenced in Chart 19, 2024 saw CGCC return (68) to pre-pandemic annual average enrollments (64). Close partnership between Instructional Services and Child Care Partners Resource and Referral has been integral into strengthening our student recruitment efforts, and college efforts in Career Pathways and Credit for Prior Learning have been and look to be further resources for growth going forward.

CHART 19. CGCC Early Childhood Education Program Enrollments by Academic Year											
Degree Type	Program Description	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
□ <1-Year Certificate	Early Childhood Education Curriculum								2	1	1
	Early Childhood Education Fundamentals							2	5	7	3
	Initial Early Childhood Education										1
□ Associate of Applied Science	Early Childhood Education						4	14	31	45	63
	Early Education and Family Studies	69	69	46	48	64	25				
□ Certificate	Early Childhood Education - Level I Cert		1								
	Early Childhood Education - Level II Cert			1							
	Early Childhood Education & Family Studies	6	5	6	3	3	4				
	Education: Paraprofessional			2	1						
□ Grand Total		73	75	55	52	67	32	16	38	53	68

Source: Institutional Research, May 2025

To better integrate with the proposed BASE program, CGCC's existing Early Childhood Education (AAS) and Elementary Education (AAOT) programs will ensure existing and expand existing advising to include clear transfer pathways into the BASE degree. An increased number of courses offered in flexible modalities are improving student access to education. Additionally, faculty evaluation and professional development opportunities that incorporate emphasis on culturally responsive pedagogy will align lower-division preparation with upper-division degree outcomes. Credit for prior learning, and continued focus on adopting high-impact practices, such as enhancing the first-year student experience and opportunities for community-based learning, give students a variety of opportunities for success when seeking to pursue a career connected to the BASE degree. We look forward to the opportunity for creating equitable access, equitable

student success and inclusive prosperity in our community, with this academically- and industry-relevant BASE program, built in community - for our community.

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Columbia Gorge Education Service District
Dedicated to Enhancing Educational Opportunities

May 1, 2025

Dana L. Pedersen
Superintendent
Columbia Gorge Education Service District
541.624.4504

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

Through CGCC – a rural, Hispanic-serving institution – the BASE program can also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for under-represented, culturally and linguistically diverse individuals to enter the teaching profession, this degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE curriculum is thoughtfully designed to build on the strengths of the consortium and CGCC's successful associate degree and certificate programs, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and practicum opportunities ensures that this program will not only prepare excellent teachers, but also improve their retention, especially those from historically marginalized groups.

We applaud and support CGCC in their work with the consortium to champion this bachelor's degree program, and to implement it here in the Columbia River Gorge. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Dana L. Pedersen

Sincerely,
Dana L. Pedersen
Superintendent
Columbia Gorge Education Service District
dpedersen@cgesd.k12.or.us
541.624.4504

Wasco County School District #29

Dufur School

802 NE 5th Street

Dufur, OR 97021

541-467-2509 fax 541-467-2589



April 29, 2025

Kristin Whitley

Principal/Incumbent Superintendent effective July 1, 2025

Dufur School District 29

kwhitley@dufur.k12.or.us

Dr. Karla Hale

Bachelor's of Applied Science in Education Degree

Chemeketa Community College

Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed Bachelor of Applied Science in Education (BASE) being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students. It also promotes the high value that Dufur School District places on growing our own future employees.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

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Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

A handwritten signature in black ink, reading "Kristin Whitley". The signature is written in a cursive, flowing style. The first name "Kristin" is written in a larger, more prominent script, and the last name "Whitley" follows in a similar but slightly smaller script. The signature is positioned above the printed name "Kristin Whitley".

Kristin Whitley



HOOD RIVER COUNTY SCHOOL DISTRICT

Excellence. Every student. Every day.

May 2, 2025

Bill Newton
Superintendent
Hood River County School District
Hood River, OR 97031

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

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Excellence. Every student. Every day.

Bill Newton | Superintendent
1011 Eugene Street • Hood River, Oregon 97031 • 541-387-5014
www.hoodriver.k12.or.us



HOOD RIVER COUNTY SCHOOL DISTRICT

Excellence. Every student. Every day.

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Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

Bill Newton
Superintendent
Hood River County School District
bill.newton@hoodriver.k12.or.us

Excellence. Every student. Every day.

Bill Newton | Superintendent
1011 Eugene Street • Hood River, Oregon 97031 • 541-387-5014
www.hoodriver.k12.or.us



North Wasco County School District #21

Office of the Superintendent

April 29, 2025

North Wasco County School District
3632 W 10th St.
The Dalles, OR 97058

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

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3632 West 10th Street, The Dalles, OR 97058
541-506-3420 Fax 541-298-6018

"The North Wasco County School District is an equal opportunity educator and employer."

We applaud and support CGCC in their work with the consortium to champion this bachelor's degree program, and to implement it here in the Columbia River Gorge. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn Bernal".

Carolyn Bernal, Ed.D

Superintendent

North Wasco County School District

bernalc@nwasco.k12.or.us

541-506-3420

3632 West 10th Street, The Dalles, OR 97058
541-506-3420 Fax 541-298-6018

"The North Wasco County School District is an equal opportunity educator and employer."

Occupational Employment Projections for Columbia Gorge (Gilliam, Hood River, Sherman, Wasco and Wheeler Counties), 2023-2033										
Oregon Employment Department, Workforce and Economic Research Division										
SOC Level	Occupation Code	Occupation Title	Employment 2023	Proj. Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
1	00-0000	Total, All Occupations	30,827	32,599	5.7%	1,772	37,220	38,992		
		Management, Business, and Financial	5,020	5,299	5.6%	279	4,609	4,888		
4	11-9031	Education and Childcare Administrators, Preschool and Daycare	-s-	-s-	-s-	-s-	-s-	-s-	Associate's degree	Bachelor's degree
4	11-9032	Education Administrators, Kindergarten through Secondary	83	83	0.0%	0	55	55	Master's degree	Master's degree
4	11-9039	Education Administrators, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
2	25-0000	Educational Instruction and Library Occupations	1,378	1,388	0.7%	10	1,273	1,283		
4	25-1011	Business Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1021	Computer Science Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1022	Mathematical Science Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1032	Engineering Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1041	Agricultural Sciences Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1042	Biological Science Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1052	Chemistry Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1066	Psychology Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1069	Social Sciences Teachers, Postsecondary, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1071	Health Specialties Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1072	Nursing Instructors and Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1081	Education Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1111	Criminal Justice and Law Enforcement Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1113	Social Work Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1121	Art, Drama, and Music Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1122	Communications Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1123	English Language and Literature Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1125	History Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1193	Recreation and Fitness Studies Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1194	Career/Technical Education Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1199	Postsecondary Teachers, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-2011	Preschool Teachers, Except Special Education	127	143	12.6%	16	148	164	Associate's degree	Bachelor's degree
4	25-2012	Kindergarten Teachers, Except Special Education	31	30	-3.2%	-1	33	32	Bachelor's degree	Master's degree
4	25-2021	Elementary School Teachers, Except Special Education	244	239	-2.0%	-5	159	154	Bachelor's degree	Master's degree
4	25-2022	Middle School Teachers, Except Special and Career/Technical Education	80	79	-1.3%	-1	53	52	Bachelor's degree	Master's degree
4	25-2023	Career/Technical Education Teachers, Middle School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2032	Career/Technical Education Teachers, Secondary School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2051	Special Education Teachers, Preschool	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2052	Special Education Teachers, Kindergarten and Elementary School	35	35	0.0%	0	24	24	Bachelor's degree	Master's degree
4	25-2057	Special Education Teachers, Middle School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2058	Special Education Teachers, Secondary School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2059	Special Education Teachers, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-3011	Adult Basic Education, Adult Secondary Education, and ESL Instructors	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-3021	Self-Enrichment Teachers	37	40	8.1%	3	46	49	High school diploma or equivalent	Postsecondary training (1 year)
4	25-3031	Substitute Teachers, Short-Term	26	26	0.0%	0	31	31	Bachelor's degree	Master's degree
4	25-3041	Tutors	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-3099	Teachers and Instructors, All Other	21	23	9.5%	2	27	29	Bachelor's degree	Master's degree

Occupational Employment Projections for Columbia Gorge (Gilliam, Hood River, Sherman, Wasco and Wheeler Counties), 2023-2033										
Oregon Employment Department, Workforce and Economic Research Division										
SOC Level	Occupati on Code	Occupation Title	Employment 2023	Proj. Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
4	25-9031	Instructional Coordinators	23	25	8.7%	2	21	23	Bachelor's degree	Master's degree
4	25-9044	Teaching Assistants, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-9045	Teaching Assistants, Except Postsecondary	402	400	-0.5%	-2	471	469	High school diploma or equivalent	Associate's degree
4	25-9099	Educational Instruction and Library Workers, All Other	29	28	-3.4%	-1	25	24	Bachelor's degree	Bachelor's degree

Notes: All data include self-employment. // -s- means suppressed for confidentiality or insufficient data. //

** Non-covered agricultural workers are workers employed by agricultural firms who are not covered by unemployment insurance. The number of non-covered agricultural workers by occupation is not available.

[Data Sources and Limitations](#)

Published: December 17, 2024

A smiling woman with long brown hair and glasses, wearing a light blue button-down shirt, holding a blue folder. The background is a blurred office setting.

3 Educational Instruction and Library Occupations in 5 Oregon Counties

Contents

What is Lightcast Data?	1
Report Parameters	2
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Jobs	4
Compensation	7
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What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resums, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

The AtlanticForbesHarvard
Business
ReviewThe
New York
TimesWSJUSA
TODAY

Report Parameters

3 Occupations

25-2021 Elementary School Teachers, Except
Special Education

25-2012 Kindergarten Teachers, Except Special
Education

25-2052 Special Education Teachers, Kindergarten
and Elementary School

5 Counties

41021 Gilliam County, OR

41027 Hood River County, OR

41055 Sherman County, OR

41065 Wasco County, OR

41069 Wheeler County, OR

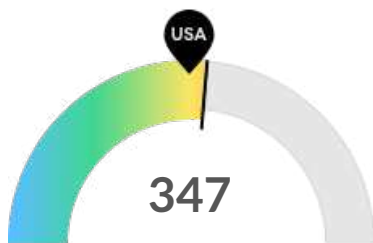
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

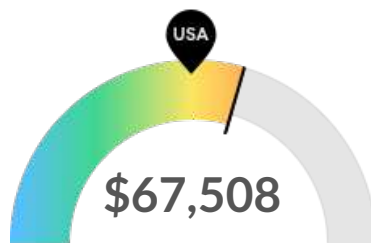
Executive Summary

Average Job Posting Demand Over an Average Supply of Regional Jobs



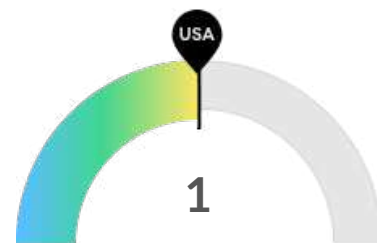
Jobs (2024)

Your area is about average for this kind of job. The national average for an area this size is 320* employees, while there are 347 here.



Compensation

Earnings are about average in your area. The national median salary for your occupations is \$63,678, compared to \$67,508 here.



Job Posting Demand

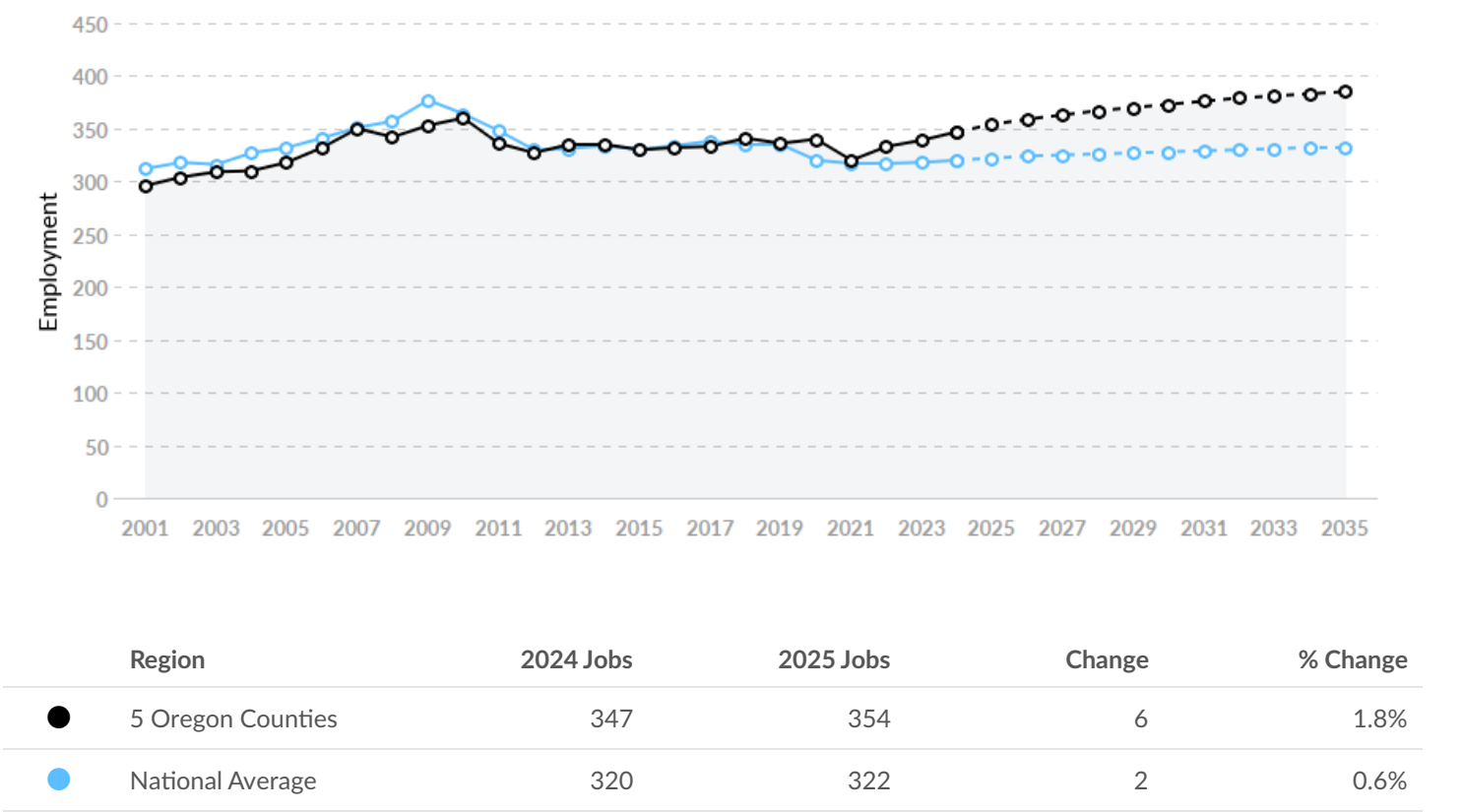
Job posting activity is about average in your area. The national average for an area this size is 1* job posting/mo, while there is 1 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

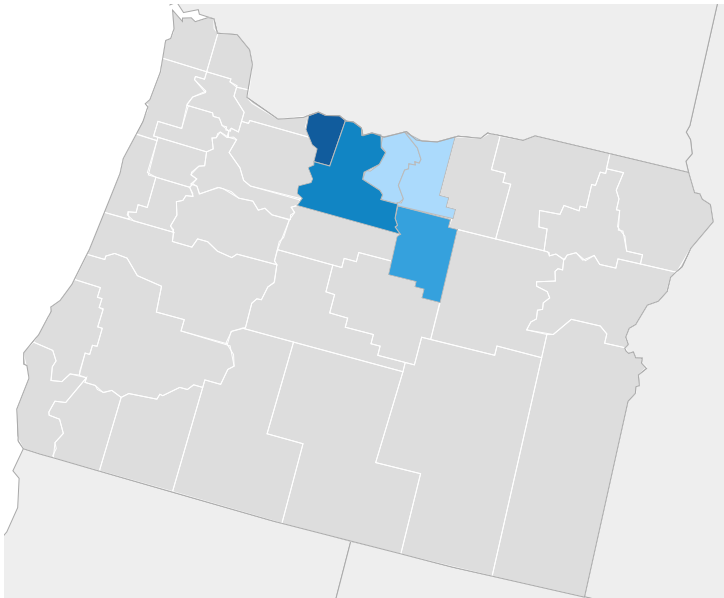
Regional Employment Is About Equal to the National Average

An average area of this size typically has 320* jobs, while there are 347 here.



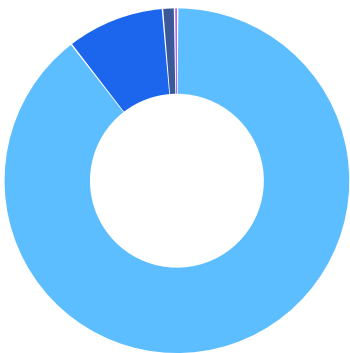
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Hood River County, OR	173
Wasco County, OR	128
Wheeler County, OR	20
Gilliam County, OR	14
Sherman County, OR	12

Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector

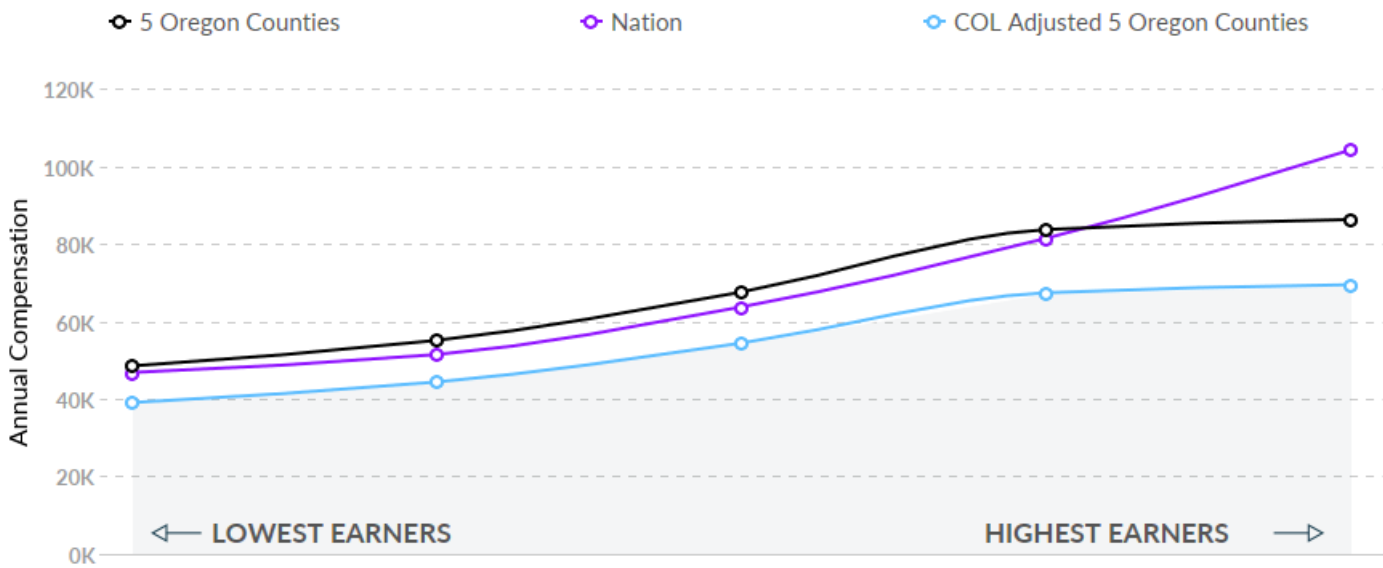


Industry	% of Occupation in Industry (2024)
Education and Hospitals (Local Government)	89.4%
Elementary and Secondary Schools	9.1%
Religious Organizations	1.1%
Other	0.3%

Compensation

Regional Compensation Is 6% Higher Than National Compensation

For your occupations, the 2023 median wage in your area is \$67,508, while the national median wage is \$63,678.



Job Posting Activity



17 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Feb 2025.



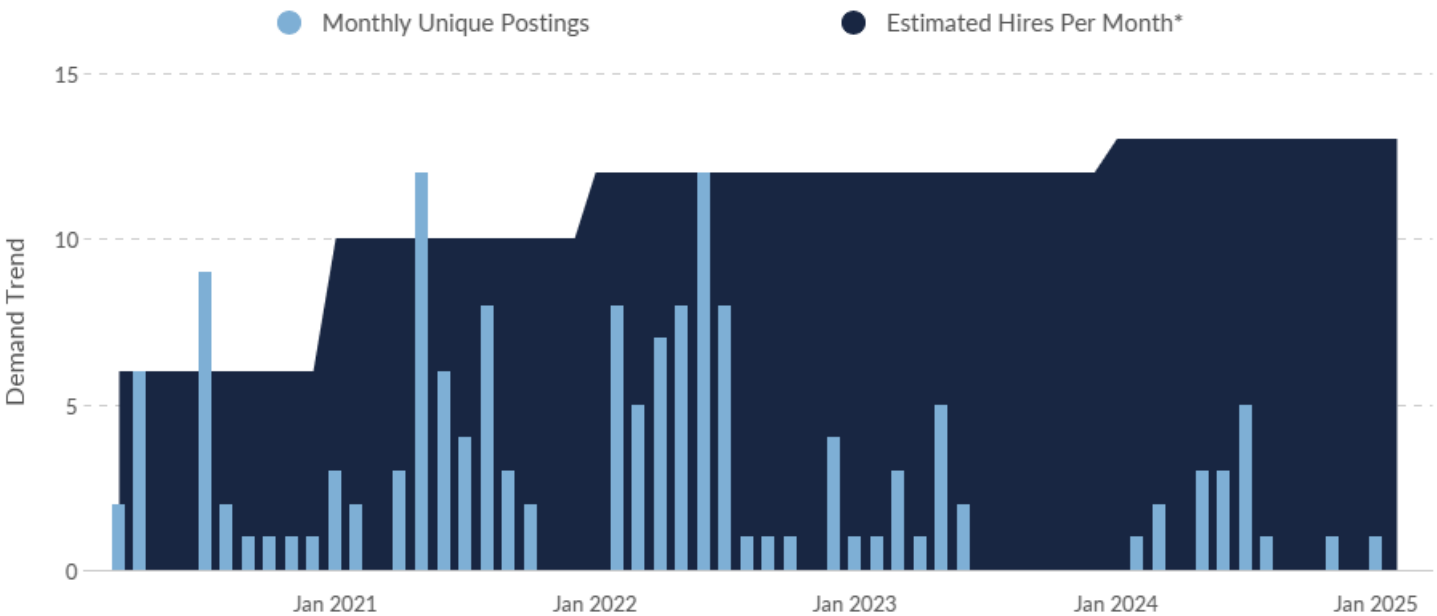
5 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Feb 2025.



31 Day Median Duration

Posting duration is 4 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Feb 2025)	Avg Monthly Hires (Jan 2024 - Feb 2025)
Elementary School Teachers, Except Special Education	1	10
Kindergarten Teachers, Except Special Education	0	2
Special Education Teachers, Kindergarten and Elementary School	0	1

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Hood River County Sd	10 <div></div>
KinderCare Education	3 <div></div>
Horizon Christian School	1 <div></div>
Mid Columbia Childrens Council	1 <div></div>

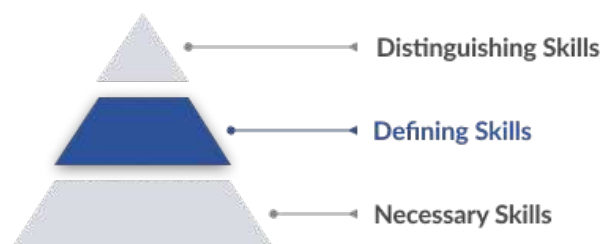
Top Job Titles	Unique Postings
Teachers	4 <div></div>
Elementary School Music Teach...	2 <div></div>
Elementary School Teachers	2 <div></div>
Elementary Teachers	2 <div></div>
1st Grade Teachers	1 <div></div>
2nd Grade Elementary Teachers	1 <div></div>
3rd Grade Teachers	1 <div></div>
Bilingual Elementary Teachers	1 <div></div>
Elementary Instructional Coaches	1 <div></div>
Elementary Reading Teachers	1 <div></div>

Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand

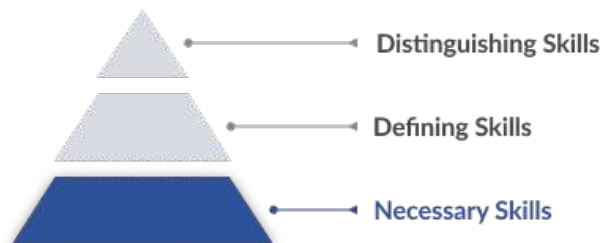
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate	✗	12	+16.1%	Growing
Lesson Planning	✗	12	+12.6%	Growing
Instructional Strategies	✓	7	+26.3%	Rapidly Growing
Individualized Education Programs (IEP)	✗	5	+16.4%	Growing
Classroom Management	✗	4	+6.4%	Stable
Differentiated Instruction	✓	2	+16.9%	Growing
Special Education	✓	1	+16.3%	Growing
Primary Education	✗	1	+12.8%	Growing

Top Necessary Skills by Demand

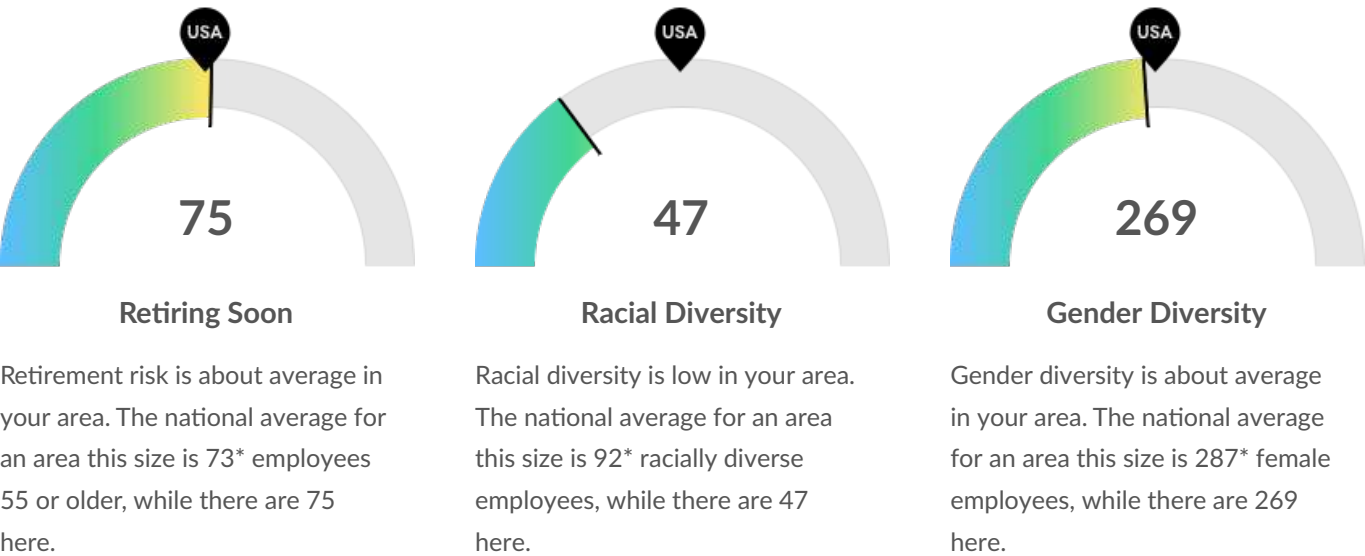
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Lesson Planning	✗	12	+12.6%	Growing
Instructional Strategies	✓	7	+26.3%	Rapidly Growing
Individualized Education Programs (IEP)	✗	5	+16.4%	Growing
Classroom Management	✗	4	+6.4%	Stable
Curriculum Development	✗	3	+14.6%	Growing
Disabilities	✗	3	+16.8%	Growing
Behavior Management	✗	2	+4.9%	Stable
Differentiated Instruction	✓	2	+16.9%	Growing
Learning Styles	✗	2	+21.7%	Rapidly Growing
Special Education	✓	1	+16.3%	Growing

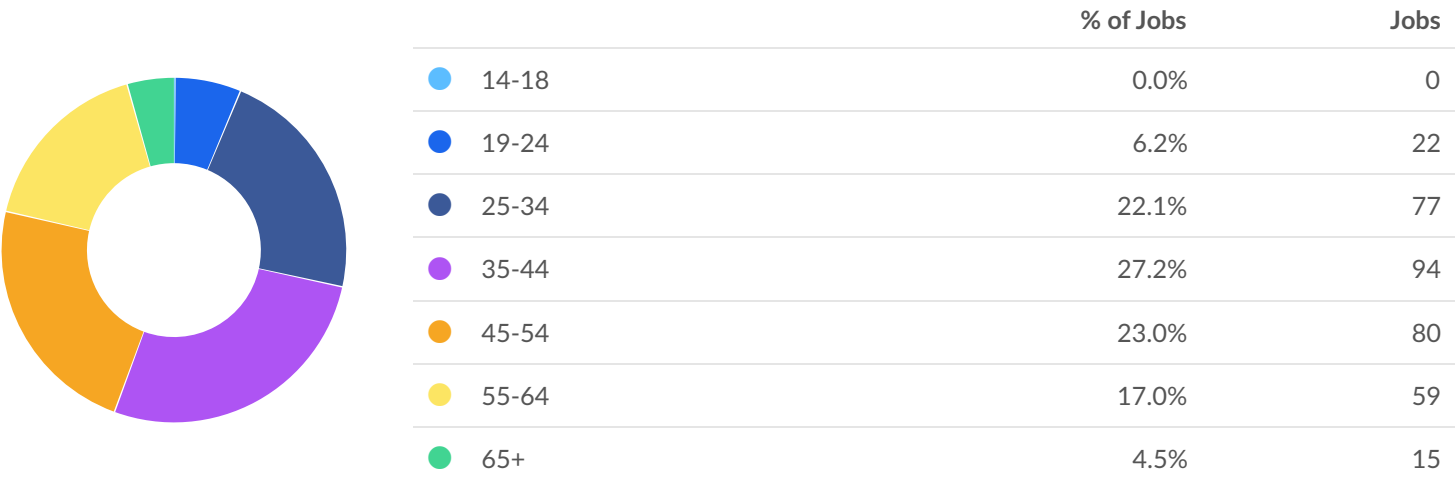
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low

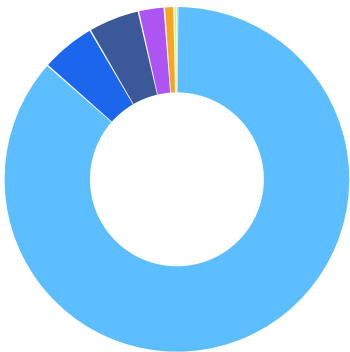


*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	86.4%	300
Hispanic or Latino	5.1%	18
Two or More Races	4.8%	17
Asian	2.4%	8
Black or African American	0.9%	3
Native Hawaiian or Other Pacific Islander	0.3%	1
American Indian or Alaska Native	0.1%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	22.4%	78
Females	77.6%	269

Occupational Programs



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



2 Completions (2023)

The completions from all regional institutions for all degree types.



32 Openings (2023)

The average number of openings for an occupation in the region is 5.

CIP Code	Top Programs	Completions (2023)
13.1210	Early Childhood Education and Teaching	2 <div></div>

Top Schools	Completions (2023)
Columbia Gorge Community College	2 <div></div>

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.