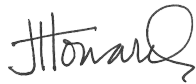


TRANSMITTAL PAGE

Chemeketa 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 Chemeketa Community College. The Chemeketa Community College Board approved Resolution No. 20-21-29, Pursuit, Development, and Offering of Applied Baccalaureate Degrees at Chemeketa Community College on June 23, 2021. We look forward to working with you to advance this project to increase educational opportunities for our community.



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Documents Attached:

Statement of Need: page 2

Attachments:

- References: page 27
- Board Resolution 20-21-29 page 29
- Consortium Agreement page 30
- Letters of Community Support page 52
- Occupational Forecast Data: Oregon Employment Department page 59
- Employer Demand: Lightcast report page 62
- Survey Data from Regional School Districts page 86
- Student Survey Questions page 99

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EO/AA/ADA/Title IX institution
www.chemeketa.edu/about/legal
chemeketa.edu

Introduction

Chemeketa Community College, in collaboration with four other Oregon community colleges, is seeking the Oregon Higher Education Coordinating Commission's approval to offer a Bachelor of Applied Science in Education (BASE) with a focus on Early Childhood and Elementary Education, including a pathway to an elementary education special education (SPED) license. As part of a statewide consortium of community colleges, Chemeketa is committed to addressing Oregon's ongoing and deeply rooted challenges in recruiting and retaining high-quality elementary teachers in special education, multilingual classrooms, and rural communities. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreement, 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.

This effort goes beyond simply addressing teacher shortages. 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 the currently available pathways. By offering affordable, accessible bachelor's degree options at the community college level, Chemeketa 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.

The proposed BASE 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 and 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 2024 Oregon Educator Equity Report, there is a persistent gap in diversity between the educator workforce and the student population. In 2023-24, 42% of Oregon's students identified with race or ethnicities other than white, while only 14% of educators did so (Oregon Equity Report, 2024 p.69). 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 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, Chemeketa'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, Chemeketa'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, we have included an example of a recent Chemeketa Community College's student experience with transferring.

Maria (Pseudonym), is a bilingual student, working full-time for a local school district and currently a student at Chemeketa Community College (CCC). She is eligible for and receiving grant support that pays the entire amount of her tuition and books through the ABLE grant to attend CCC. Maria had nearly completed her Associate of Arts Oregon Transfer (AAOT) degree and was encouraged to meet with a University advisor at the college where she is hoping to transfer. The advisor encouraged her to transfer before finishing her AAOT, suggesting that it would be "quicker" for her to earn a bachelor's degree at the university because she could apply some of her elective credits (that did not align with the MTM) to her degree. This would have allowed her to take 2 less classes. Chemeketa has no flexibility in substituting these courses in the MTM as we must follow it exactly.

Trusting this guidance, Maria transferred with around 80 credits and no degree in hand. Upon arriving at the university, she was surprised to learn that, because she had not completed the AAOT, she was required to fulfill the university's general education requirements. These included in-person courses that were not offered in the evenings or online, making it nearly impossible for her to manage while maintaining her full-time job and continuing her community commitments. She also lost her ABLE scholarship which would have followed her and been available for two more years to help with the cost.

Overwhelmed by the unexpected credit requirements and the rigid course formats, Maria attempted to juggle a full course load with her job. After just one term, the stress became unmanageable. She dropped out of the university without completing her bachelor's degree AND without an associate degree from Chemeketa to show for her college-level work.

Maria's experience illustrates a systemic flaw: when transfer advising fails to prioritize degree completion and does not account for the realities faced by working students, the result is often a loss of time, money, and opportunity. Her story is not unique and underscores the need for additional, cohesive, student-centered transfer pathways that ensure credit applicability, clear communication, and support for diverse student needs.

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
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>

Program Alignment with Institutional Mission and Goals

Chemeketa's mission is to transform lives and strengthen communities through quality education, services, and workforce training. The proposed BASE degree directly aligns with this mission by creating an accessible, affordable, career-focused pathway for students interested in early childhood and elementary education. Specifically, the BASE degree supports Chemeketa's commitment to equity by focusing on recruiting and graduating students from diverse backgrounds, thus increasing representation among educators.

The BASE degree also addresses the need for localized educator preparation programs. This complementary education degree program will prepare educators who can connect effectively with students from various cultural and linguistic backgrounds, a priority highlighted in Oregon's educational goals. Accessibility is at the root of Chemeketa's mission: Given the high percentage of Chemeketa's Education AAOT graduates who either do not transfer to local University partners or do not persist if they do transfer, this program will provide additional options that are better suited to meet the needs of community college students.

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Program Alignment with Oregon's Educational Goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at Chemeketa Community College 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 Chemeketa 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 Mid-Willamette 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, attached.).

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, below, shows that although some groups have approached or exceeded the goal, bachelor's degree attainment remains disproportionately low among many communities of color.

Educational attainment varies widely by race/ethnicity

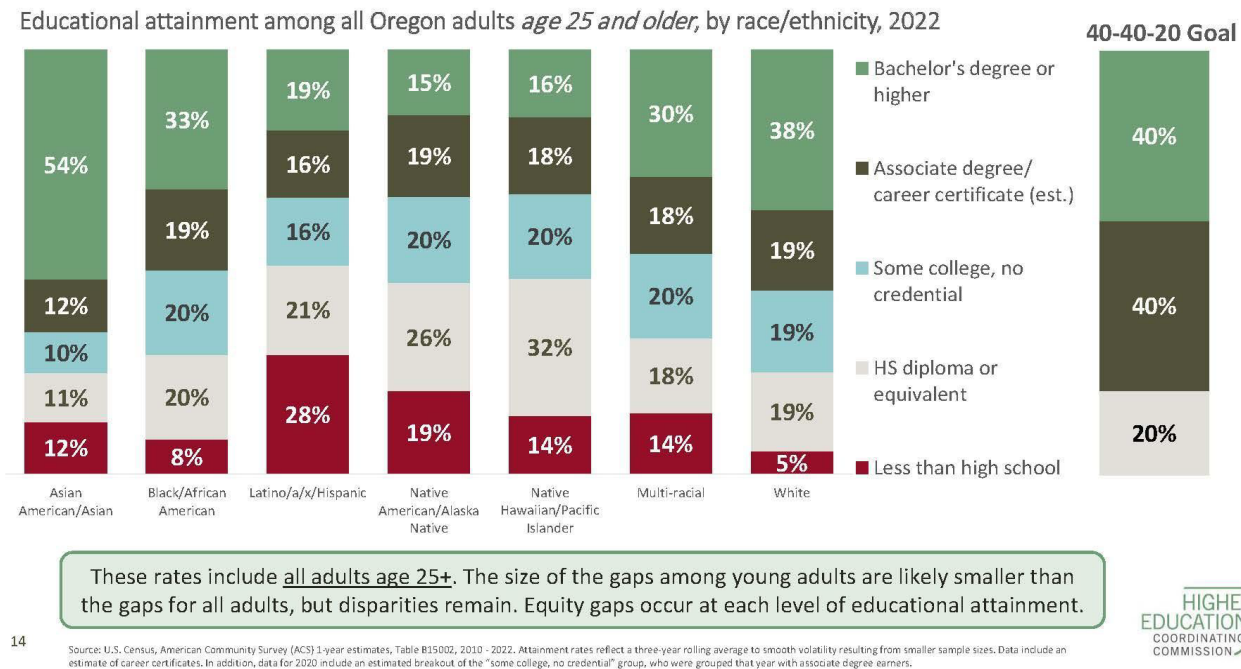
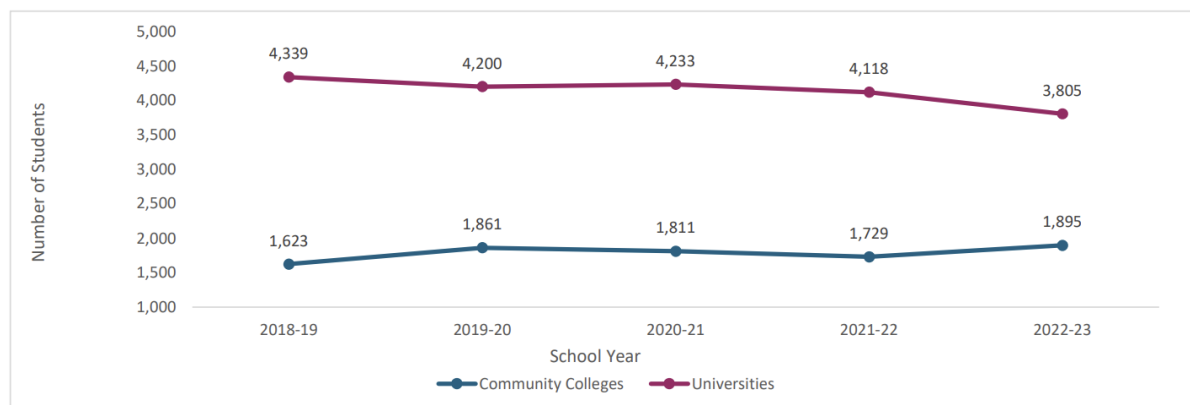


Chart 1: Educational attainment in Oregon

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

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.

Chart 2: Statewide Enrollment in Education Majors at Public Colleges and Universities

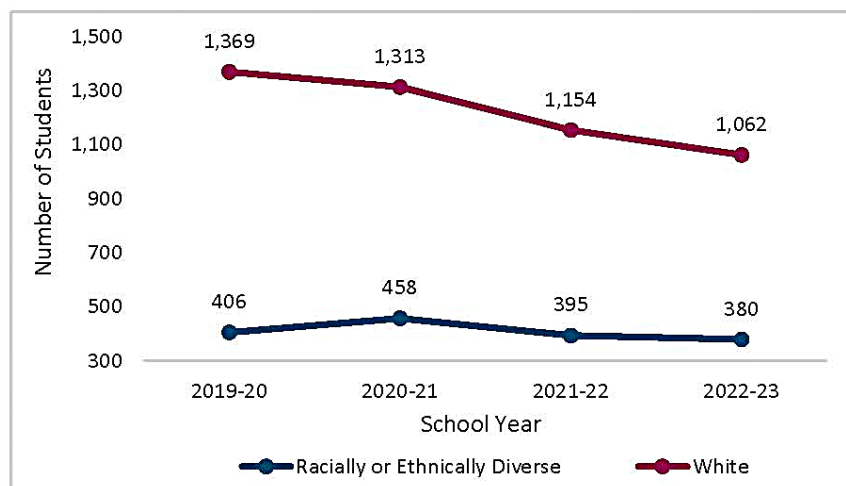
Data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing 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.

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	185	194	167	210
Black	57	53	57	62
Hispanic	335	321	389	424
Multiethnic	294	262	265	333
Multiethnic Hispanic	196	169	197	268
Native American	33	37	30	29
Not Specified	141	154	142	156
Other	128	130	126	137
Pacific Islander	13	16	13	11
White	5,413	5,322	5,236	5,853
Total	6,795	6,658	6,622	7,483
English is Primary Language	6,362	6,194	6,165	6,915
English is Not Primary Language	433	464	457	568
Multilingual	1,008	1,041	1,025	1,176

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

Table 1: Oregon Preliminary Teacher Licenses 2019-2023

This gap especially affects racially and ethnically diverse students. From 2018–2019 to 2022–2023, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these



Source: Oregon Teacher Standards and Practices Commission.

Chart 3: Completion of Oregon Approved Teacher Preparation Programs

students are **not completing** licensure programs at the same rate at four-year institutions. In 2022–23, only 25.3% 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 3)

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.

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

Meeting Oregon’s Educational Attainment Goals in Chemeketa’s region:

Bachelor’s degree attainment in Chemeketa’s service district falls well below state goals. In Marion County, only 27.9% of adults hold a bachelor’s degree or higher, with Polk at 30% and Yamhill at 32%, all below Oregon’s goal of 40% and the statewide average of 37.7%. The disparities are even more pronounced in specific neighborhoods, such as those surrounding the Chemeketa Salem campus, where just 9.2% of adults have earned a bachelor's degree. Across Marion, Polk, and Yamhill counties, 107,974 adults over age 25 have not completed a bachelor’s degree, including 34,547 with some college or an associate degree, illustrating both a strong need and a clear opportunity for expanded local access to bachelor’s-level education, (see chart 4).

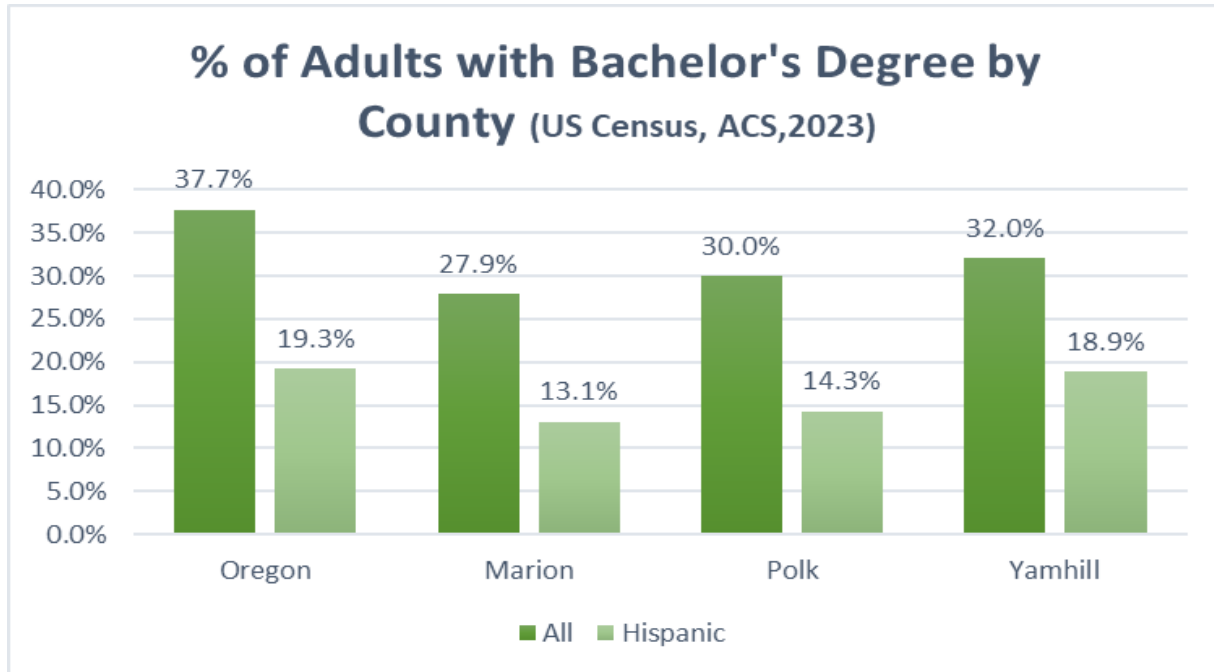


Chart 4: Adults with Bachelor's degree by county

The following table looks at Chemeketa Education graduates from AY 2018-19 through AY 2023-24. It shows the number and rate of students who transfer to a 4-year institution and the number and rate of students who receive a Bachelor of Science in Education. This data shows that while a number of students earning an AAOT in Education successfully transfer to four-year institutions, very few go on to complete a bachelor's degree in education. In charts 5 and 7, data is provided on Chemeketa Education graduates from AY 2018-19 through AY 2023-24. The first set of data that includes all education degree completers. As shown, only 8.8% earning a BS in Education and 14.6% either graduating or still enrolled in education. Out of 137 students intending to complete a degree, only 12 currently have completed a degree.

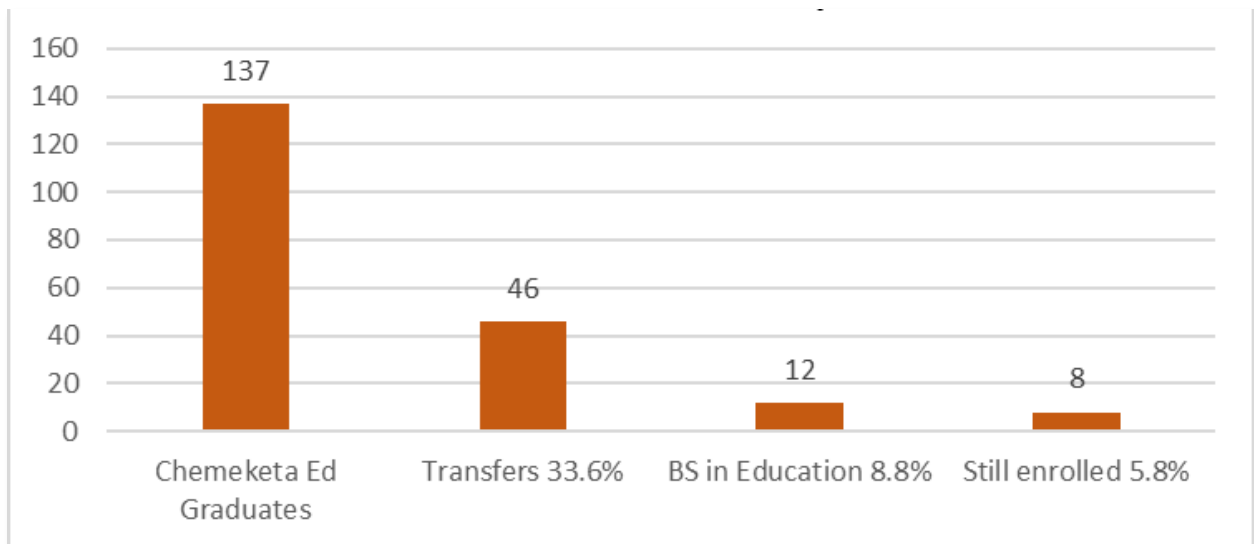


Chart 5: Chemeketa Education Graduates (AAOT Elem Ed, ECE, Secondary Ed)

Additional data showed only slightly better outcomes for just those in the secondary education pathway. It shows the number and rate of students with an AAOT degree and a declared concentration code of 7008 (Education) who transfer to a 4-year institution and the number who receive a Bachelor of Science in Education. 12.3% of students who transferred earned a BS in Education, and just 12.3% remained enrolled in an education program at the time of data collection (see chart 6).

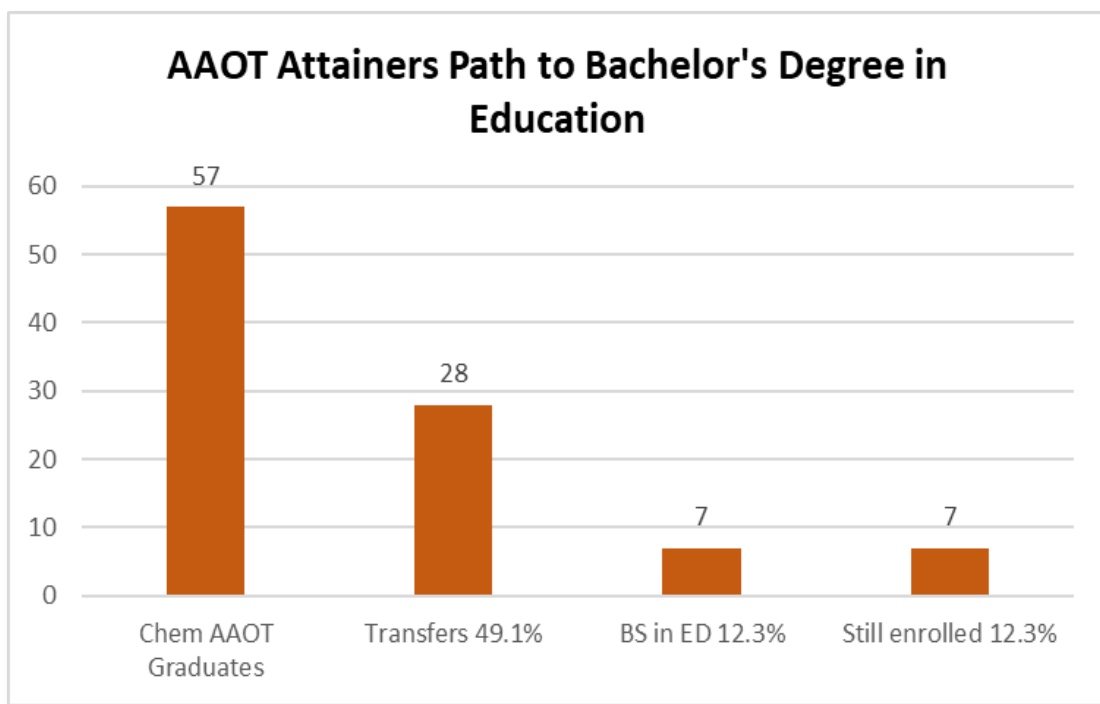


Chart 6: Chemeketa Education Graduates (AAOT Elem Ed, ECE, Secondary Ed)

These low rates of bachelor's degree completion in the education pathway suggest that the current transfer pathways do not provide an effective or accessible route to licensure for many community college students, highlighting the need for a local, streamlined bachelor's degree option like a BASE program.

The vast majority of our Chemeketa graduates who transfer go to one of the four closest Universities (Chart 7 and 8). This highlights the place-based needs of our graduates to remain in their local communities. Although the most common transfer schools are the nearest to the college, but more than half are choosing higher cost out of state, private, and/ or online colleges. Offering complimentary pathways that allow students to stay enrolled at the community college will help to address the large gap in those that graduate and those that transfer.

Transfer Destinations for Chemeketa Education Graduates		
College	College State	Transfers
WESTERN OREGON UNIVERSITY	OR	22
PACIFIC UNIVERSITY	OR	5
PORTLAND STATE UNIVERSITY	OR	4
OREGON STATE UNIVERSITY	OR	4
EASTERN OREGON UNIVERSITY	OR	3
LINFIELD UNIVERSITY	OR	*
GEORGE FOX UNIVERSITY	OR	*
WESTERN GOVERNORS UNIVERSITY	UT	*
COLORADO TECHNICAL UNIVERSITY	CO	*
NORTH SEATTLE COLLEGE	WA	*
WEBER STATE UNIVERSITY	UT	*
UTAH STATE UNIVERSITY	UT	*
UNIVERSITY OF OREGON	OR	*
THOMAS UNIVERSITY	GA	*
Total Transfers		49

*Students may transfer to more than one school.

Transfer Destinations for Chemeketa AAOT Education Graduates		
College	College State	Transfers
WESTERN OREGON UNIVERSITY	OR	14
PACIFIC UNIVERSITY	OR	5
OREGON STATE UNIVERSITY	OR	4
LINFIELD UNIVERSITY	OR	*
COLORADO TECHNICAL UNIVERSITY	CO	*
WEBER STATE UNIVERSITY	UT	*
UNIVERSITY OF OREGON	OR	*
PORTLAND STATE UNIVERSITY	OR	*
EASTERN OREGON UNIVERSITY	OR	*
Total Transfers		30

*Students may transfer to more than one school.

*Cell sizes of less than three are suppressed.

Chart 7 and 8: Chemeketa AAOT Secondary Education Graduates

STANDARD	CRITERIA
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 postgraduation employment

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 Chemeketa'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 10 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 recent National Clearinghouse data for 2022-23 graduates.

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 Development	59	Both OSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-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 and 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 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 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 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 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. 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.
Pacific University	BA in Education and Learning (with Elementary Education endorsement option)	38	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. 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.

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
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.

Chart 9: Program Comparison. 2022_2023 data sources: University webpages and National Clearinghouse graduate data on Oregon Educator Preparation programs

- 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 postgraduation employment**

At Chemeketa Community College, 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.

Our collaboration with public and private university partners will continue to be a cornerstone of our strategy to expand access and opportunity. Chemeketa will maintain and promote our long-

standing articulation agreements and statewide Major Transfer Maps (MTMs) that we have diligently developed for our Associate of Arts Oregon Transfer (AAOT) in Elementary Education program. Many of our students will continue to transfer into public and private universities such as Western Oregon University, Oregon State University, and Linfield University. These important partnerships ensure that students can maximize the applicability of their coursework, avoid excess credits, and reduce both the time and financial burden required to earn their bachelor's degree.

Current ongoing efforts to improve transfer pathways include partnerships with WOU and Salem-Keizer in the Teachers Today and Tomorrow (T3) project work outlined in an attached document that introduces educator careers in middle school and provides mentoring, advising, internships and college credit as students move through our institutions. Connecting and collaborating on initiatives like GYO and our Bilingual Student Teacher Leaders program continue to build more supported pathways for those students who are transferring. Through coordinated advising and curriculum alignment, we strengthen transfer success, preserve student momentum, and uphold our commitment to delivering affordable, high-quality education.

To further enrich teaching and learning, Chemeketa will continue to partner closely with all partners to offer students robust early field placements, service learning opportunities, and dual-enrollment coursework. Our Early Childhood Education program, for example, provides students with the strong applied skills and experience sought by transfer institutions and employers alike. Chemeketa's faculty will continue to actively collaborate with university colleagues to align learning outcomes, share professional development opportunities, and continuously improve the inclusivity and quality of educator preparation pathways.

Our longstanding commitment to culturally responsive teaching, bilingual education, and support for nontraditional students has directly informed regional strategies to diversify Oregon's educator workforce. Looking ahead, our proposed Bachelor of Applied Science in Education (BASE) degree will build upon these foundations, offering a flexible, affordable, and local option for students who are place-bound by work or family commitments. In partnership with four-year universities, we will continue to create seamless pathways into graduate programs, ensuring students have every opportunity to advance their careers and meet Oregon's critical needs in elementary, bilingual, and special education fields. Through these collective efforts, we are poised to create more accessible, equitable, and workforce-aligned education pathways for Oregon's future teachers.

STANDARD	CRITERIA
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.	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.

a. 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, Chemeketa 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 three-county region that Chemeketa serves will have 155 openings for elementary teachers each year over the next ten years, most of them replacement openings (Qualityinfo.org, Area Employment Projections, attached). Expanding the pathway beyond elementary teachers, to all teaching positions, the Oregon Employment Department estimates that there will be 6,408 total openings in the 2023-33 period for all teaching related occupation titles, with most of the openings replacement positions (Occupational Employment Projections for Mid Valley, attached).

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. The current regional employment of 2,959 educator positions (Lightcast, 2024) aligns closely with the national average for comparably sized areas, yet demand continues to exceed the supply of qualified candidates. Job postings for these roles have been high, with a median posting duration of 22 days, indicative of employer challenges in filling open positions.

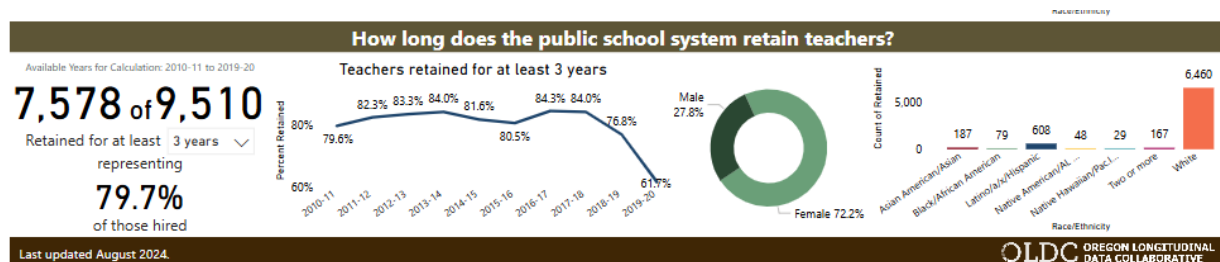
Salaries for educational roles in this region are notably competitive, with a median salary of \$77,707, which is 22% higher than the national median. This increased compensation reflects the high demand for education professionals, especially in early childhood, elementary, and special education. Diversity among educators is a priority, as regional data shows lower racial diversity than national

averages, with only 379 educators from diverse backgrounds compared to an expected 713 for an area of this size.

Based on current data, Chemeketa’s regional demand for elementary teachers alone is projected at 155 openings annually, while existing university-based educator preparation programs collectively graduate fewer than 30 licensed candidates annually who are likely to remain in the Mid-Willamette region. This creates a persistent annual shortfall of at least 125 qualified candidates in elementary education alone, not accounting for additional shortages in special education and bilingual education fields.

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.

School District needs: District partners report that as schools are becoming increasingly diverse, the need for teachers who reflect the racial and ethnic backgrounds, and the multilingual skills of the community are profound. For example, the three largest school districts in Chemeketa’s region, Salem-Keizer, Woodburn, and McMinnville have large and growing populations of students who are Hispanic, and come from families whose home language is not English, yet they struggle to find teachers who reflect their student population. When students of color have at least one teacher who shares their racial/cultural background, they 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.

School District	Teachers of Color	Students of Color	Ever Language Learners
Salem Keizer	18%	61%	34%
McMinnville	9%	45%	29%
Woodburn	45%	89%	69%
Source: Oregon At A Glance District Profiles 2024 https://www.ode.state.or.us/data/ReportCard/Reports/Index			

Many of our local school districts have expressed strong support for this program detailed in the attached letters of support, highlighting the need for local teacher education programs that can prepare diverse educators and qualified graduates who are familiar with the unique challenges of the region’s schools and communities. Our school districts participated in a needs assessment highlighting these needs in the data included below.

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 in chart 10. 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).

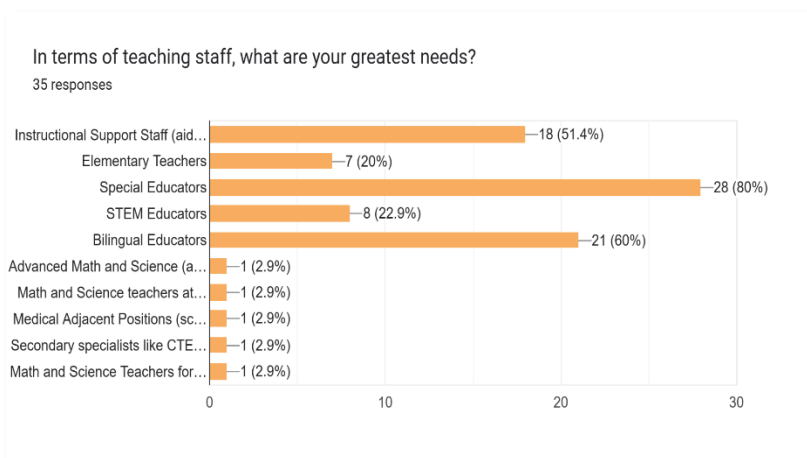


Chart 10: School Districts’ Educator Needs

Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses see charts 11 and 12. These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

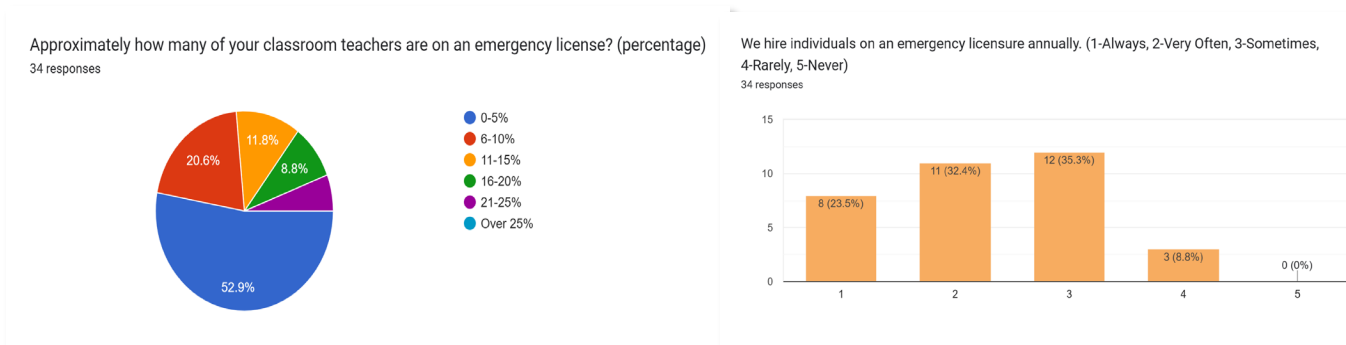


Chart 11 & 12: Teachers on emergency licenses

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 13.

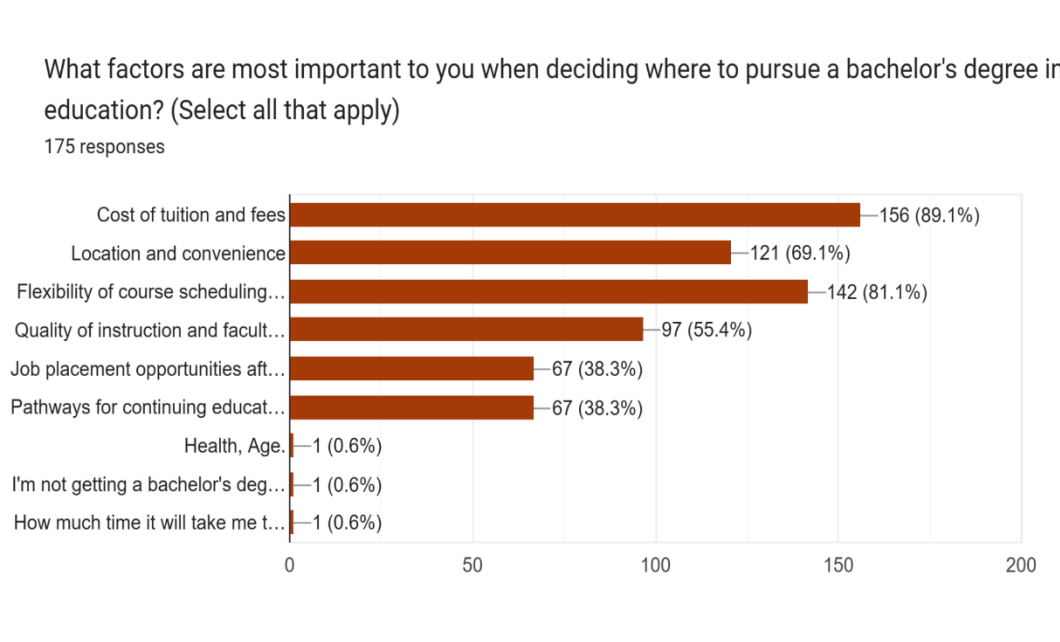


Chart 13 Factors that are important to students when deciding to pursue ED BA

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 14, 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.*

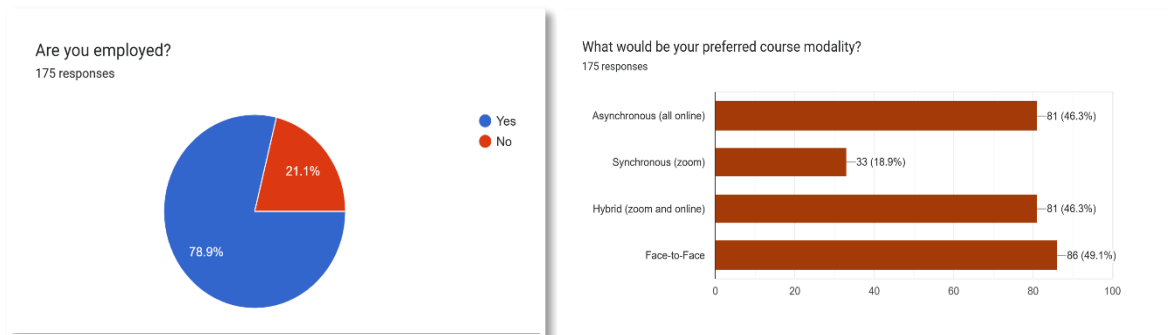


Chart 14: Student employment and modality preferences

The data also shows in chart 15 and 16 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.

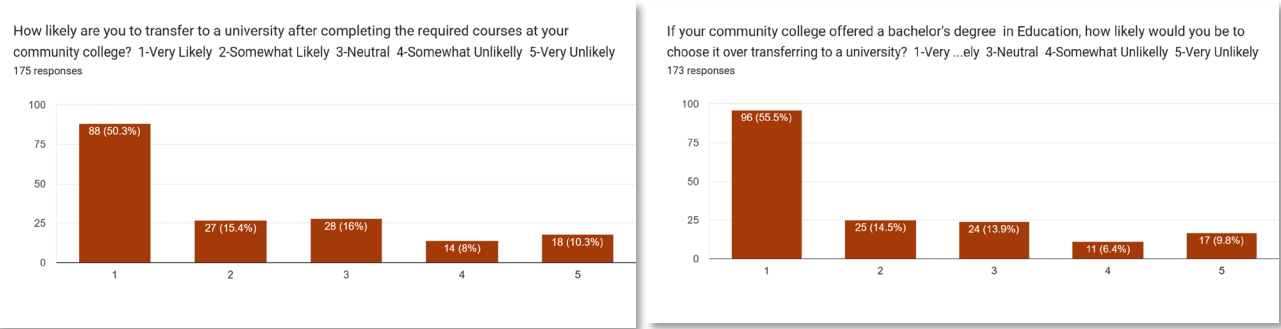


Chart 15 and 16. How likely are you to transfer to a university after completing the required courses at your community college

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.

STANDARD	CRITERIA
4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.	<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>

A. Building on Existing Programs

The BASE degree will build on Chemeketa's existing Associate of Applied Science (AAS) and Associate of Science (AS) programs in Early Childhood Education and AAOT in Elementary Education. These programs have consistently produced graduates who are well-prepared to work in local schools as teaching assistants, paraprofessionals, and early childhood educators. Students who have historically stopped their education at this level and do not transfer will have new opportunities. The proposed BAS will provide these graduates with the opportunity to advance their careers by earning a bachelor's degree and obtaining teaching licensure, creating a seamless transition from associate level coursework to a bachelor's degree program without facing some of the obstacles to transferring. Additional pathways will be developed to provide opportunities for students earning an AAS in any program to return and pursue a second career in teaching.

By leveraging Chemeketa's established partnerships with local school districts and its history of producing qualified early childhood, paraeducators, and preparing students to transfer to an Educator Preparation Program (EPP) partner, the BASE degree will improve the college's ability to meet the needs of its community and the state's educational system.

College	Program Name	Year Established	Last Reviewed (program review)
Chemeketa CC	AAS in ECE	1972-1973	2020-2021
Chemeketa CC	AAOT in Elem. ED	2024-2025	Newly established. Review Scheduled for 3 rd year

To further demonstrate the strength and sustainability of Chemeketa’s foundation in early childhood and education pathways, enrollment data over the past decade shows consistent student interest across multiple certificate and degree options. As shown in Chart 19, the Early Childhood Education AAS has remained the largest program, enrolling over 100 students annually, with a recent rebound from a low of 100 in 2022–23 to 120 in 2024–25. Certificate programs in Infant/Toddler, Preschool, and Early Childhood Education have also shown steady growth or recovery after pandemic-related declines, with total ECE enrollment rising from 160 in 2022–23 to 202 in 2023–24. These trends reflect strong demand for early childhood preparation programs and underscore the opportunity to offer a locally accessible bachelor’s degree. The proposed BASE program will build on these established pathways, enabling students who complete associate degrees or certificates to seamlessly continue their education and enter the teacher workforce with fewer transfer barriers.

Chemeketa Community College Early Childhood Education Majors by Academic Year											
	Academic Year										
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Early Child Ed Infant/Toddler CERT	2	3	2	1	1	3	9	5	11	7	
New Student	2	1	1		1	2	1				
Continuing Student		2	1	1		1	8	5	11	7	
Early Child Ed Preschool CERT	3	6	6	9	12	27	16	18	22	15	
New Student	1	2	2	4	2	9	4	4	2	1	
Continuing Student	2	4	4	5	10	18	12	14	20	14	
Early Childhood Education AAS	174	143	134	160	150	136	113	100	126	120	
New Student	46	27	31	30	32	27	12	21	37	29	
Continuing Student	128	116	103	130	118	109	101	79	89	91	
Early Childhood Education CERT	14	16	30	33	21	39	42	37	40	31	
New Student	4	2	6	4	3	20	13	10	8	10	
Continuing Student	10	14	24	29	18	19	29	27	32	21	
Education Support Professional CERT									3	9	
New Student									2	5	
Continuing Student									1	4	
Early Child Ed-Preschool Pwy CERT	1	1									
Continuing Student	1	1									
Grand Total	194	169	172	203	184	205	180	160	202	182	

Institutional Research & Reporting

May 2025

B. Program Revision

To better integrate with the proposed BASE program, Chemeketa’s existing Early Childhood Education (AAS) and Elementary Education (AAOT) programs will expand advising to include clear transfer pathways into the BASE degree starting in 2025. Minor course adjustments, such as increased emphasis on culturally responsive pedagogy and special education practices, will align lower-division preparation with upper-division degree outcomes. This labor market analysis confirms that the proposed BASE degree is a timely and necessary response to regional workforce needs. It will prepare locally rooted, culturally responsive educators ready to serve the diverse schools of Marion, Polk, and Yamhill counties.

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**RESOLUTION NO. 20-21-29, PURSUIT, DEVELOPMENT,
AND OFFERING OF APPLIED BACCALAUREATE DEGREES
AT CHEMEKETA COMMUNITY COLLEGE**

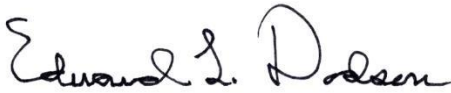
WHEREAS, Chemeketa Community College provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training; and

WHEREAS, applied baccalaureate degrees address affordability, increase access to educational opportunities, and meet workforce demands across the district; and

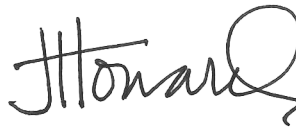
WHEREAS, provide opportunity for employment for community college degree graduates;

THEREFORE, BE IT RESOLVED, that the Chemeketa Community College Board of Education does hereby approve the college's pursuit, development, and offering of Applied Baccalaureate Degrees at Chemeketa Community College.

DATED this 23rd day of June, 2021



Ed Dodson
Board Chairperson



Jessica Howard
President/Chief Executive Officer

Consortium Agreement

Name of Consortium:

Bachelor of Applied Science in Education (BASE) Consortium

Consortium Bylaws

1. Roles, Responsibilities, and Communication

Describe role(s) and responsibilities within the consortium to accomplish the following:

- a. Monitoring statewide programs
- b. Ongoing review of member colleges' consortium-related programs
- c. Marketing and promoting certificate(s)/degree(s) to industry, students, and others

It is the BASE's primary ongoing responsibility to monitor the Bachelor of Applied Science: Education statewide community college degree programs. This shall involve but not be limited to:

- a) reviewing member colleges' consortium-related programs.
- b) updating and reviewing individual courses to ensure they continue to meet outcome standards AND revising, updating, and otherwise improving existing programs with new and emerging industry needs and standards.
- c) All partner colleges will have a BASE public-facing webpage approved by the consortium membership containing program information for students, employers, colleges and schools. In addition, a shared Google Drive space will be used as a workspace and for storing BASE documents. All BASE member colleges will have access to this non-public-facing Google Drive.

Each member college will be responsible for marketing and promoting the BASE degree in their own districts. The consortium may also, from time to time, engage in BASE marketing and promotion collectively as a group to businesses, professional groups, students, and other stakeholders.

Describe roles and responsibilities within the consortium for establishing and maintaining partnerships to develop, operate, evaluate, manage, and improve the statewide program:

- a. Employers
 - b. Workforce partners
 - c. Licensing
 - d. Accrediting organizations
 - e. Regulatory agencies
 - f. HECC
 - g. Deans and Directors
 - h. Other key stakeholders
-
- a. At least two representatives from each BASE member colleges community and / or local school districts shall be on the BASE Advisory Board, which will meet at minimum twice per year, allowing them the opportunity to provide input as it pertains to their BAS in Education needs. BASE Curriculum Committee co-chairs will convene and facilitate twice-annual advisory board meetings and report back to the consortium.
 - b. Member colleges will be in regular two-way communication with their local workforce investment boards and local education service districts as it pertains to BAS education needs in the communities they serve.
 - c. As a requirement of Educator Preparation Program (EPP) approval, the consortium is required and will concurrently apply for accreditation through the Association for Advancing Quality Education Preparation (AEQEP). Each member college will need to meet all BASE degree and EPP standards. Approval as an Educator Preparation program will be obtained from the Oregon Teachers Standards and Practices Commission (TSPC).
 - d. Each college will be accredited through the Northwest Commission on Colleges and Universities (NWCCU) and will individually submit the appropriate substantive change forms in order that the Commission will recognize and confirm the college's authority to offer the BASE. Each member college will need to individually have a "substantive change" form approved to add in a BASE program at their college.
 - e. The BASE Chair will be in regular contact with the CCWD Deputy Director as it pertains to all state matters concerning the degree.
 - f. Each member college's dean/director over education or designee will be the primary contact for the BASE, thus attending quarterly BASE meetings, or if not, they will be briefed by the representative from their college who is attending the quarterly BASE meetings.
 - g. Other key stakeholders will be sought out for input as needed.

Describe your consortium's communication procedures, including:

- a. meeting frequency
- b. communication between the consortium and HECC and other education and workforce partners
- c. communication between consortium leadership and member colleges
- d. record-keeping and reporting

- a. At a minimum, quarterly meetings via Zoom. Additional or special meetings of the BASE may also be called by the chair or by members, as needed.
- b. HECC staff will be invited to quarterly meetings on an as-needed basis. The BASE chair will create the meeting agenda (with input from members) and facilitate all consortium meetings. The BASE secretary will schedule meetings, send out electronic meeting invitations, electronically deliver the agenda one week prior to the meeting, and take, archive, and send meeting notes electronically to all member colleges and the HECC within one week following the meeting. Other partners may be invited to quarterly meetings as needed.
- c. In addition to the quarterly consortium meetings, the BASE Consortium shall engage in effective internal communication, which may be initiated by any member, the chair, an employer member, or the HECC.
- d. Official public-facing BASE documentation, including program admissions information and program curriculum, will be posted on the colleges' BASE webpage.
Non-public-facing, internal BASE information will be stored on the BASE Google Drive.

By-law review schedule: How often will the consortium review and update by-laws?

BASE bylaws will be reviewed by the consortium membership annually each spring quarter to determine if updates are needed. If updates are needed, the chair or designee will make the updates, and if any substantive edits are made, a vote will be used to approve the changes and sent to HECC for their records..

Describe additional agreements and other topics necessary to accomplish the requirements related to communication and collaboration.

A BASE memorandum of understanding (MOU) will be signed and reviewed annually by the consortium membership as it pertains to any shared resources, shared learning management system, shared faculty, enrollment/admissions, finances, FTE, grading, financial aid, tuition/fees, etc. The MOU may be reviewed and modified at any time if agreed upon by the majority of the member colleges.

2. Lead Community College(s)

Describe responsibilities of each lead college related to communicating with HECC, program approval duties, and submission of required consortium documents to participating colleges and HECC.

At the onset of the BASE, Linn-Benton Community College (LBCC) will be the lead community college for the BASE consortium. The lead college will approve and provide support to new partners as well as share and be the repository for all documents verifying instructor qualifications (current CV, demonstrating MSEd at minimum). All BASE communication with the HECC will be initiated through the BASE chair unless otherwise specified.

Describe any additional responsibilities of the lead college related to the consortium.

The lead college (LBCC) will oversee document submission and ensure adherence to HECC policies.

Detailed procedures for selection and replacement of the lead college and/or the lead college's representative, should there need to be a change in designation.

The lead college for the BASE statewide degree must be a member/participating community college of the BASE consortium.

The lead college for the BASE statewide degree will initially be LBCC. The lead college will maintain designation for a period of two years and may request a change in designation thereafter.

At the discretion of the BASE consortium, the lead college can be changed by a majority vote of the BASE members at any time.

3. Consortium Organization - Each statewide program will be coordinated and monitored by the consortium. The consortium membership will include a representative from each participating college.

Describe the process the consortium uses to accept new members and notify HECC

Membership in the BASE consists of representatives of Oregon community colleges offering approved Bachelor of Applied Science in Education degree. The BASE is initially starting with five Oregon community colleges (Linn-Benton, Chemeketa, Rogue, Columbia Gorge, and Treasure Valley).

New colleges wishing to join the BASE will follow the HECC process to join a statewide curriculum/consortium. The BASE Chair will notify the HECC upon receipt of the intent to join and complete a membership application once the consortium has voted on whether or not to accept the new member institution.

Describe the process the consortium uses to approve a college to offer a program approved under the statewide consortium and notify HECC

See above.

Describe the leadership of the consortium, including terms, selection and replacement processes, and responsibilities of the position(s).

- A. Chair**
- B. Vice Chair**
- C. Secretary**
- D. Other leadership positions**

1. Officers: The BASE leadership (officers) will be made up of a chair, vice chair, secretary, and two curriculum subgroup co-chairs:

- A. Chair (preference to rotate between large and small colleges if possible but not at the hardship of the small colleges)

- B. Vice Chair
- C. Secretary
- D. Curriculum Subgroup Co-Chairs (one from a large and one from a small college)

Officers will serve a 2-year term and may serve multiple consecutive terms if elected by the consortium.

Officers will be nominated and elected at the Spring quarter BASE meeting.

BASE officers will assume the following duties:

A. **Chair** – The Chair shall create BASE meeting agendas with input from other members and act as presiding officer at consortium meetings. The Chair will also serve as spokesperson for the BASE in meetings of various governing organizations or appoint an appropriate representative. In addition, the Chair will ensure that the learning management system (Canvas) and other shared resources are up and running. Subcommittees or workgroups (beyond the curriculum subgroup) may be developed for the BASE and appointed by the Chair in consultation with the BASE members as it pertains to the charge, member composition, and duration.

B. **Vice Chair** – The Vice Chair shall preside over Consortium meetings in the absence of the Chair. The Vice Chair shall become the Chair if the Chair is unable to serve. The Vice Chair will assist the Chair with organization or other Consortium tasks that need to be completed.

C. **Secretary** – The Secretary shall schedule BASE quarterly meetings, send out meeting invitations electronically, send out the agenda electronically one week in advance, and take, archive, and distribute meeting notes electronically generally within one week of the meeting. If meeting notes require corrections or revisions, the secretary will make the edits, send out the revised notes to member colleges, and repost the revised notes on the BASE webpage.

D. **Curriculum Subgroup Co-chairs** –

- Co-chairs will facilitate curriculum subgroup meetings at least twice annually to review BASE curriculum and recommend any changes to the BASE.
- Co-chairs will also convene and facilitate BASE advisory board meetings and report out to the consortium membership at the next quarterly meeting.
- The curriculum subgroup will consist of content/curriculum experts – one from each member college

*At the discretion of the BASE membership, any officer can be changed by a majority vote of the BASE members at any time during the term of the officer position.

What are the membership criteria, including specific information on non-college representation (e.g., industry association, local employers, non-departmental representatives) and their roles and responsibilities;

Members: Each BASE member college will have one representative assigned to attend all BASE meetings. It will be each member colleges responsibility to appoint this individual. It may be a program director, department chair, Dean, or other administrator or faculty member, or designee. More than one rep from each college may attend meetings, but only one will be allowed to vote.

Members will represent their respective colleges at the BASE meetings and bring relevant and pertinent issues to be discussed, ideally submitting agenda items to the Chair at least one week in advance. Members will support the delivery of high-quality BAS education and bring BASE meeting information back to their home institutions.

The BASE will also have an advisory board with three industry partners from each member college invited to twice per year BASE Advisory Board meetings to ensure that the curriculum delivered to students continues to meet industry needs.

What are the decision-making processes of the consortium (e.g., consensus, Robert's Rules, simple majority, etc.)

A. Definitions of all voting processes

- a. Who are voting members and non-voting members?**
- b. How many votes per college or institution?**
- c. How many voting members constitutes a quorum?**
 - i. What methods are used for voting?**
 - ii. When do decisions require a vote?**

Each member college will have one (not more or less) voting member as determined by the college. Each member college will have equal voting rights on all issues brought before the BASE leadership. Alternates may be appointed to serve in a voting capacity in the absence of the regular member. Alternates may attend and participate in all BASE discussions and deliberations. Other college reps or guests may attend consortium meetings, but there will only be one voting member per member college.

- a. There are no non-voting members.
- b. Each college will get one vote.
- c. A quorum of the consortium shall consist of a majority of member colleges present and voting (in-person or remotely) at any official Consortium meeting. For example, if there are six member colleges, four must be present to make quorum.
 - i. A motion will pass when a majority of the quorum approves it. While a majority approval is required, the BASE will strive to make decisions on a consensus basis. Robert's Rules of Order, Newly Revised, will be used for any action item/motion requiring a vote. In the event of a tie vote, the motion fails, and further discussion must take place until the vote is no longer a tie.

- ii. Any decisions that significantly impact the consortium as a whole will require a vote.

Describe documentation storage and record- keeping

A. Defined location for document storage that is clear and accessible to members

B. What items should be stored and for how long?

- a. Communication with HECC
- b. Membership lists
- c. By-laws
- d. Program changes
- e. Matrix of approved programs offered
- f. Meeting Notes
- g. Curriculum and learner outcomes alignment records and history
- h. Other documentation as determined by consortium

- A. See section 1 above as it pertains to the use of a BASE Google Drive for BASE internal documents storage and a BASE web page for all official public-facing information such as program admission and approved curriculum.
- B. Items to be shared and for how long:
- a.-h. Communications with HECC, membership lists, bylaws, program changes, program approvals, meeting agendas, meeting notes including vote records, curriculum, program and course outcomes, and other consortium documentation will be maintained and stored on the BASE Google Drive and maintained by the lead college for at least 20 years. Meeting notes will be available to non-BASE individuals or groups upon request with redaction of any protected information such as student or faculty member names.

What is the responsibility of members?

A. Financial

- a. Travel expenses
- b. Shared funding expenses (e.g., grants)
- c. Other expenses

B. Assurance of by-law approval from each college's CTE Dean and/or Vice President of Instruction/Chief Academic Officer

C. Ongoing communication with colleges' curriculum office

- A. Each member college of the BASE will pay an annual membership fee to cover such costs as

course sharing software. The amount is to be determined and voted on by the BASE membership.

- a. Each member college is responsible for funding their BASE member's travel as it pertains to any in-person statewide BAS in ED/ECE meetings. Most consortium meetings will be held remotely.
- b. The BASE will pay up to an agreed upon amount of travel annually dependent on funding for each of the five BASE officers to travel to in-person BASE or other statewide BASE degree related meetings if needed.

B. Every two years, the BASE bylaws will be reviewed and voted on by the consortium member colleges. It is the responsibility of each BASE college representative to make sure that their Education Dean and/or Vice President of Instruction/Chief Academic Officer are aware of this timeline. These bylaws and any updates will be collected and stored on a secure digital site at the lead community college with password accessibility.

C. Each BASE college's Dean/Director of Education or consortium member designee will be responsible for ensuring that their BAS in ED/ECE curriculum is up-to-date and consistent with the statewide BAS in ED/ECE degree. Every fall, each BASE member college's Dean/Director overseeing Education or designee will work with their own curriculum director to sign off on the shared BASE Google Drive that their curriculum meets all the criteria listed above. Each member college's curriculum office contact information will be listed on a spreadsheet on Google Drive and updated each fall.

4. Curriculum and Program Alignment

Describe how the consortium process for program approval aligns with the HECC CTE Program Approval Standards:

BASE : [OAR 589-006-0100\(4\)](#)

Per the intent of Division 6: Community College Course and Program Approval Requirements (589-006-0100), the BASE degree program shall conform to the specific degree requirements as identified in the Approval Procedures and must be approved by the HECC.

Describe alignment of consortium curriculum

- a. **Core & elective requirements**
- b. **Prerequisite courses and credits**
- c. **Required core Career and Technical Education courses and credits**
- d. **Range of credits in general education or related instruction to fulfill**

certificate or degree

- e. Comparability of courses in the approved certificates and degrees (e.g., articulation agreements, industry requirements, learner outcomes)**
- f. Common course prefixes, numbers, codes, and titles for the required core technical courses**
- g. Naming protocols**

Students will bring in 90 credits from their AAS/AAOT degree according to section 4: Curriculum. Thus, leaving 90 additional credits for the BAS in ED/ECE to total 180 credits. Up to 22 credits of CPL may be applied.

There will be a consistent agreed upon approach across all member colleges as it pertains to approval of and charging students for CPL.

Statewide Bachelor of Science Education/ECE (BASE) Degree Credit Requirements:

180 credits total

Associates Degree 90 credits

BAS in ED/ECE Coursework: 60 credits upper-division

CPC/CPL/CWE/Electives: up to 22 credits approved per option list below.

See table below for draft program plan

Year	Category	Courses	Credits
Year 1: Foundations & General Education (45–48 credits)	General Education (TSPC: Subject-Matter Knowledge)	Writing & Composition I & II, College-Level Mathematics, Science w/ Lab, U.S. History/Civics, Humanities/Social Science, Health & PE	30–36
	Introductory Education (TSPC: Learner Development & Learning Differences)	Introduction to Education, Human Development & Learning, Educational Psychology	8–12
	Field Experience	Early Classroom Practicum	4
Year 2: Core Education & Subject-Specific Methods (45–48 credits)	Core Education (TSPC: Instructional Practice & Assessment)	Classroom Management, Assessment & Instruction, Special Education Foundations, Educational Technology, Equity in Education	20
	Subject-Specific Methods (TSPC: Content Knowledge & Pedagogical Strategies)	Teaching Math (211,212,213)	12
	Field Experience	Practicum in Elementary Classrooms	4
	Elective or ESOL Endorsement Start (Optional)	ESOL Methods or Bilingual Education, Children's Literature	8–12
Year 3: Advanced Teaching Methods & Literacy Focus (45–48 credits)	Advanced Education & Literacy (TSPC: Planning for Instruction & Learning Environment)	Reading & Writing Instruction, Differentiated Instruction, Multicultural & Bilingual Education, Arts Integration, Professionalism & Ethics	20

Year 4: Student Teaching & Capstone (45–48 credits)	Subject-Specific Methods (TSPC: Subject-Matter Knowledge)	Teaching Language Arts & Literacy, STEM Integration, PE & Health Instruction	12
	Field Experience	Intermediate Practicum	4
	Elective or ESOL Endorsement Continuation (Optional)	ESOL or Dual Language Education, Inclusive Teaching for Special Education	8–12
	Full-Time Student Teaching (TSPC: Clinical Practices)	Student Teaching Internship I & II (Full-Time)	24
	Capstone & Seminar (TSPC: Professional Learning & Leadership)	Teaching Portfolio & Licensure Prep, Seminar in Teaching, Classroom-Based Research Project	12
	Optional Additional Endorsements	ESOL Practicum & Methods, Special Education Strategies	8–12

Four-Year Course Plan for a Bachelor's in Elementary Education (Oregon)

Total Program Credits: 180–192 Quarter Credits

- **General Education & Foundational Courses:** 45–48 credits
- **Core Education & Methods:** 45–48 credits
- **Advanced Pedagogy & Literacy:** 45–48 credits
- **Student Teaching & Capstone:** 45–48 credits

<p>Describe alignment with local college curriculum committee standards</p>
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Each BASE member college will have the state-wide BASE curriculum approved by their own college's curriculum committee, as each member college will confer their own BAS in ED/ECE degree.

Describe how the consortium programs align with:

- a. National and state licensure**
- b. National and state partnerships**
- c. Union requirements**
- d. Industry certifications**
- e. Requirements of other agencies**
- f. Other education partners**
- g. Regional requirements**
- h. Regional and local differences are noted within every program.**

- a. Students at the conclusion of their degree and clinical practice will be recommended for licensure in their respective area of study.
- b. Partner with HECC for consortium and curriculum approvals.
- c. None.
- d. See a.
- e. TSPC licensed (post-licensure).
- f. We will have a BASE Canvas agreement – details currently being worked on.
- g. Northwest Commission on College and Universities
- h. Core curriculum will be the same across BASE colleges. Minor AAS differences will be noted on the BASE public-facing webpage.

5. Program Approval (Collaboration with HECC and Key Partners) - Each community college agrees to the conditions and requirements of a statewide program related to program approval. This process is overseen by the Lead college and HECC partner.

Describe the collaborative process between the consortium and HECC for program approval

Since the passing of Senate Bill 523 allowing Oregon community colleges to offer a Bachelor of Applied Science: Communication has been regularly occurring with the HECC regarding degree offering. Our steps include (may not be this exact order):

1. Submit consortium (BASE) approval form (along with our bylaws) to HECC.
2. Submit Program Approval Step 1 – Statement of Need BAS in ED/ECE program to HECC.
3. Board of Directors at each BASE member college must approve the offering of a BAS in ED/ECE degree at their individual community college (some have already completed this).
4. Curriculum committee at each BASE member college must approve proposed BASE curriculum.

5. NWCCU change approval sought.
6. Submit Program Approval Step 2.
7. Submit Program Approval Step 3.
8. All BASE consortium member colleges sign an MOU outlining all details of the agreement as it pertains to shared resources, finances, etc.
9. Obtain approval for financial aid to students in the BAS in ED/ECE program.
10. Communicate regularly with HECC on all moving parts of the degree approval for a goal start date of Fall 2027

Describe the Program Approval processes, procedures and timelines, and order of operations, including coordinating between Education Deans, curriculum office Point of Contact (POC), and HECC

Upon receiving all necessary approvals as listed above, the curricular design of the statewide BASE in ED/ECE degree will be on file with the HECC and managed by the consortium, with communication occurring via the BAS in ED/ECE CCC Chair. Each member college will have the state-wide BASE in ED/ECE curriculum approved at their own individual college as overseen by each college's Director of Curriculum or designee. Each college's Director of Curriculum or designee will work closely with their Dean/Director of Education or designee to ensure all updates are made and the curriculum is approved.

Adding the first academic program at a degree or credential level not previously included in the institution's accreditation or candidacy/pre-accreditation by NWCCU is required.

Some of our consortium colleges will need to make a major substantive change to have the first BASE degree plan approved. For those colleges with BASE degrees already approved, this will be a minor substantive change.

6. Program Amendment - Each community college agrees to the conditions and requirements of a statewide program related to program amendment. A program amendment is any change to an existing program. This process is overseen by the Lead college and HECC partner.

Describe the process for how the consortium will approve the following types of amendments for courses:

- a. credit amount
- b. title
- c. learning outcomes

Changes to the statewide BASE in ED/ECE degree will be made through the standard voting process outlined above. Any learning outcome changes must be approved by a majority vote as

described above.

Describe the process for how the consortium will approve the following types of amendments for programs:

- a. core courses**
- b. additional courses**
- c. title**
- d. award**
- e. CIP Code**

Changes to the statewide BASE in ED/ECE degree will be made through the standard voting process outlined above. Any of the changes listed above must be approved by a majority vote as described above.

7. Consortium Opt-Out - If a community college no longer wishes to participate in a consortium but wishes to continue offering a program independently, they must suspend and resubmit the program for HECC approval without the statewide designation for the award(s).

Describe the process by which community colleges:

- a. leave the consortium**
- b. notification to HECC**

a. Community colleges that may wish to leave the consortium shall be able to do so by informing the BASE Chair of their intent. It is presumed that leaving the consortium will constitute termination of the statewide BASE program offering at that community college.

1. The opting-out member college will inform the BASE Chair in writing (by email or hard copy) of their intent to opt-out. The opt-out message will be signed by the Chief Academic Officer or President.
2. The BASE Chair will inform the rest of the consortium members of the action via email.
3. The statewide BASE program at the opting-out college will be suspended, adhering to approved teach-out requirements.
4. Notice of opting out will be made prior to Spring Break in March for the upcoming academic year; in the event of budget cuts, it will be as timely as possible.

b. The BASE Chair will notify the HECC of any college that has opted out of the consortium. In the event a BASE member college is unable to fulfill their responsibilities (example, no faculty to teach the course they have been assigned, etc), they may not be

allowed to admit any new students as voted on by BASE membership. Students from affected colleges currently enrolled will be allowed to continue taking classes through partner colleges.

Describe other topics necessary to accomplish the requirements related to opting out of the consortium.

The BASE Chair will notify the Deputy Director of CCWD , the BASE Advisory Board, and any other partners of the intent to dissolve the consortium.

How will other consortium members (non- college) negotiate their exit with the consortium?

N/A

8. Consortium Dissolution

Describe the process used by the consortium to reach the decision to dissolve

If at any point the continuation of the BASE becomes untenable, a decision to dissolve the group will be made by the BASE membership per formal voting process after conferring with each BASE member college, the HECC.

Describe the notification process to HECC and other consortium partners and advisory groups.

The BASE Chair will notify the Deputy Director of CCWD , the BASE Advisory Board, and any other partners of the intent to dissolve the consortium using the Notice to Dissolve Consortium form.

9. Transfer between Colleges - Students enrolled in a statewide program can transfer to the same statewide program at another member college without loss of core program credits.

Describe transferability of coursework for students who transfer between participating member colleges:

A. College assurances of course transferability

- B. Accommodations for students that transfer during the year (course sequencing, etc.)**
- C. Timelines or restrictions for accepting core program credits that have expired per industry requirements.**

If a student who is enrolled in the statewide BASE in ED/ECE program at one community college transfers to the same statewide BASE in ED/ECE program at another member college community college, all of the courses that the student has successfully completed that are part of the statewide program will transfer and fulfill the same completion requirements. While member colleges will accommodate student transfers at any point during the academic year. Procedures and assurances concerning the complete transferability of coursework for students who transfer between participating colleges at the beginning of the academic year are as follows:

- A. All of the courses that the student has successfully completed that are part of the BASE will transfer and fulfill the same completion requirements. Courses accepted for transfer between BASE institutions will be expected to meet learning outcomes rather than total credit count. Therefore, transfer coursework that meets stated outcomes for the program will be considered toward the BASE degree, regardless of having completed a lower number of credits.
- B. Each BASE member college representative has identified courses to be completed to successfully earn the BASE degree. Periodic updates of courses will be performed as needed through meetings of the BASE members.
- C. Each BASE member college shall have an internal procedure that will allow transfer of courses taken at other member institutions to meet the requirements of the BASE in an ED/ECE program offered at their institution.
- D. BASE member colleges will make as many accommodations as possible for students who transfer at any time during the year.
- E. Students attempting to transfer will be required to provide a letter from the college they are departing from stating that they left in good standing.

NOTICE TO CREATE OR UPDATE A CONSORTIUM

The intent of this form is to streamline the processes of creating or updating a Statewide Consortium. All participants in a Statewide Consortium are required to adhere to HECC ORS, OAR, Policy, and Assurances.

Template

This template was created to ensure that all information required by the state is captured.

Consortium Notice

- Notice to Create: A new consortium is being created.
- Notice to Update: A consortium is updating their by-laws and/or adding/updating programs.

☒

NOTICE TO CREATE

☐

NOTICE TO UPDATE

Name of Lead College

Linn-Benton Community College

Name of Co-Lead or Second Lead College (if applicable)

Chemeketa Community College

Name of Consortium

Bachelor's of Applied Science in Education (BASE)

Consortium Approved Programs

Per row, fill out the first 3 columns and check one of the following:

- New: A new program that the Consortium wishes to offer.
- Title Change: A current program that is being updated with a new name.
- Suspend: A current program that is being suspended from the offerings of the Consortium.

Full Name of Program	Award Code	First 7 CIP	New	Title Change	Suspend
BASE			X		

☐

The Consortium has completed their by-laws. (Yes or no)

Attach by-laws when first created or when they have been updated.

By signing and submitting to HECC my college assures that they have read, understand, and will comply with the following policies.

The consortium assures commitment to:

1. specific certification, licensure, or degree requirements are consistently met and maintained;
2. creation and maintenance of a high level of quality and consistency between programs;
3. the complete transferability of coursework for students who transfer between participating community colleges at the beginning of an academic year, and to make as many accommodations as possible for students who transfer at other times during the year;
4. consistent expectation of graduates from a statewide program at any participating community college;
5. providing mutually developed and approved guiding principles, agreements and procedures for the administration of these unique programs;
6. adherence to consortium by-laws and annual re-evaluation; and
7. open and transparent communication with HECC staff.

****The printed name/signature of Lead College Chief Academic Officer (CAO), Vice President of Instruction (VPI), or Equivalent is only required when Consortium Notice to Create is checked at the top of this Form.***

Kanoe Bunney, Education Faculty

Ann Buchele, VP of Academic Affairs

Lead College Contact

Lead College CAO/VPI or Equivalent

bunneyk@linnbenton.edu

buchela@linnbenton.edu

Lead College Program Contact Name Signature

Lead College CAO/VPI or Equivalent Signature

Kanoe Bunney

AMBuchele

Lead College Program Contact Phone Number
bunneyk@linnbenton.edu
buchela@linnbenton.edu

Lead College Program Contact E-Mail

Please submit this signed form with all required information (by-laws, etc.) to:
Hecc.AB@HECC.oregon.gov

NOTICE TO JOIN AND/OR ADD A NEW PROGRAM OFFERING IN A STATEWIDE CONSORTIUM

The intent of this form is to streamline the processes of joining an existing consortium and/or adding a new program offering. All participants in a Statewide Consortium are required to adhere to HECC ORS, OAR, Policy, and Assurances.

College Notice

(Lead college(s) and all participating colleges to complete this form)

- Notice to Join: College wishes to join a consortium.
- Notice to Add a New Program Offering: New or member College who wishes to add an approved statewide consortium program.

☐

NOTICE TO JOIN

☒ **NOTICE TO ADD A NEW PROGRAM OFFERING**

Name of Lead College

Name of Co-Lead or Second Lead College (if applicable)

Name of Requesting College

Name of Consortium

Consortium Approved Programs

- A program that is currently overseen by the consortium that the college wishes to offer.

Full Name of Program	Award Code	First 7 CIP
Bachelor of Applied Science in Education		

☒ Yes

The college has reviewed the consortium by-laws and agrees to follow. (Yes or no)

By signing and submitting to HECC my college assures that they have read, understand, and will comply with the following policies.

The college assures commitment to:

1. Specific certification, licensure, or degree requirements are consistently met and maintained;
2. Creation and maintenance of a high level of quality and consistency between programs;
3. The complete transferability of coursework for students who transfer between participating community colleges at the beginning of an academic year, and to make as many accommodations as possible for students who transfer at other times during the year;
4. Consistent expectation of graduates from a statewide program at any participating community college;
5. Providing mutually developed and approved guiding principles, agreements and procedures for the administration of these unique programs;
6. Adherence to consortium by-laws and annual re-evaluation; and
7. Open and transparent communication with HECC staff.

Lead College Contact

Dr. Kanoe Bunney

Requesting College Contact

Dr. Kanoe Bunney

Lead College Program Contact Name Signature

Kanoe Bunney

Requesting College Contact Signature

Kanoe Bunney

Lead College Program Contact Phone Number

541-236-4937

Requesting College Contact Phone Number

541-236-4937

Lead College Program Contact E-Mail

bunneyk@linnbenton.edu

Requesting College Contact E-Mail

bunneyk@linnbenton.edu

Requesting College CAO/VPI or Equivalent
Equivalent Printed Name Dr. Kanoe Bunney

Requesting College CAO/VPI or
Signature

Please submit this signed form with all required information (by-laws, etc.) to:



Brian A Turner
Human Resource Director
2450 Lancaster Drive NE
Salem, Oregon 97305

Andrea Castaneda, Superintendent

April 21, 2025

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed Bachelor of Applied Science in Education (BASE) at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, 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.

This program will also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for underrepresented, culturally and linguistically diverse individuals to enter the teaching profession, this BASE degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa's successful associate degrees in education-related fields, 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 paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.

Chemeketa Community College in their work with the consortium is championing this work. 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 blue ink that reads "Brian A. Turner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Brian A Turner
Human Resources Director Salem
Keizer Public Schools

MS Team 971-915-1409 Email:
Turner_brian@salkeiz.k12.or.u s



290 First Street
P.O. Box 100
Gervais, Oregon 97026-0100
Phone: (503) 792-3803
FAX: (503) 792-3809
www.gervais.k12.or.us

Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students.

April 21, 2025

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

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, 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.

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This institution is an equal opportunity provider. Esta institución ofrece igualdad de oportunidades

improve retention, particularly among those from historically marginalized groups.

Chemeketa Community College in their work with the consortium is championing this work. 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 dark ink, appearing to read "Dandy Stevens", with a stylized, flowing script.

Dandy Stevens
Superintendent
Gervais School District
Dandy_stevens@gervais.k12.or.us



April 22, 2025

K.C. Andrew
Higher Education Consortium Committee
3225 25th St. SE
Salem, OR 97302

Dear Dr. Karla Hale,

I am writing to express strong support for the proposed Bachelor of Applied Science in Education (BASE) at Chemeketa Community College, developed in collaboration with Linn-Benton, TVCC, Rogue, and CGCC. This innovative program addresses critical statewide needs by expanding access to teacher preparation pathways for underserved communities across Oregon.

The state continues to face a shortage of qualified educators, particularly in early childhood and elementary education, as well as in bilingual and special education roles. The BASE program provides an accessible, affordable route for non-traditional and place-bound students who are often unable to attend traditional four-year institutions due to financial, geographic, or family constraints.

Importantly, this program also supports Oregon's goal of building a more diverse and inclusive educator workforce. By intentionally recruiting culturally and linguistically diverse candidates, the BASE degree will help bridge the gap between our educator demographics and the communities they serve.

The program is thoughtfully designed to leverage the strengths of the participating colleges, offering a seamless transition from associate to bachelor's level work. Features such as flexible scheduling, hybrid instruction, paid practicum opportunities, and credit for prior learning will support student success and increase retention—particularly among historically marginalized populations.

Chemeketa and its consortium partners are to be commended for their leadership in advancing this initiative. We believe the BASE program will play a vital role in strengthening Oregon's teacher pipeline and ensuring all students have access to high-quality, representative educators.

Thank you for the opportunity to share our strong support. Please don't hesitate to reach out for additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Morelock', followed by a long horizontal line.

Dr. Joe Morelock
Superintendent



McMinnville School District No. 40

800 NE Lafayette Ave McMinnville, Oregon 97128 Phone: 503.565.4000 Fax: 503.565.4042

April 24, 2025

Steffanie Frost
Director, Human Resources
McMinnville School District
800 NE Lafayette Avenue
McMinnville, Oregon 97128

Dr. Karla Hale
Chemeketa Community College
Salem, OR 97305

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, 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.

This program will also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for underrepresented, culturally and linguistically diverse individuals to enter the teaching profession, this BASE degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa's successful associate degrees in education-related fields, 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 paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.



McMinnville School District No. 40

800 NE Lafayette Ave McMinnville, Oregon 97128 Phone: 503.565.4000 Fax: 503.565.4042

Chemeketa Community College in their work with the consortium is championing this work. 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,

Steffanie Frost
Director, Human Resources
McMinnville School District
sfrost@msd.k12.or.us
(503) 565-4021

Occupational Employment Projections for Mid Valley (Linn, Marion, Polk and Yamhill Counties), 2023-2033

Oregon Employment Department, Workforce and Economic Research Division

Row	SOC Level	Occupation Code	Occupation Title	Employment 2023	Projected Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
239	4	25-2011	Preschool Teachers, Except Special Education	843	938	11.3%	95	974	1,069	Associate's degree	Bachelor's degree
240	4	25-2012	Kindergarten Teachers, Except Special Education	213	213	0.0%	0	233	233	Bachelor's degree	Master's degree
241	4	25-2021	Elementary School Teachers, Except Special Education	2,395	2,371	-1.0%	-24	1,566	1,542	Bachelor's degree	Master's degree
242	4	25-2022	Middle School Teachers, Except Special and Career/Technical Education	1,090	1,079	-1.0%	-11	713	702	Bachelor's degree	Master's degree
243	4	25-2023	Career/Technical Education Teachers, Middle School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
244	4	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,940	1,929	-0.6%	-11	1,172	1,161	Bachelor's degree	Master's degree
245	4	25-2032	Career/Technical Education Teachers, Secondary School	19	19	0.0%	0	11	11	Bachelor's degree	Master's degree
246	4	25-2051	Special Education Teachers, Preschool	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
247	4	25-2052	Special Education Teachers, Kindergarten and Elementary School	276	274	-0.7%	-2	187	185	Bachelor's degree	Master's degree
248	4	25-2057	Special Education Teachers, Middle School	114	113	-0.9%	-1	77	76	Bachelor's degree	Master's degree
249	4	25-2058	Special Education Teachers, Secondary School	180	179	-0.6%	-1	122	121	Bachelor's degree	Master's degree
250	4	25-2059	Special Education Teachers, All Other	244	251	2.9%	7	168	175	Bachelor's degree	Master's degree
253	4	25-3031	Substitute Teachers, Short-Term	405	422	4.2%	17	493	510	Bachelor's degree	Master's degree
255	4	25-3099	Teachers and Instructors, All Other	200	203	1.5%	3	240	243	Bachelor's degree	Master's degree
								6,340	6,408		

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](#)

Contact:

Pat O'Connor, Regional Economist, Patrick.S.Oconnor@employ.oregon.gov, 503-400-4374

Published: December 17, 2024



The Occupation Profiles tool is located on QualityInfo.org, a website of the Oregon Employment Department

Preschool Teachers, Except Special Education (252011) Oregon (All Counties)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
\$17.83	5,530	774	23.1%

Description

Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth. Excludes Special Education Teachers (25-2050), Substitute Teachers, Short-Term (25-3031), and Childcare Workers (39-9011).

Area Employment Projections for Preschool Teachers, Except Special Education

Area	2022 Employment	2032 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	5,530	6,807	1,277	23.1%	128	646	774
Central Oregon	203	252	49	24.1%	5	23	28
Columbia Basin	97	121	24	24.7%	2	11	13
Columbia Gorge	59	74	15	25.4%	2	7	9
East Cascades	327	411	84	25.7%	9	37	46
Eastern Oregon	176	217	41	23.3%	4	20	24
Eastern Six	79	96	17	21.5%	2	9	11
Lane	361	446	85	23.5%	8	42	50
Linn-Benton	222	268	46	20.7%	5	25	30
Mid-Valley	642	776	134	20.9%	13	74	87
Northwest Oregon	241	295	54	22.4%	5	28	33
Portland Tri-County	3,393	4,260	867	25.6%	87	401	488
Rogue Valley	263	298	35	13.3%	4	29	33
South Central	65	85	20	30.8%	2	7	9
Southwestern Oregon	140	152	12	8.6%	1	16	17

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.



The Occupation Profiles tool is located on QualityInfo.org, a website of the Oregon Employment Department

Elementary School Teachers, Except Special Education (252021) Oregon (All Counties)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
--	14,216	992	2.5%

Description

Teach academic and social skills to students at the elementary school level. Excludes Special Education Teachers (25-2050) and Substitute Teachers, Short-Term (25-3031).

Area Employment Projections for Elementary School Teachers, Except Special Education

Area	2022 Employment	2032 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,216	14,574	358	2.5%	36	956	992
Central Oregon	823	865	42	5.1%	4	56	60
Columbia Basin	386	384	-2	-0.5%	0	26	26
Columbia Gorge	339	344	5	1.5%	0	23	23
East Cascades	1,484	1,543	59	4.0%	5	101	106
Eastern Oregon	868	872	4	0.5%	1	58	59
Eastern Six	482	488	6	1.2%	1	32	33
Lane	1,247	1,270	23	1.8%	2	83	85
Linn-Benton	688	704	16	2.3%	2	46	48
Mid-Valley	2,283	2,343	60	2.6%	6	154	160
Northwest Oregon	988	1,007	19	1.9%	2	67	69
Portland Tri-County	5,532	5,779	247	4.5%	25	376	401
Rogue Valley	1,160	1,176	16	1.4%	2	77	79
South Central	322	334	12	3.7%	1	22	23
Southwestern Oregon	657	667	10	1.5%	1	44	45

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.

Job Posting Analytics

Lightcast Q3 2024 Data Set

October 2024

4000 Lancaster Dr. NE
Salem, Oregon 97309

Parameters

Select Timeframe: Sep 2023 - Feb 2024

Occupations:

Results should include

Code	Description
25-2021	Elementary School Teachers, Except Special Education
25-2012	Kindergarten Teachers, Except Special Education

Code	Description
25-2022	Middle School Teachers, Except Special and Career/Technical Education
25-2023	Career/Technical Education Teachers, Middle School

Regions:

Code	Description
41047	Marion County, OR
41053	Polk County, OR

Code	Description
41071	Yamhill County, OR

Minimum Experience Required: Any

Education Level:

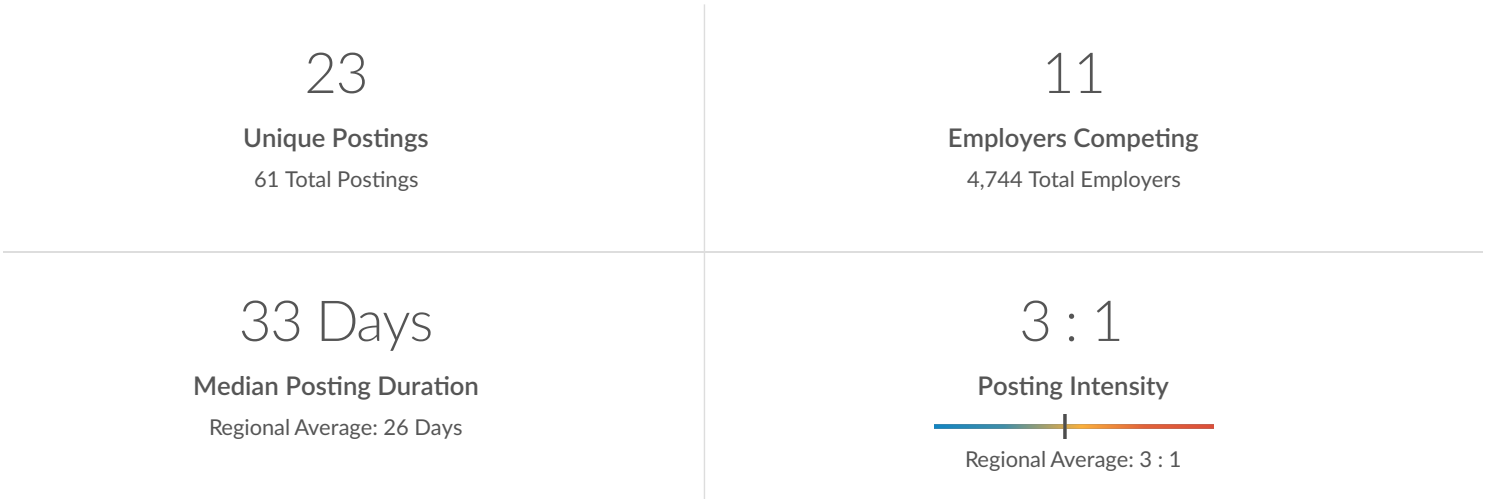
Description
Bachelor's degree

Job Type: Exclude Internships

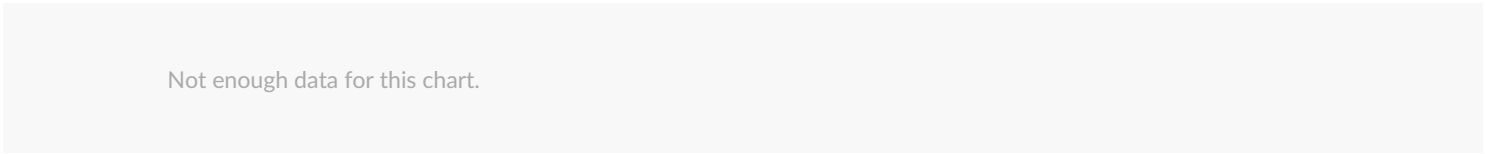
Keyword Search:

Posting Type: Newly Posted

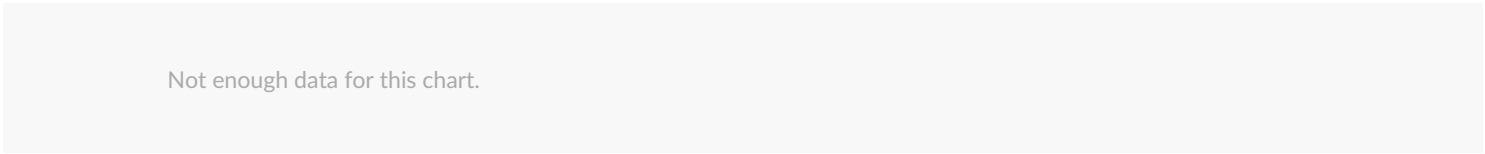
Job Postings Overview



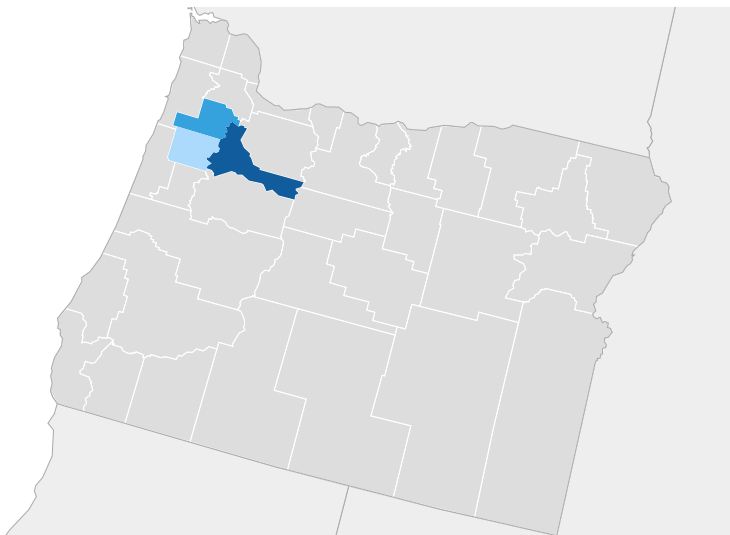
Advertised Salary



Advertised Salary Trend

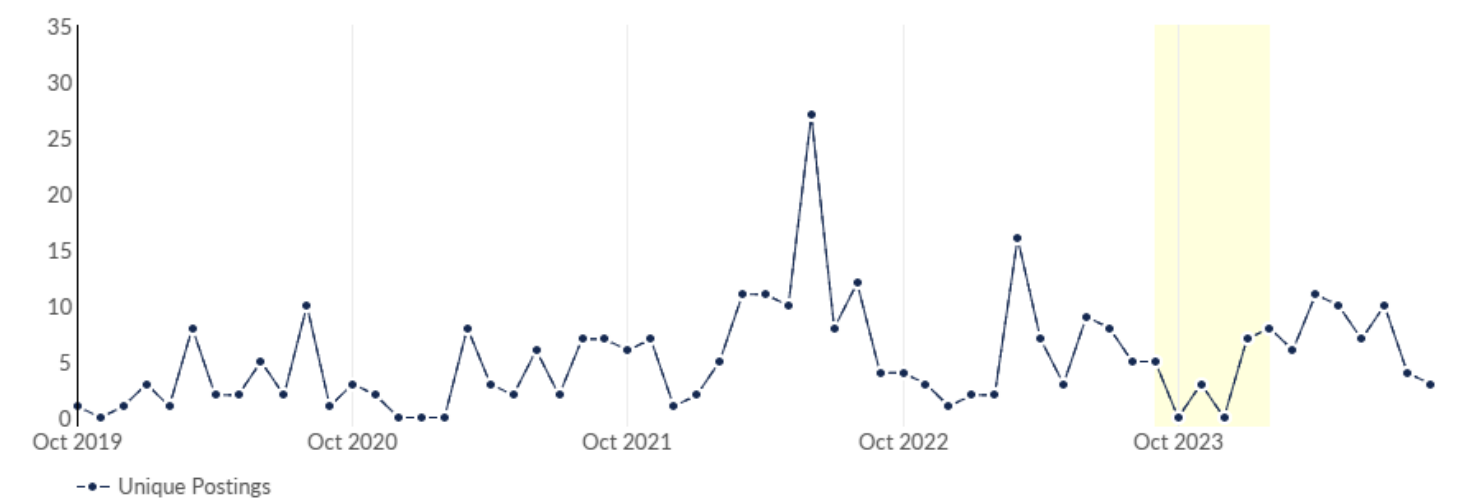


Job Postings Regional Breakdown



County	Unique Postings (Sep 2023 - Feb 2024)
Marion County, OR	14
Yamhill County, OR	6
Polk County, OR	3

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Sep 2024	3	2 : 1
Aug 2024	4	2 : 1
Jul 2024	10	2 : 1
Jun 2024	7	2 : 1
May 2024	10	2 : 1
Apr 2024	11	2 : 1
Mar 2024	6	2 : 1
Feb 2024	8	2 : 1
Jan 2024	7	3 : 1
Dec 2023	0	Insf. Data
Nov 2023	3	2 : 1
Oct 2023	0	Insf. Data
Sep 2023	5	3 : 1
Aug 2023	5	1 : 1
Jul 2023	8	2 : 1
Jun 2023	9	2 : 1
May 2023	3	1 : 1
Apr 2023	7	1 : 1
Mar 2023	16	2 : 1
Feb 2023	2	2 : 1

Jan 2023	2	1 : 1
Dec 2022	1	2 : 1
Nov 2022	3	1 : 1
Oct 2022	4	2 : 1
Sep 2022	4	1 : 1
Aug 2022	12	1 : 1
Jul 2022	8	1 : 1
Jun 2022	27	2 : 1
May 2022	10	2 : 1
Apr 2022	11	1 : 1
Mar 2022	11	2 : 1
Feb 2022	5	1 : 1
Jan 2022	2	1 : 1
Dec 2021	1	1 : 1
Nov 2021	7	2 : 1
Oct 2021	6	2 : 1
Sep 2021	7	3 : 1
Aug 2021	7	2 : 1
Jul 2021	2	1 : 1
Jun 2021	6	2 : 1
May 2021	2	2 : 1
Apr 2021	3	2 : 1
Mar 2021	8	1 : 1
Feb 2021	0	Insf. Data
Jan 2021	0	Insf. Data
Dec 2020	0	Insf. Data
Nov 2020	2	3 : 1
Oct 2020	3	1 : 1
Sep 2020	1	2 : 1
Aug 2020	10	1 : 1
Jul 2020	2	2 : 1

Jun 2020	5	2 : 1
May 2020	2	3 : 1
Apr 2020	2	2 : 1
Mar 2020	8	2 : 1
Feb 2020	1	3 : 1
Jan 2020	3	1 : 1
Dec 2019	1	4 : 1
Nov 2019	0	Insf. Data
Oct 2019	1	4 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	3	13%
Associate's degree	2	9%
Bachelor's degree	23	100%
Master's degree	6	26%
Ph.D. or professional degree	0	0%

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	3	0	13%
Associate's degree	0	0	0%
Bachelor's degree	20	0	87%
Master's degree	0	6	0%
Ph.D. or professional degree	0	0	0%









Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	15	65%
0 - 1 Years	3	13%
2 - 3 Years	2	9%
4 - 6 Years	3	13%
7 - 9 Years	0	0%
10+ Years	0	0%



Top Companies Posting

	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Stride K12	17 / 7	2 : 1 	34 days
Head Start Of Yamhill County	11 / 3	4 : 1 	43 days
Woodburn Sd 103	6 / 3	2 : 1 	n/a
Bureau of Prisons	8 / 2	4 : 1 	15 days
Avamere Living	5 / 1	5 : 1 	n/a
Avamere	3 / 1	3 : 1 	n/a
United States Department of Justice	3 / 1	3 : 1 	n/a
Central Sd 13J	1 / 1	1 : 1 	22 days
Dallas Sd 2	3 / 1	3 : 1 	n/a
Newberg Sd 29J	1 / 1	1 : 1 	n/a



Top Cities Posting

City	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Salem, OR	27 / 10	3 : 1 	33 days
Sheridan, OR	11 / 3	4 : 1 	15 days
Woodburn, OR	6 / 3	2 : 1 	n/a
Keizer, OR	8 / 2	4 : 1 	n/a
McMinnville, OR	4 / 2	2 : 1 	42 days
Dallas, OR	3 / 1	3 : 1 	n/a
Independence, OR	1 / 1	1 : 1 	22 days
Newberg, OR	1 / 1	1 : 1 	n/a





Top Posted Occupations

	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Elementary School Teachers, Except Special Education	53 / 17	3 : 1 	34 days
Middle School Teachers, Except Special and Career/Technical Education	8 / 6	1 : 1 	23 days









Top Posted Occupations

Occupation (O*NET)	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Elementary School Teachers, Except Special Education	53 / 17	3 : 1 	34 days
Middle School Teachers, Except Special and Career/Technical Education	8 / 6	1 : 1 	23 days

Top Posted Occupations

Occupation	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Elementary School Teacher	49 / 15	3 : 1 	34 days
Middle / High School Teacher (Other)	7 / 5	1 : 1 	23 days
Physical Education Teacher	3 / 2	2 : 1 	34 days
Music Teacher	2 / 1	2 : 1 	n/a

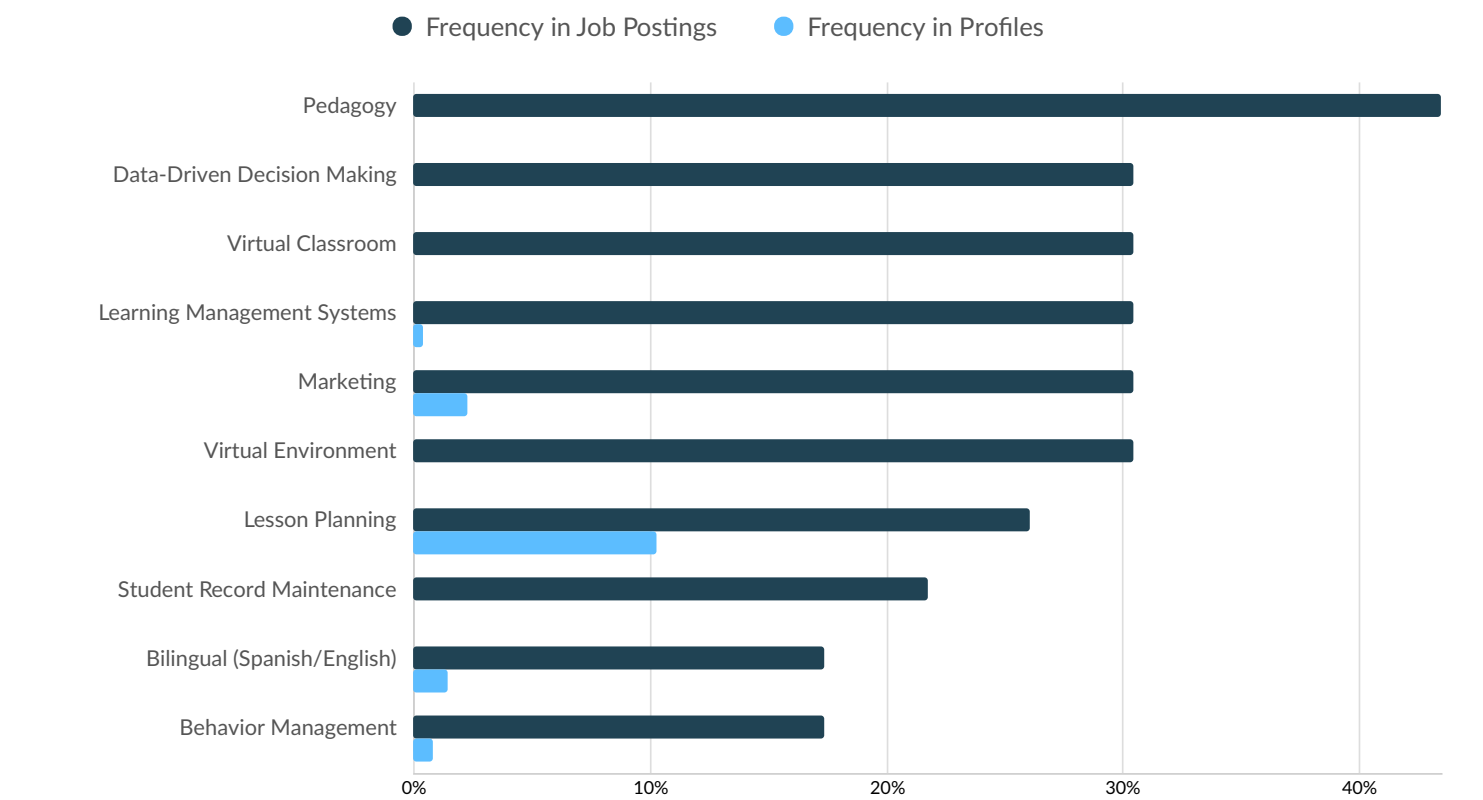
Top Posted Job Titles

	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Teachers	16 / 4	4 : 1 	15 days
Instructional Coaches	7 / 3	2 : 1 	42 days
Middle School Teachers	4 / 2	2 : 1 	n/a
Class Instructors	8 / 2	4 : 1 	n/a
Elementary Teachers	9 / 2	5 : 1 	22 days
At Risk Teachers	2 / 1	2 : 1 	34 days
Primary Grade Teachers	2 / 1	2 : 1 	34 days
Physical Education/Health Teachers	2 / 1	2 : 1 	34 days
5th Grade Teachers	3 / 1	3 : 1 	n/a
Middle School Physical Education Teachers	1 / 1	1 : 1 	n/a

Top Industries

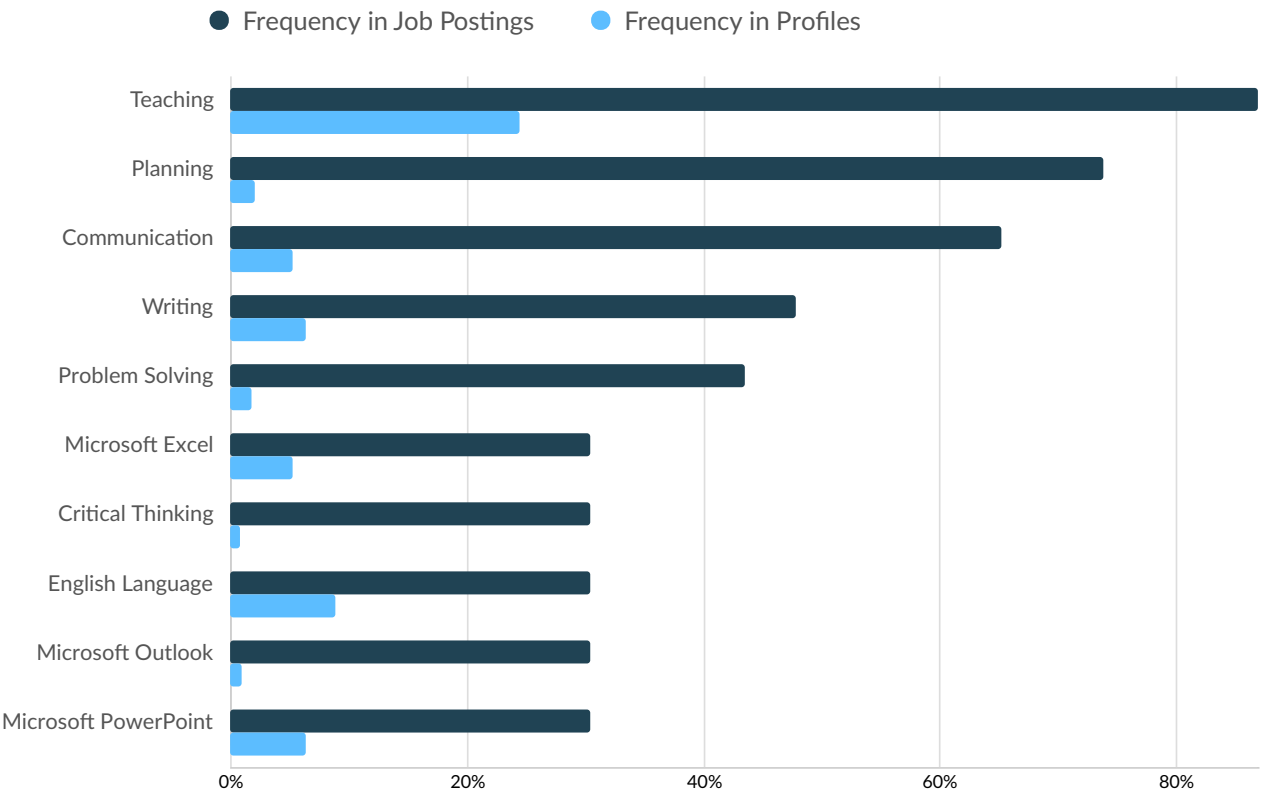
	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Sports and Recreation Instruction	17 / 7	2 : 1 	34 days
Elementary and Secondary Schools	10 / 5	2 : 1 	n/a
Child Care Services	11 / 3	4 : 1 	43 days
Other Justice, Public Order, and Safety Activities	11 / 3	4 : 1 	15 days
School and Employee Bus Transportation	1 / 1	1 : 1 	22 days
Nursing Care Facilities (Skilled Nursing Facilities)	5 / 1	5 : 1 	n/a
Continuing Care Retirement Communities	3 / 1	3 : 1 	n/a

Top Specialized Skills



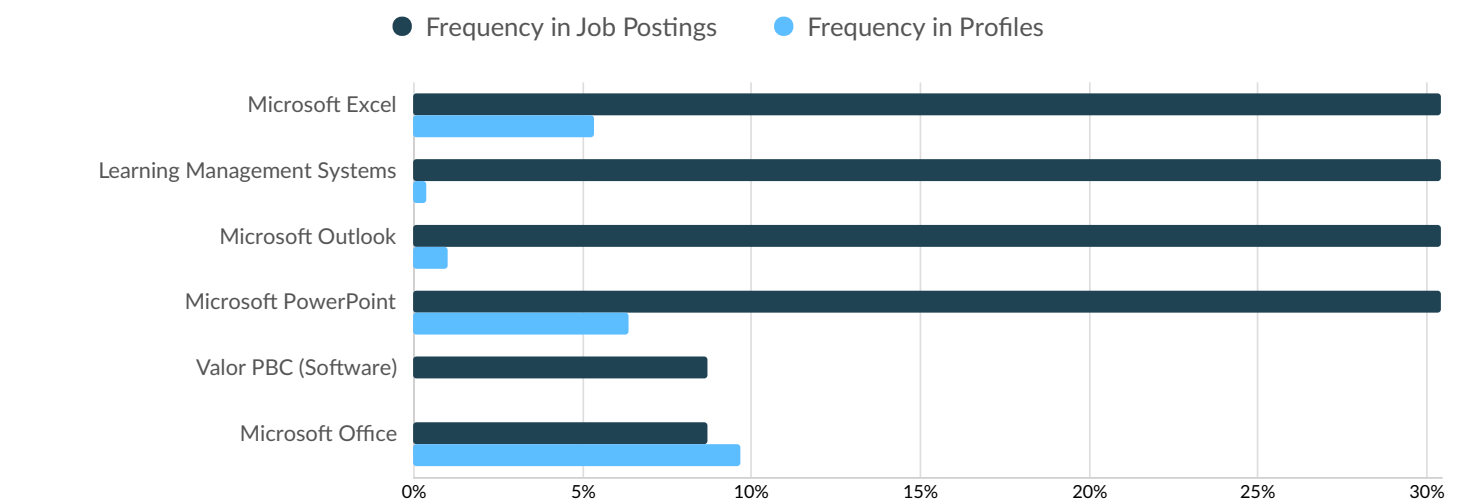
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Pedagogy	10	43%	0	0%	+11.6%	Growing
Data-Driven Decision Making	7	30%	0	0%	+7.6%	Stable
Virtual Classroom	7	30%	0	0%	+4.4%	Lagging
Learning Management Systems	7	30%	2	0%	+6.6%	Stable
Marketing	7	30%	11	2%	+23.0%	Rapidly Growing
Virtual Environment	7	30%	0	0%	+14.0%	Growing
Lesson Planning	6	26%	50	10%	+12.6%	Growing
Student Record Maintenance	5	22%	0	0%	+12.5%	Growing
Bilingual (Spanish/English)	4	17%	7	1%	+0.9%	Lagging
Behavior Management	4	17%	4	1%	+4.9%	Stable

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Teaching	20	87%	119	24%	+18.8%	Growing
Planning	17	74%	10	2%	+10.9%	Growing
Communication	15	65%	26	5%	+3.6%	Lagging
Writing	11	48%	31	6%	+11.8%	Growing
Problem Solving	10	43%	9	2%	+11.3%	Growing
Microsoft Excel	7	30%	26	5%	+17.7%	Growing
Critical Thinking	7	30%	4	1%	+23.4%	Rapidly Growing
English Language	7	30%	43	9%	+15.3%	Growing
Microsoft Outlook	7	30%	5	1%	+25.0%	Rapidly Growing
Microsoft PowerPoint	7	30%	31	6%	+26.1%	Rapidly Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Excel	7	30%	26	5%	+17.7%	Growing
Learning Management Systems	7	30%	2	0%	+6.6%	Stable
Microsoft Outlook	7	30%	5	1%	+25.0%	Rapidly Growing
Microsoft PowerPoint	7	30%	31	6%	+26.1%	Rapidly Growing
Valor PBC (Software)	2	9%	0	0%	0.0%	
Microsoft Office	2	9%	47	10%	+18.5%	Growing

Top Qualifications

	Postings with Qualification
Teaching Certificate	16
Registered Nurse (RN)	2
Certified Nursing Assistant (CNA)	2
No Child Left Behind Act (NCLB) Standards	1
Cardiopulmonary Resuscitation (CPR) Certification	1
Science Endorsement	1

Appendix A

Top Posting Sources

Website	Postings on Website (Sep 2023 - Feb 2024)
indeed.com	12
simplyhired.com	11
disabledperson.com	7
usajobs.gov	3
dejobs.org	2
ultipro.com	2
careerjet.com	1
federalgovernmentjobs.us	1

Appendix B

Sample Postings

5th Grade Teachers — Dallas Sd 2 in Dallas, OR (Nov 2023 - Mar 2024)

5th Grade Teacher	
Link to Live Job Posting: Posting is no longer active	
Location: Dallas, OR	O*NET: 25-2021.00
Company: Dallas Sd 2	Job Title: 5th Grade Teachers
<p>5th Grade Teacher Dallas, OR 97338 Full-time Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Job type Full-time Luckiamute Valley Charter SchoolsBridgeport Elementary School Campus17475 Bridgeport Road, Dallas, OregonLuckiamute Valley Charter Schools offer a supportive, small school environment, a long-standing commitment to small class sizes, innovative programs, an instructional assistant assigned to each K-5 teacher, daily PE, outdoor gardening, quality professional development, and a 4-day-a-week school and work schedule. (165) Days</p> <p>QUALIFICATIONS/REQUIREMENTS</p> <p>Bachelors Degree or higherHold an Oregon Teaching License through the Teacher Standards & Practices CommissionMust be considered a Highly Qualified teacher by TSPC and/or ODE standardsAbility to establish positive relationships with students, staff, and parentsSkilled in assessing, planning, and implementing effective, age-appropriate instructionAbility to be responsible for the learning environment of assigned students and for supervising assigned teacher assistants and volunteers. Regular attendance and punctualityServe as a role model to studentsMaintain a high level of ethical behaviorFamiliarity with and following established written standard operating procedures for specific responsibilities of this positionOther duties as assigned</p> <p>TERMS OF EMPLOYMENT</p> <p>Report working: March 20241 FTEExcellent benefits School-paid employee contribution to PERS (Public Employees Retirement System)Please include the following: Letter of interest/cover letterResumeThree referencesSend to Tammy Pryce @ t.pryce@lvcs.k12.or.us•Please note this is a temporary position but may lead to a permanent position for the 2024-2025 school year.</p>	

2022-23 Physical Education Teacher (Valor Middle School)	
Link to Live Job Posting: Posting is no longer active	
Location: Woodburn, OR	O*NET: 25-2022.00
Company: Woodburn Sd 103	Job Title: Middle School Physical Education Teachers
<p>2022-23 Physical Education Teacher (Valor Middle School) Woodburn, OR 97071 Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Shift and schedule Extended hours</p> <p>POSITION SUMMARY</p> <p>The primary purpose of this position is the instruction and supervision of assigned students. Instructional methods utilized must support the District Core Values and Mission, meet the need of our diverse student population, and result in measurable learning of state and District curriculum and performance standards.</p> <p>REQUIRED</p> <p>Physical Education endorsement Bilingual Required (Spanish)</p> <p>MINIMUM QUALIFICATIONS</p> <p>Bachelors Degree. Background and Criminal History Clearance. Valid Oregon Teaching License with applicable endorsement(s) and authorization level(s). Demonstrates high level of communication skills and meets District standards for oral and written language proficiency in English, and if applicable, in Spanish or Russian. Skill in leadership and facilitation, including problem solving and conflict resolution. Excellent organizational skills for effectively managing multiple tasks. Ability to understand and follow oral and written instructions. Knowledge of the principles of first and second language acquisition, and culturally responsive pedagogy. Knowledge of human growth and development at assigned instructional level(s). Knowledge of effective student behavior management methods. Knowledge of the principles of effective instruction and differentiated instructional methods for students with varying levels of English language proficiency. Such alternatives to the above qualifications as the Board or administration may deem appropriate and acceptable.</p> <p>ESSENTIAL FUNCTIONS</p> <p>Communicates effectively in English in both oral and written form. Communicates effectively in Spanish or Russian (if assigned) in both oral and written form. Teaches a course of study in one or more subject areas as assigned focusing on state content and performance standards as adopted by the District or approved by the supervisor. Shows written evidence of preparation for instruction that addresses both short and long-term learning goals, including state and District performance standards. Provides developmentally appropriate learning experiences, including activities that challenge, motivate, and actively involve all students. Utilizes differentiated and sheltered content instructional strategies, and/or English language development strategies to instruct students with varying levels of English language proficiency. Uses a variety of formal and informal learning assessments to monitor student progress toward achievement of the learning objectives and modify instructional methods and materials as needed. Documents student work and learning progress, creates a grading system that is consistent and fair, and communicates to students and parents/guardians the level of the students achievement and progress on a regular basis. Identifies and refers students who need additional services and support. Implements classroom components of individual education plans or other individual learning or behavioral plans. Establishes and maintains appropriate standards of student behavior and maintains order in the classroom and other learning environments in a consistent and fair manner. Lifts, moves, or restrains students in accordance with Individual Education Program or Behavior Plan. Notifies and involves parents/guardians regarding a students behavior in accordance with school and District requirements. Encourages parents/guardians to volunteer and provides them with meaningful opportunities to assist and participate</p>	

in the educational process. Follows all safety rules and takes all reasonable precautions to provide a safe and secure learning environment for all assigned students. Demonstrates support for District Core Values, District Mission, District Strategic Plan, and Schoolwide Improvement Plan. Establishes and maintains a positive and respectful learning environment and working relationship with students, staff, administration, parents/guardians, and community members. Assists parents and community members as needed. Demonstrates an awareness of and sensitivity to multicultural and multilingual values and environments. Complies with professional development activities as required by the District. Actively seeks out and participates in professional development activities designed to improve professional competence. Participates in various meetings for the purpose of receiving information or sharing information and expertise with students, colleagues, and parents/guardians. Holds expectations for high performance of self and students. Assesses results of performance for improvement on a regular basis. Demonstrates computer literacy and operates software programs as related to job responsibilities. Maintains accurate, complete, and confidential records as required by law and District policy and regulations. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron, and uses or relays academic, social, or personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved. Follows all laws, District policies, rules, regulations, memos, announcements, and reasonable requests by proper authority. Adheres to the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators. Maintains regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.

OTHER REQUIREMENTS

The employee is expected to be dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting. This position is performed primarily indoors in school buildings and offices, although some outdoor work or supervision may be required. In cases in which the employee is required to travel between sites, the employee is responsible for his/her own travel and will be reimbursed for approved mileage. Possible exposure to bodily fluids due to student or employee illness or injury. May be required to obtain a First Aid and/or CPR Card and serve as a Delegated Caregiver or Designated First Aid Provider. Occasionally performs other duties as required by supervisor.

TERMS OF EMPLOYMENT

Current work year of approximately 191-201 days, subject to change. May include extended contract hours or days. Salary and benefits based on current District Salary Schedule and negotiated agreement.

EVALUATION

Performance will be evaluated in accordance with applicable District Performance Standards and District Policy and Regulations concerning personnel evaluation.

Music Elementary Teacher - Washington Elementary	
Link to Live Job Posting: Posting is no longer active	
Location: Woodburn, OR	O*NET: 25-2021.00
Company: Woodburn Sd 103	Job Title: Upper Elementary Teachers
<p>Music Elementary Teacher - Washington Elementary Woodburn, OR 97071 Full-time Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Job type Full-time Shift and schedule Extended hours Full job description</p> <p>POSITION SUMMARY</p> <p>The primary purpose of this position is the instruction and supervision of assigned students. Instructional methods utilized must support the District Core Values and Mission, meet the need of our diverse student population, and result in measurable learning of state and District curriculum and performance standards. Bilingual Spanish/English preferred.</p> <p>MINIMUM QUALIFICATIONS</p> <p>Bachelors Degree. Background and Criminal History Clearance. Valid Oregon Teaching License with applicable endorsement(s) and authorization level(s). Demonstrates high level of communication skills and meets District standards for oral and written language proficiency in English, and if applicable, in Spanish or Russian. Skill in leadership and facilitation, including problem solving and conflict resolution. Excellent organizational skills for effectively managing multiple tasks. Ability to understand and follow oral and written instructions. Knowledge of the principles of first and second language acquisition, and culturally responsive pedagogy. Knowledge of human growth and development at assigned instructional level(s). Knowledge of effective student behavior management methods. Knowledge of the principles of effective instruction and differentiated instructional methods for students with varying levels of English language proficiency. Such alternatives to the above qualifications as the Board or administration may deem appropriate and acceptable.</p> <p>ESSENTIAL FUNCTIONS</p> <p>Communicates effectively in English in both oral and written form. Communicates effectively in Spanish or Russian (if assigned) in both oral and written form. Teaches a course of study in one or more subject areas as assigned focusing on state content and performance standards as adopted by the District or approved by the supervisor. Shows written evidence of preparation for instruction that addresses both short and long-term learning goals, including state and District performance standards. Provides developmentally appropriate learning experiences, including activities that challenge, motivate, and actively involve all students. Utilizes differentiated and sheltered content instructional strategies, and/or English language development strategies to instruct students with varying levels of English language proficiency. Uses a variety of formal and informal learning assessments to monitor student progress toward achievement of the learning objectives and modify instructional methods and materials as needed. Documents student work and learning progress, creates a grading system that is consistent and fair, and communicates to students and parents/guardians the level of the students achievement and progress on a regular basis. Identifies and refers students who need additional services and support. Implements classroom components of individual education plans or other individual learning or behavioral plans. Establishes and maintains appropriate standards of student behavior and maintains order in the classroom and other learning environments in a consistent and fair manner. Lifts, moves, or restrains students in accordance with Individual Education Program or Behavior Plan. Notifies and involves parents/guardians regarding a students behavior in accordance with school and District requirements. Encourages parents/guardians to volunteer and provides them with meaningful opportunities to assist and participate in the educational process. Follows all safety rules and takes all reasonable precautions to provide a safe and secure learning environment for all assigned students. Demonstrates support for District Core Values, District Mission, District Strategic Plan, and Schoolwide Improvement Plan. Establishes and maintains a positive and respectful learning environment and working relationship with students, staff, administration,</p>	

parents/guardians, and community members. Assists parents and community members as needed. Demonstrates an awareness of and sensitivity to multicultural and multilingual values and environments. Complies with professional development activities as required by the District. Actively seeks out and participates in professional development activities designed to improve professional competence. Participates in various meetings for the purpose of receiving information or sharing information and expertise with students, colleagues, and parents/guardians. Holds expectations for high performance of self and students. Assesses results of performance for improvement on a regular basis. Demonstrates computer literacy and operates software programs as related to job responsibilities. Maintains accurate, complete, and confidential records as required by law and District policy and regulations. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron, and uses or relays academic, social, or personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved. Follows all laws, District policies, rules, regulations, memos, announcements, and reasonable requests by proper authority. Adheres to the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators. Maintains regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.

OTHER REQUIREMENTS

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TERMS OF EMPLOYMENT

Current work year of approximately 191-201 days, subject to change. May include extended contract hours or days. Salary and benefits based on current District Salary Schedule and negotiated agreement.

EVALUATION

Performance will be evaluated in accordance with applicable District Performance Standards and District Policy and Regulations concerning personnel evaluation. Apply now Report job

Class Instructors — Avamere in Keizer, OR (Jan 2024 - Mar 2024)

NA Class Instructor	
Link to Live Job Posting: Posting is no longer active	
Location: Keizer, OR	O*NET: 25-2021.00
Company: Avamere	Job Title: Class Instructors
<p>NA Class Instructor•RN•Avamere Court at Keizer</p> <p>Job Category:</p> <p>Nursing</p> <p>Requisition Number:</p> <p>NACLA018119</p> <p>Posting Details</p> <p>Posted:</p> <p>January 3, 2024Full-TimeLocationsShowing 1 locationKeizer, OR 97303, USAJob DetailsDescriptionNA Class Instructor•RN</p> <p>Status:</p> <p>Full-Time Shift:</p> <p>Monday•Friday</p> <p>Location:</p> <p>Avamere Court at Keizer•5300 River Rd. N Keizer, OR 97303ADN/BSN Registered Nurses, active unencumbered Oregon license requiredThis position will also provide classroom and clinical education for Avamere Health Services Nursing Assistant Level 1 Program. The Primary Instructor is responsible for screening, interviewing and placement of students in each cohort. Cohorts include 96 hours of classroom/Lab and 75 hours of Clinical.</p> <p>Employee Perks:</p> <p>Tuition assistanceMentorship opportunities & Career developmentEmployee assistance program featuring counseling services, financial coaching, free legal services and moreGenerous employee referral programPaid time off/sick leave (rolls over annually)401K retirement plan with employer matchComprehensive benefits package with medical coverage, voluntary dental, vision, and life insurance, short-term disability, and AD&D coverageAvamere understands the importance of affordable and accessible healthcare for our team members and is very excited to partner with SEIU 503 and the Essential Worker Healthcare Trust to offer an excellent health insurance benefit plan at a significantly reduced cost to the employee.Starting in 2023, our Full-Time Oregon team members will be able to participate in a PPO or HMO plan with deductibles as low as \$800.00 with significantly reduced premium costs. Employees will be eligible to start using their benefits within their first month of hire•no 60+ day waiting period! Vision, Dental, STD, LTD, AD&D, and other benefits are available for enrollment as well.</p>	

Responsibilities:

Accountable for the classroom, laboratory and clinical practicum
Implement the required Board-approved curriculum
Supervise and be present in the classroom at least 75% of the time that classes are being taught
Is onsite and available during 100% of the clinical teaching time
Provide effective teaching strategies in an environment that encourage student and instructor interaction
Accurately records students' daily attendance
Follows and enforces Student Guidelines
Evaluate the competency of students
Maintains classroom in good physical order, helps to manage program supplies and keep equipment in good repair
Enters classroom at designated time with all necessary materials. Begins and ends class at scheduled times and follows scheduled student break times
May delegate classroom, laboratory and or clinical teaching responsibilities to a Delegated Instructor and/or a clinical teaching associate if directed to do so by the NA Program Director
The Primary Instructor shall hold a current, unencumbered license as a Registered Nurse in the State of Oregon
Two or more years of experience as a Registered Nurse and teaching experience or educational preparation for teaching adults
Must complete the Train the CNA Trainer course on adult instruction
Must have sufficient ability to move around the building and classroom to satisfy student needs and/or facilitate student participation
Delivers course work using contemporary teaching strategies and practices
Participates in the planning and evaluation of each segment of the curriculum

Qualifications:

BSN degree from an accredited college or university
Current, unencumbered, active license to practice as an RN in this state
Must have a minimum of two years experiences working in a Skilled Nursing or Long Term Care setting.
Must complete a training course on adult instruction or have demonstrated that he or she has one year experience teaching adults
Acceptable experience does not include in-service education or patient teaching
Two or more years of experience as a Registered Nurse and teaching experience or educational preparation for teaching adults
Must have sufficient ability to move around the building and classroom to satisfy student needs and/or facilitate student participation
Must have sufficient visual and auditory ability to operate computer equipment, use telephone, read materials, use white board and use classroom equipment
Ability to communicate effectively in classroom and individual settings
Knowledge of materials (subjects) that will be taught to students and ability to use and communicate the curriculum
Ability to use current technology to maintain student records, e.g., Microsoft Office
Ability to achieve or maintain credential and/or licensure within expected time frames
Ability to remain objective and treat all students equally
Avamere Skilled Advisors, LLC is an Equal Opportunity Employer and participates in E-Verify
Qualifications Education Preferred Bachelors or better. Licenses & Certifications Required Registered Nurse

Instructional Coach	
Link to Live Job Posting: Posting is no longer active	
Location: Salem, OR	O*NET: 25-2021.00
Company: Head Start Of Yamhill County	Job Title: Instructional Coaches
<p>Instructional Coach Head Start of Yamhill County Salem, OR 97301 Head Start of Yamhill County 5 reviews Read what people are saying about working here. Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Pay \$27.71 an hour Job Type Full-time Benefits Pulled from the full job description Dental insurance Health insurance Vision insurance Full job description About Head Start of Yamhill County Excellent benefits with a generous leave package, employer paid medical, employer paid dental, employer paid vision and retirement with up to a 7% match! Mission Statement We are committed to being a successful learning community, which includes: a partnership with parents and their children; a celebration of diversity; an atmosphere of support, respect, and trust; where everyone is safe and experiences a sense of belonging. 5-year goals 2018-2023 In 2018 HSYC was awarded a five-year grant to continue offering program services.</p> <p>These are our five-year goals:</p> <p>Goal #1 : Develop, in classrooms and at home, an understanding of the importance of balancing nurture and structure to help build resiliency and self-regulation in our participants. Goal #2 : Improved attendance for lifelong success. Goal #3 : Create and support a trauma-informed culture in our program and our community. Goal #4 : Hire and retain individuals who are committed to the true HSYC mission and philosophy and who understand the need to be trauma-informed and relationship-based in an early childhood program.</p> <p>GENERAL DESCRIPTION</p> <p>This position will provide on-site coaching for staff using a Practice Based Coaching (PBC) Model(s) in accordance with Federal Head Start Performance Standards and local, state and/or agency policies and procedures. The Instructional Coach is responsible for facilitating TLC (Together Learning and Collaborating), PLCs (Professional Learning Communities), and other groups, as needed, with HSYC Education Staff. TLC groups focus on the Collaborative Coaching Partnership which use the shared goals/action planning, focused observation, and reflection/feedback cycle as a tool to improve upon teaching skills. In addition to group coaching, the Instructional Coach may provide more intensive individual coaching during class time in order to improve teacher interactions and child outcomes towards school readiness.</p> <p>MINIMUM EDUCATION AND/OR EXPERIENCE</p> <p>Bachelor degree in Early Childhood Education (or related field with equivalent training and experience). Minimum of 5 years teaching experience with primary responsibility for children ages 2 to 6 in a center-based setting. For job descriptions & requirements, an employment application, and to learn more about our program, visit: http://yamhillheadstart.org/resources/display/current_job_openings If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.</p>	

Appendix C - Data Sources and Calculations

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.

District Regional Data

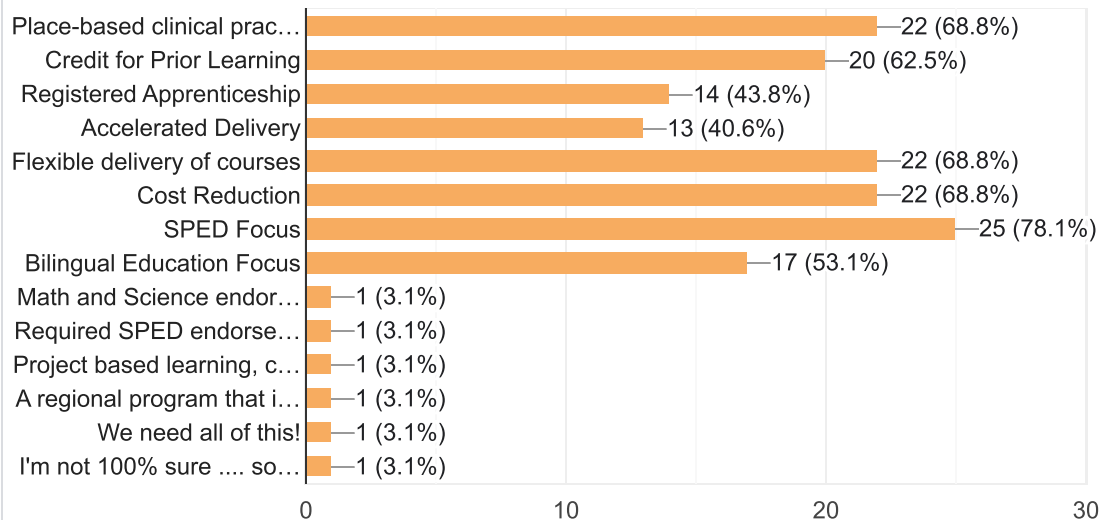
33 responses

[Publish analytics](#)

What would you like to see included in a new educator pathway that would better serve your region?

 [Copy](#)

32 responses



Please provide your name and district.

32 responses

Janel Reed, Medford School District

Matt Shorb, Powers School District

Danielle Blackwell - North Santiam SD

Dallas School District

Dr. Justin Ainsworth CBSD

Margaret Nesbit N. Wasco Dist. 21

Ryan Thompson, Grants Pass School District #7

Helena Chirinian Brookings-Harbor

Dave Parker Newberg School District

Philomath SD

Jennifer Meckley - Lebanon

Faith Kempf HorizonChristianSchool

Ajay Rundell North Wasco County School District

Carolyn Bernal, North Wasco County School District

Nikki Tucker - Woodburn SD

Grants Pass School District

SKPS

Amber Warren, MSD 549c

Krista Nieraeth, Alsea School District

Steffanie Frost - McMinnville SD

South Wasco County School District

Jonathan Fost - Columbia Gorge ESD

Daye Stone Prospect School District

Darin Drill, Cascade

Jennifer Spencer, Central Point School District

Kirk Kolb - Medford SD 549C

Jackson County District #6

North Marion School District

Creighton Helms; Gervais School District 1

Shane Brown, Port Orford Langlois

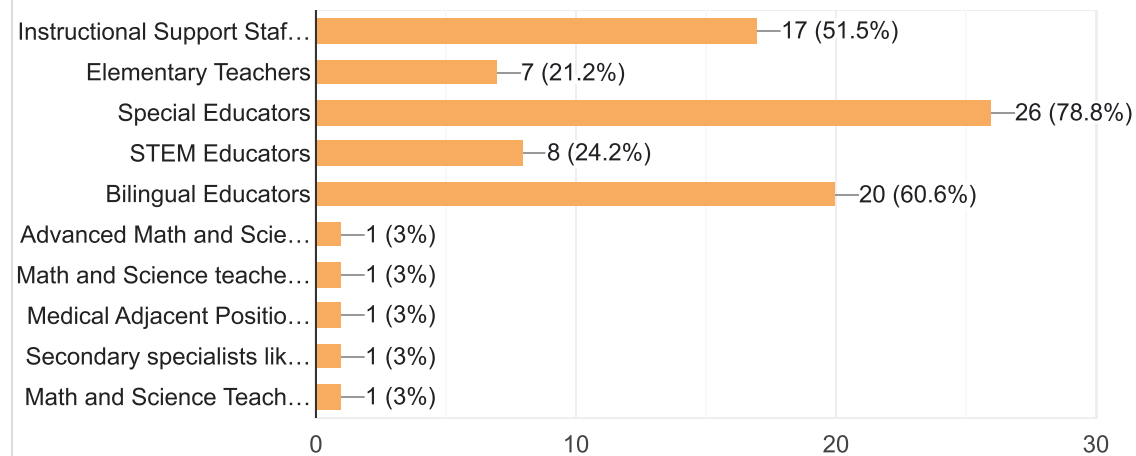
Kristin Cameron, Centerville School District

Kim Grousbeck, Lebanon Community Schools

In terms of teaching staff, what are your greatest needs?

 Copy

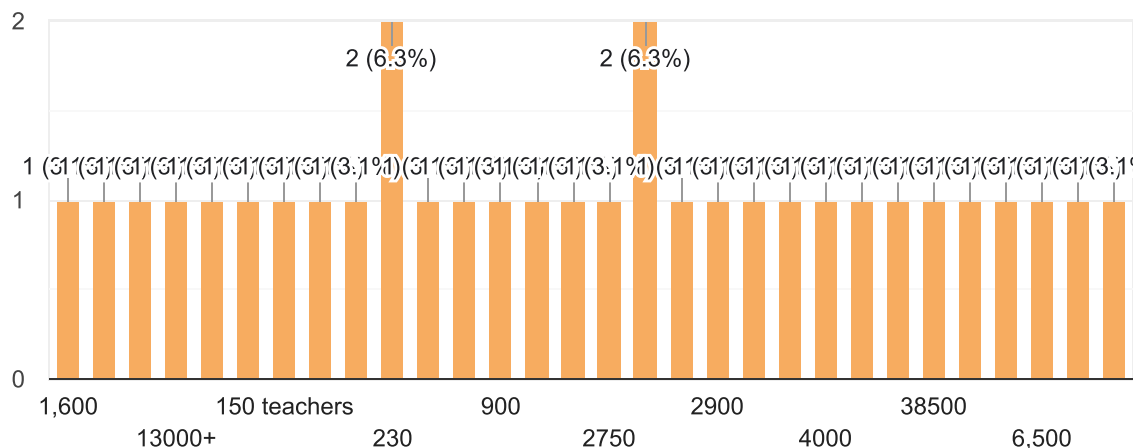
33 responses



Approximately, how many students are served by your district?



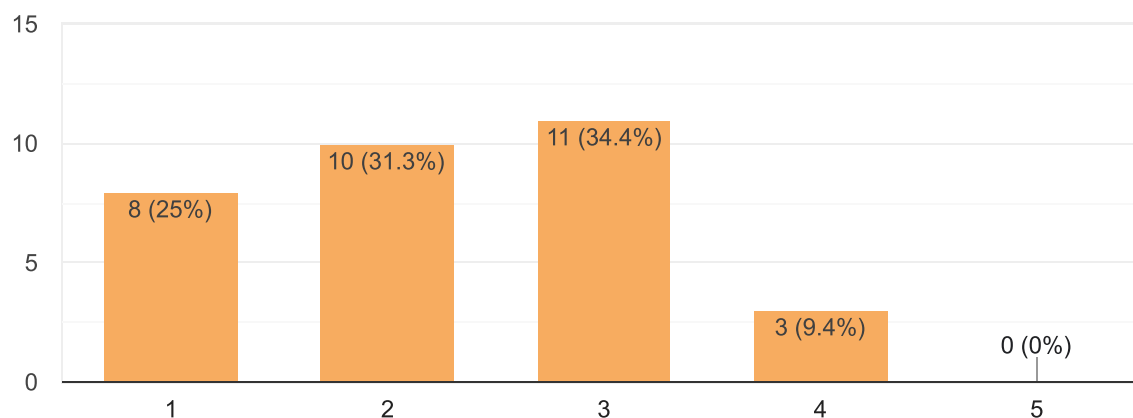
32 responses



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



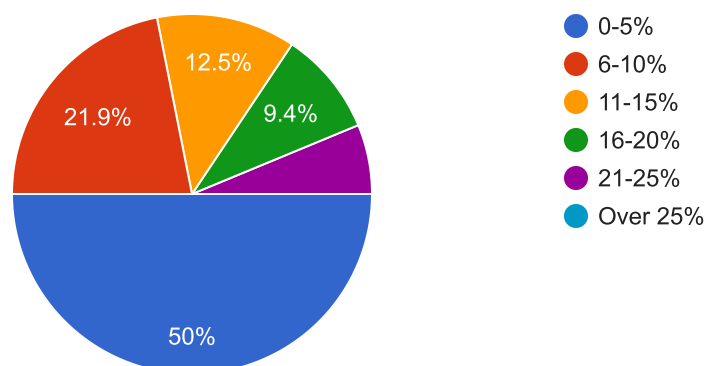
32 responses



Approximately how many of your classroom teachers are on an emergency license? (percentage)



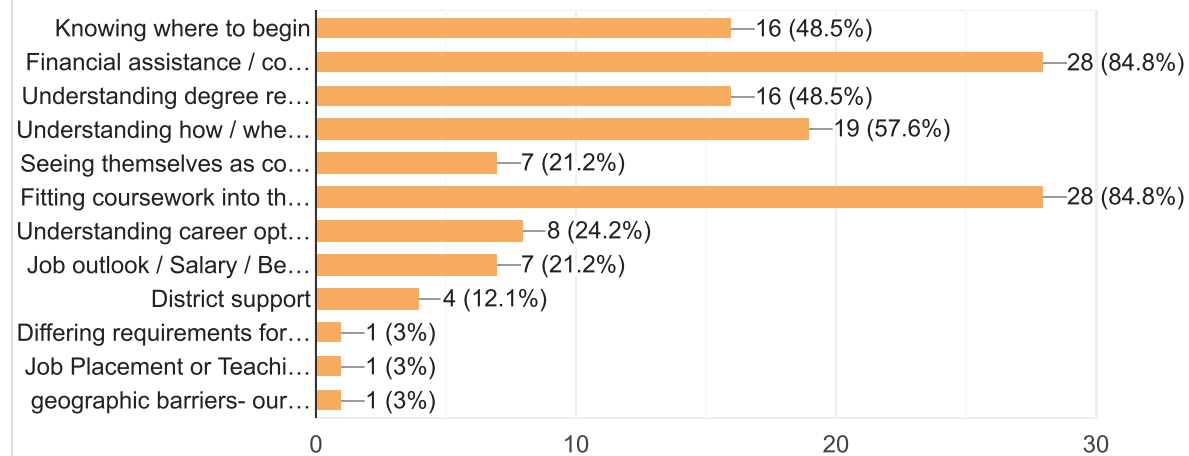
32 responses



If you have employees or volunteers who may be interested in becoming teachers, which of the following might be barriers?

 Copy

33 responses



How do you recruit teachers in your schools? Do you have any issues with recruiting and retaining qualified staff, and if so what are they?

31 responses

Job fairs, word of mouth, advertising, college partnerships. Issues not enough local candidates. Housing shortages prevent a lot of outside candidates.

We use online job posting sites.

Word of mouth was our largest recruiting strategy for the 2024-25 school year. We lose staff to larger districts because they can make more money

Job Fair Attendance, Online Postings. Biggest barrier is availability of SPED staff and the demands of the job in keeping them

Yes, we have issues with recruiting SPED and STEM teachers. We also need more teachers who are bilingual. 15% of our students are Hispanic/Latino. Our staff needs to represent our student body and community.

Not sure how recruit, have trouble with retention due to wages and classroom working conditions

We encourage our qualified classified staff to go into the teaching profession. Once we hire them, we have a high retention rate.

For the last 10 years we have recruited at job fairs, and we have actively worked with WGU and successfully supported 10+ instructional staff to earn their teaching licenses.

Yes, we are reworking our whole HR process.

Position postings, word of mouth

Job Fairs, Substitutes, - We have barriers in filling some of our harder to fill positions (SpEd, CTE, mental health)

We often have trouble recruiting staff. We use Indeed, our website, and newspapers

Job fairs

We recruit through a variety of ways - biggest barriers are finding qualified SPED and bilingual educators.

We attend various job/career fairs. We reach out to colleges directly when we have a specific need. I think we retain pretty well but have difficulty filling bilingual positions.

Local job fair, incentives, cba agreements

The devaluing of education across the US has made it harder to recruit teachers.

Being a charter school, we have high interest in employment

Website, Job Postings

Yes, in the area of SPED we struggle to recruit and retain teachers.

We use the typical OSBA/COSA websites as well as the ESD's. We have noticed that our current staff have been recruiting their friends and colleagues lately.

I assist districts in recruiting teachers and staff for their schools. On two occasions, we have hired teachers from Mexico on J-1 visas to support the Dual Language Program and general classroom instruction.

We go to teacher fairs... but mostly develop within our own community

Word of mouth, issues with Sp. Ed and Science

Attending job fairs, early job postings, outreach to teacher ed programs, & zoom meet-n-greets are some ways we recruit in our school. We have a strong teacher retention rate.

We visit colleges in the NW with Ed programs; post on state and local job boards

Job fairs, Posting sites, no issues

We struggle with active recruiting; typically word-of-mouth through established relationships and posting for positions and hoping qualified candidates see the opportunity. Our issues tend to be competing against neighboring districts that have a higher salary/hourly wage.

Our greatest barrier is available and affordable housing.

We try to keep people from our area. We like to raise and recruit back to our community. Housing is an issue.

Job Fairs, job postings, word of mouth - We have amazing retention rates.

What aspects of your recruiting/retention has yielded the greatest results?

25 responses

Strong school and department cultures

Our best results are growing our own.

Testimonials from current staff

Student teachers placed often are offered positions

Location

Training/promoting/encouraging our own classified staff to enter the profession.

The internal recruiting

Grow your own...

Broad posting options. When needed, Job Fairs.

Word of mouth

Honestly, word of mouth.

I know it is in the early stages but I believe the apprenticeship model will yield the best results. When we grow from within I think it builds community and a commitment to the district long-term.

building relationships, supporting with resources

word of mouth about our program

Our GYO program has assisted in filling hard to fill positions.

It would be nice to have a district owned teacherage for temporary housing. That would greatly impact recruiting; we have lost multiple quality candidates due to housing shortages.

Recruiting qualified, licensed bilingual teachers from Mexico.

Build your own

Once people are here, they don't normally leave

Attending job fairs, early job postings, and zoom meet-n-greets have yielded strong results. It is also great when you can observe a potential candidate teach a lesson in real time (during their student teaching/practicum experience).

Identifying current classified employees and partnering them with post-secondary teacher training programs

A favorable contract

N/A

Online postings.

community built

Do you have any student teachers in your schools? Why or why not?

31 responses

Yes

Yes, they are important for filling future positions.

No. None placed here at this time.

Yes, we often recruit our student teachers

Yes. They are a fiscally sound way to get relief for teachers and provide training for the pre-teachers

Yes. 5-10 per year on average. This is down slightly from five years ago.

We are out discussing this with colleges on why they have changed their interactions with the district.

Not currently

Not currently but we would be happy to host student teachers

yes

Yes. We want to support those coming into education and we also are able to recruit them when there is a good fit or a short-term absence, it's a win-win.

yes - helps us develop teachers that may then want to apply for jobs in our district

Not at the moment. Charter schools aren't usually considered in teacher training programs.

No. We are not at a place to have them.

Not at this time. We are open to the opportunity.

We aim to have student teachers assist in our summer school programs.

none now... no requests

Yes, generally that is a good thing

We do not have any student teachers this year. I thought it was likely due to smaller Teacher Ed Cohort numbers at SOU. Since COVID, it seems like the number of student teachers we've had on campus has declined.

Yes.... whenever possible; tends to get them on the "hook" to work for our district if we place them in a positive experience

No, Many teachers are not willing

We do, when the opportunities present themselves.

No usually, given the geographic isolation away from campuses. We do have them occasionally.

No. But would love to.

Are there any other challenges you face as a district?

25 responses

Unfilled positions are very difficult.

Geographic isolation

Money to grow our own classified staff into teachers

Behavioral and mental health needs of students are the biggest barrier to recruiting into the profession and keeping teachers in the profession

Attracting new staff to a community with high real estate prices and a shortage of affordable housing.

Budget deficit

The cost of educational programs are daunting for many of our classified staff.

Currently we face staff reductions.

I think finding ways for our students to get involved and see themselves in the teaching profession.

Providing financial and time support to candidates.

Budget

retaining staff

Budget, facilities

Not that I can think of other than hiring bilingual educators.

the job of being a teacher has grown exponentially and less and less people want to do the job, student behaviors have changed greatly and it's harder to work with all the laws and regulations related to education (everyone thinks they know best). If we paid better, we might be able to recruit more.....but honestly, pay may not even make a difference.

Inequitable funding

Recruitment of educators of color

I think our biggest challenge with bringing in new teachers from outside the area is lack of suitable housing.

Additional student teacher support is needed for our after-school academic enrichment programs.

We are rural and it is difficult to recruit someone who wants to live here.

Getting teachers that naturally fit into a teaching job in today's world

We would also love to recruit a more diverse staff.

Minimal HR Staff

Many :) Around staffing, namely recruitment though; we tend to retain relatively well.

Wage compared to bigger neighboring districts

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Does this form look suspicious? [Report](#)

Google Forms

Potential survey questions to ask community college students about the possible benefits of a **BAS in Education** at their community college compared to attending a university:

1. **What factors are most important to you when deciding where to pursue a bachelor's degree in education?** (Select all that apply)
 - ☐ Cost of tuition and fees
 - ☐ Location and convenience
 - ☐ Flexibility of course scheduling (e.g., evening, online options)
 - ☐ Quality of instruction and faculty support
 - ☐ Job placement opportunities after graduation
 - ☐ Pathways for continuing education (e.g., master's programs)
 - ☐ Other (please specify)
2. Which area of teaching most interests you? Check all that apply:
 - ☐ Early Childhood
 - ☐ Elementary
 - ☐ Middle School
 - ☐ High School
 - ☐ Math
 - ☐ English
 - ☐ Special Education
 - ☐ Science
 - ☐ Bilingual
3. **How likely are you to transfer to a university after completing the required courses at your community college?**
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Neutral
 - ☐ Somewhat unlikely
 - ☐ Very unlikely
4. **If your community college offered a BAS in Education, how likely would you be to choose it over transferring to a university?**
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Neutral
 - ☐ Somewhat unlikely
 - ☐ Very unlikely
5. **What challenges or barriers do you anticipate in transferring to a university to complete a bachelor's degree in education?** (Open-ended)
6. **How important is it to you that you have the option of completing your student teaching in your local community?**
 - ☐ Extremely important

- Very important
- Somewhat important
- Not very important
- Not important at all

7. **What additional support or resources would you need to successfully complete a BAS in Education at your community college?** (Select all that apply)

- Financial aid or scholarships
- Childcare services
- Academic advising and mentorship
- Career counseling and job placement assistance
- Flexible scheduling options
- Internship or student teaching opportunities
- Tutoring and academic accommodations

8. **What are the biggest barriers that you face transferring to a university to complete a bachelor's degree in education?** (Select all that apply)

- Cost of tuition and fees
- Difficulty transferring credits
- Travel or relocation requirements
- Lack of flexible course options (e.g., evening, online)
- Work or family responsibilities
- Feeling unprepared for university coursework
- Lack of advising or support during the transfer process
- Other (please specify)