



# Rogue Community College

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May 5, 2025

## TRANSMITTAL PAGE

Rogue 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 Rogue Community College. The Rogue Community College Board will be voting on a resolution to approve the offering of Applied Baccalaureate Degrees at Rogue Community College at the May meeting on 5/20/25. 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 31
- Letters of Community Support page 33
- Lightcast Occupation Overview - Rogue Valley page 37
- QualityInfo.org Occupation Overview – Rogue Valley page 55

### Redwood Campus

3345 Redwood Highway  
Grants Pass, OR 97527  
(541) 956-7500

### Riverside Campus

227 E. Ninth Street  
Medford, OR 97501  
(541) 245-7500

### Table Rock Campus

7800 Pacific Avenue  
White City, OR 97503  
(541) 245-7500

## Rogue Community College

### Introduction

Rogue Community College (RCC) is proposing a Bachelor of Applied Science in Education (BASE) degree focused on Early Childhood and Elementary Education to address the critical challenges Oregon's schools face to recruit and retain high quality teachers. These challenges go beyond teacher shortages. It's not just about filling vacancies, it's about ensuring that every student has a well-prepared, effective teacher in the classroom. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation 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 existing pathways. By offering affordable, accessible bachelor's degree options at the community college level, RCC and our partner colleges can remove these barriers and support a more inclusive and representative educator workforce.

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

This degree pathway is a necessary step toward equity in higher education and long-term sustainability for our state's educator development. This degree pathway will complement the more traditional pathways that our university partners offer 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 and schedules.

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

and the student population. In 2021-22, 40% of Oregon's students identified as racially or ethnically diverse, while only 15% of educators did so (Oregon Equity Report, 2022). The proposed BASE degree aims to close this gap by creating a complimentary educator pathway for underrepresented culturally and linguistically diverse individuals, particularly those who are place-bound due to geographic or financial barriers. Research indicates that educators who reflect the students they serve 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, RCC'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, RCC'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.

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.

## Relationship to Institutional Mission and 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>

Rogue Community College’s (RCC) mission is to enhance the quality of life in our communities by providing accessible, exemplary educational opportunities that support student success and promote economic development. The proposed Bachelor of Applied Science in Education (BASE) is a natural extension of this mission. It reflects RCC’s long-standing commitment to equity, affordability, and community responsiveness by addressing a persistent regional need: the shortage of well-prepared, locally rooted educators in Jackson and Josephine counties.

The BASE degree directly supports the college’s institutional goals by expanding access to a high-quality baccalaureate degree that prepares students for in-demand careers in education. In particular, it opens new doors for place-bound, working, and non-traditional students, including those already serving as instructional aides or substitutes in local schools who are unable to relocate or afford traditional university-based teacher preparation programs. By offering this degree through flexible modalities and integrating credit for prior learning and place-based practicums, RCC will lower barriers to licensure and help ensure that more educators come from, and remain in, Southern Oregon communities.

This initiative is especially aligned with RCC’s identity as Oregon’s first and only public “Opportunity College” recognized by the Carnegie Classification of Institutions of Higher Education. RCC enrolls Pell Grant recipients and racially and ethnically diverse students at higher rates than peer institutions. Its service to underrepresented populations underscores its role as a regional leader in advancing educational equity and economic mobility. The BASE degree will enhance this role by giving more students access to a career pathway that offers both social impact and economic security.

Moreover, the BASE degree will support local school districts’ efforts to diversify their educator workforce, critical in a region where only 13% of educators identify as racially or ethnically diverse, despite a student population that is increasingly multilingual and multicultural (Lightcast, 2025). By training educators who reflect the cultural and linguistic diversity of the community, RCC is not only preparing competent professionals but also advancing its mission to foster inclusive learning environments and equitable student outcomes.

In sum, RCC's proposed BAS in Education is an expression of its mission in action. It meets a pressing local workforce need, expands affordable access to a bachelor's degree for historically underserved populations, and contributes to long-term educational and economic health in Southern Oregon. This program strengthens the college's existing pathway infrastructure and builds on RCC's successful history of empowering students through community-connected, workforce-driven education.

## Program Alignment with Oregon's Educational Goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at RCC 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).

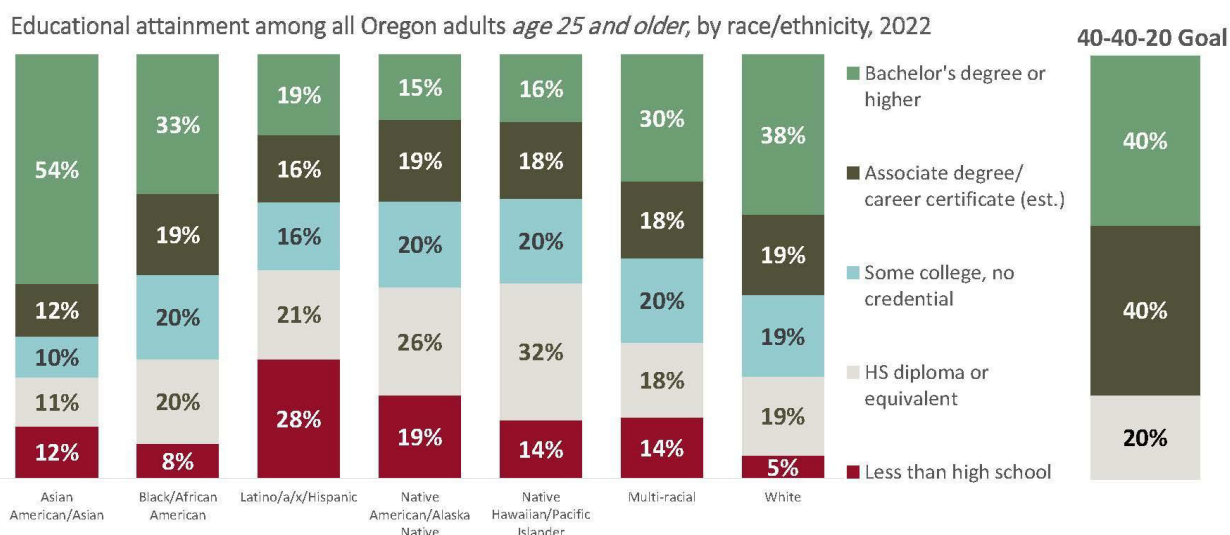
In Oregon, access to teacher preparation programs is largely restricted to university-based models, many of which are in-person or hybrid, making them inaccessible to working adults and place-bound students. A BASE degree at RCC would fill this critical gap by providing a flexible, affordable, and locally 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, n.d.).

## Oregon's Goals

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

**Chart 1: Educational attainment in Oregon**

### Educational attainment varies widely by race/ethnicity



These rates include all adults age 25+. The size of the gaps among young adults are likely smaller than the gaps for all adults, but disparities remain. Equity gaps occur at each level of educational attainment.

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Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15002, 2010 - 2022. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with associate degree earners.

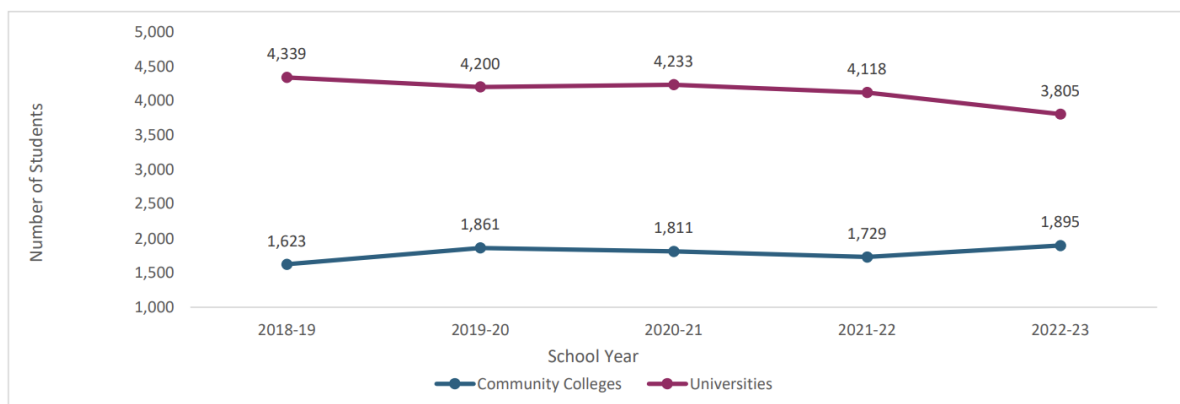
HIGHER  
EDUCATION  
COORDINATING  
COMMISSION

Challenges in educator degree attainment and licensure follow these statewide trends with 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).

## Chart 2: Statewide Enrollment in Education Majors at Oregon Public Institutions

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



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

Furthermore, data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing only 5.7% and Black educators just 0.8% in 2022-23. These figures highlight the urgent need for accessible, community-based pathways that support non-traditional students' degree attainment, such as a BASE degree, to improve equity in degree completion and teacher workforce diversity across the state. The 2024 Oregon Educator Equity Report shows a clear gap between community college pathways and teacher licensure (see Table 1).

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 students are not completing licensure programs at the same rate at four-year institutions. In 2022-23, only 26.3% of students who completed teacher licensure programs in Oregon identified as racially or ethnically diverse. This is lower than their representation in community college enrollment (see Chart 3).

**Table 1: Preliminary teacher licenses issued in Oregon**

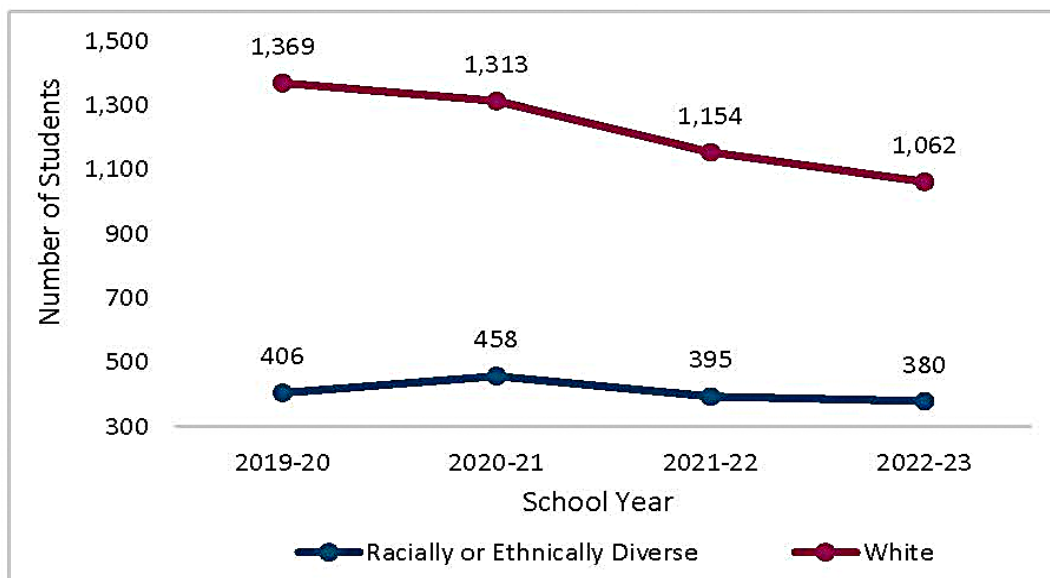
Preliminary Teacher Licenses Issued in Oregon

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	

Source: Oregon Teacher Standards and Practices Commission

**Chart 3: Completion of Oregon Approved Teacher Preparation Programs**

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



Source: Oregon Teacher Standards and Practices Commission.



Many diverse teacher candidates licensed in Oregon were prepared out of state as indicated in the 2024 Oregon Educator Equity report, “The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon” (p. 6). This suggests that Oregon’s current educator preparation programs are not meeting their needs (see Table 1). One major barrier is limited access to affordable and flexible bachelor’s degree programs. These types of programs are important for working adults and students who cannot relocate to attend a university. A BASE degree offered at locations across the state through the Community College Consortium would help close this gap – the Oregon Employment Department lists *Elementary School Teachers* as the 6<sup>th</sup> largest occupation in Oregon requiring a Bachelor’s degree, in terms of average annual number of openings (see Table 2). The BASE degree would give local and diverse students a clear, affordable path to become licensed teachers while they remain in their communities.

**Table 2: Occupations in Oregon with Most Openings, Requiring a Bachelor’s Degree.**

Occupations with the Most Openings Requiring a Bachelor’s Degree			
Occupation Title	2023 Employment	Average Annual Job Openings	2024 Annual Median Wage
General and Operations Managers	48,582	4,537	\$92,934
Registered Nurses	44,665	2,880	\$114,296
Software Developers	21,977	1,942	\$133,931
Project Management Specialists	18,384	1,573	\$89,544
Management Analysts	12,633	1,330	\$98,405
Accountants and Auditors	15,157	1,297	\$80,330
Market Research Analysts and Marketing Specialists	11,409	1,227	\$79,498
Human Resources Specialists	10,710	993	\$70,866
Elementary School Teachers, Except Special Education	14,024	898	\$81,617
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	7,236	801	\$63,939
Medical and Health Services Managers	6,847	783	\$135,200
Buyers and Purchasing Agents	8,308	742	\$67,600
Sales Managers	8,150	696	\$128,939
Computer and Information Systems Managers	7,321	657	\$160,784
Secondary School Teachers, Except Special and Career/Technical Education	10,768	639	\$85,903
Financial Managers	7,101	635	\$140,733
Marketing Managers	5,990	556	\$137,405
Child, Family, and School Social Workers	6,004	523	\$62,026
Substitute Teachers, Short-Term	4,070	512	\$61,984
Training and Development Specialists	5,089	490	\$66,019
Source: Oregon Employment Department			

## RCC's Region: "The Rogue Valley"

RCC's service area (comprising Jackson and Josephine counties) continues to experience significant educational attainment gaps compared to statewide and national goals. This gap limits both individual opportunity and the region's ability to meet labor market demand in key sectors like education.

According to the U.S. Census Bureau's 2019–2023 American Community Survey (2025), only 30.6% of adults in Jackson County and 19.7% in Josephine County hold a bachelor's degree or higher. These figures represent a 9.4 and 20.3 percentage point gap, respectively, when measured against Oregon's statewide attainment goal of 40% of adults aged 25 and older holding a bachelor's degree. For comparison from the [censusreporter.org](https://censusreporter.org), the Oregon state average is 37.7% of adults age 25 and older have attained a bachelor's degree or higher.

Lightcast's Economy Overview (2025) confirms these trends: across the two-county region, only 17.1% of residents possess a bachelor's degree, 4.3 percentage points below the national average; and another 9.4% hold an associate degree. While more than 61,000 adults (27.2%) have completed some college, they have not earned a four-year degree, representing a large population of potential degree completers who could benefit from applied baccalaureate opportunities.

Together, approximately 192,000 adults aged 25 and older reside in Jackson and Josephine counties. Of these, about 46,000 hold a bachelor's degree or higher, meaning over 146,000 adults in the region do not. Importantly, an estimated 50,000 individuals have completed some college or earned an associate degree, underscoring a strong pipeline of prospective students who could advance through a community college-based BASE degree.

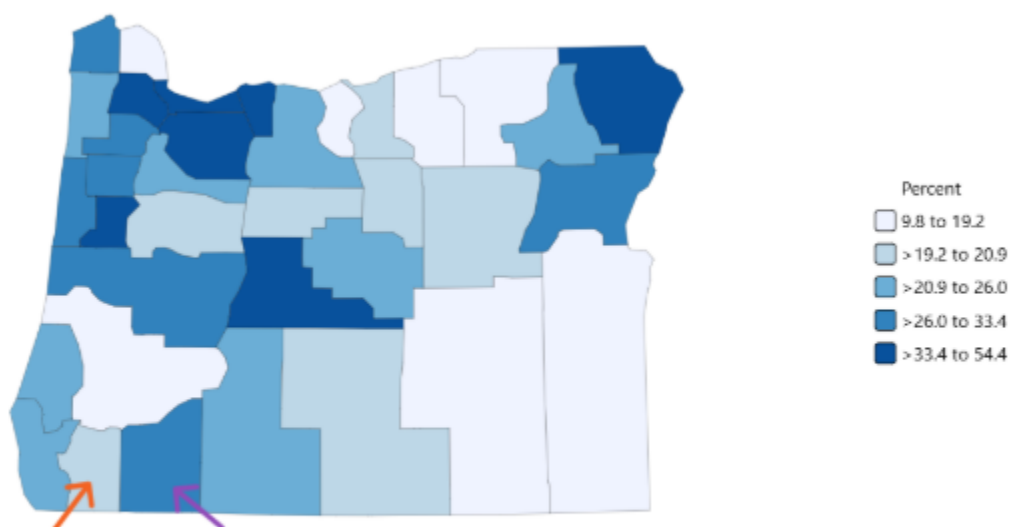
Providing a locally accessible BASE degree through RCC is essential to address these regional disparities. The proposed program aligns directly with Oregon's 40-40-20 education goals and provides an affordable, flexible path to upward mobility for working adults, rural learners, and those balancing employment and family responsibilities. It will help meet the area's growing workforce needs while supporting a more inclusive and resilient economy in Southern Oregon.

### **Chart 4: Adults with Bachelor's Degree, by County**

### Education (At least bachelor's degree) for Oregon by County

Population Ages 25+

All Races (includes Hispanic/Latino), Both Sexes, 2019-2023



Suggested Citation:  
HDPulse: An Ecosystem of Minority Health and Health Disparities Resources. National Institute on Minority Health and Health Disparities. Created 3/10/2025. Available from <https://hdpulse.nimhd.nih.gov>

#### Notes:

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

While statewide efforts such as the Major Transfer Maps (MTMs) and Oregon's Transfer Council have aimed to improve student mobility, RCC students pursuing education pathways continue to encounter persistent challenges in transferring to and completing bachelor's degrees at four-year institutions. These systemic barriers disproportionately affect place-bound and nontraditional learners, who often face limited access to advising, credit transfer complications, and difficulty relocating for in-person program requirements.

Recent data on RCC's Associate of Science in Early Childhood Education and Elementary Education transfer students underscore these issues. Although students demonstrate strong success at the associate level, very few complete a bachelor's degree in education after transfer. Students regularly transfer to institutions such as Southern Oregon University or Western Oregon University, but the rates of licensure completion remain low, and many students disengage from the education pipeline after encountering structural hurdles at their receiving institution.

These outcomes mirror findings from peer institutions like Chemeketa, where only 8.8% of education-pathway completers earn a bachelor's degree in education, and only 14.6% either graduate or remain enrolled in the field post-transfer. These data reflect a broader trend across Oregon's community colleges: students with demonstrated potential and commitment to education careers are not persisting through transfer-based licensure pathways at acceptable rates.

A locally delivered, community college-based BASE degree would allow RCC students to remain enrolled at their home institution, receive consistent advising, and complete student teaching placements within the region, all of which are proven strategies to improve degree completion and workforce retention. For the many students already working in schools as paraprofessionals, instructional assistants, or substitute teachers, the BASE degree offers a natural and accessible next step toward licensure.

Ultimately, RCC's proposed BASE degree is not just an academic offering, it is a structural solution to a persistent equity and access challenge. By building on students' associate degree success and removing transfer-related friction points, RCC can significantly increase the number of qualified, licensed teachers serving Southern Oregon classrooms.

**Table 3: RCC Associate of Science ECE/EE Education Graduates**

Rogue Education Graduates AY 2018-29 through AY 2023-24 by Major (CIP Codes 131202D*, 131202D2, 190708I1)		
majordesc	cipcode	Degrees Awarded
Associate of Science: Education Studies Transfer to SOU	131202D2	9
Associate of Science Elementary Education (SOU)	131202D*	32
Early Childhood Education	190708I1	35
Total Awards		76

**Table 4: Transfer Destinations for RCC ECE/EE Degree Completers**

Transfer Destinations for Rogue CC Education Graduates (CIP Codes 131202D*, 131202D2, 190708I1)		
College	College State	Transfers
WESTERN GOVERNORS UNIVERSITY	Global	4
SOUTHERN OREGON UNIVERSITY	OR	*
GRAND CANYON UNIVERSITY	Global	*
MONTANA STATE UNIVERSITY	MT	*
Total Transfers:		10
*Students are reported at the last institution they were enrolled		
*Cell sizes of less than three students are suppressed		

## Maximizing Use of State Resources & Achievement of State Educational Goals

### Similar Programs

STATEMENT OF NEED	
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 to:</p> <ul style="list-style-type: none"> <li>• Minimize costs to students and</li> <li>• Maximize effective use of state resources</li> <li>• Enrich teaching &amp; learning, and</li> <li>• Facilitate students' preparation to enter and succeed in post graduation employment</li> </ul>

No existing program in RCC'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 Table 5 we identify similar programs at the baccalaureate level offered by other education institutions by our university partners that provide elementary and/or early childhood educator preparation programs and describe the similarities and differences with our proposed BASE degree. This data was collected using the most up to date attached National Clearinghouse data for 2022-23 graduates.

**Table 5: 2022-23 National Clearinghouse Graduate Data on Oregon Educator Preparation Programs**

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Name of Institution	Degrees Offered	Graduates 2022_23	Points of Similarity and Differences
<b>Oregon State University</b>	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

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			<p>pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. Consistent advising support throughout. Through the statewide consortium we will serve the most rural students of the state with high quality programs with pathways that allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings.</p>
<b>Portland State University</b>	BS in Elementary Education; BS in Early Childhood: Inclusive Education	13	<p>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</p>

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			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.
<b>Western Oregon University</b>	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.

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
<b>Eastern Oregon University</b>	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.
<b>Southern Oregon University</b>	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



Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			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.
<b>George Fox University</b>	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.
<b>University of Portland</b>	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

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			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.
<b>Pacific University</b>	BA in Education and Learning (with Elementary Education endorsement option)	38	<p><b>Cost of attending a private university is significantly greater than a public, state university.</b></p> <p>While Pacific University offers a flexible online teacher residency bachelor's degree program, students must obtain a specific amount of credits prior to entry. Consistent advising support throughout.</p>
<b>Warner Pacific University</b>	BS in Early Childhood/Elementary Education	5	<p>Warner Pacific University does offer an <b>online Bachelor of Science in Early Childhood/Elementary Education (BSED)</b> 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.</p>

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
<b>Linfield University</b>	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.

## Collaboration with Other Colleges

At Rogue Community College (RCC), we are committed to maximizing the effective use of state resources and minimizing costs to students through strategic collaboration with other colleges, universities, and education partners. In partnership with four other Oregon community colleges, RCC has formed a consortium to develop a shared BASE degree program. This shared curriculum aligned with national accreditation requirements supports a highly efficient use of faculty and staff, reduces redundancy in program development, and ensures a clear and coherent pathway for students. Students who have completed associate degrees in Early Childhood Education, Paraeducator, or related fields will be able to apply their credits toward the BAS degree and complete it within 180 credits. By eliminating unnecessary duplication, the consortium maximizes the value of state investments and significantly reduces students' time and financial burden in pursuing teacher licensure.

To support this work, the five-college consortium has established an initial shared governance structure, which is being formalized through bylaws and Memoranda of Understanding (MOUs). The consortium agreement and bylaws were submitted to HECC on 4/20/25, and additional MOUs outlining the shared curriculum framework, advising practices, and field placement standards have been included in Phase 2 of our application. These agreements ensure aligned practices, seamless collaboration, and efficient, scalable program delivery.

Our collaboration extends to public and private university partners, which will remain a cornerstone of our approach to expanding access and opportunity. RCC maintains long-standing articulation agreements and utilizes Oregon's Major Transfer Maps (MTMs), particularly in support of the Associate of Arts Oregon Transfer (AAOT) in Elementary Education. These agreements with institutions such as Southern Oregon University and

Western Oregon University create seamless transfer pathways, allowing students to maximize credit applicability, avoid excess coursework, and reduce time and cost to degree completion.

In addition, RCC's commitment to culturally responsive teaching and bilingual education plays a vital role in enriching teaching and learning across the region. Our Early Childhood Education programs continue to grow Spanish-language certificate offerings, supported by dedicated bilingual advising and student services for Spanish-speaking cohorts. These efforts not only improve access for nontraditional students but also contribute directly to Oregon's statewide goal of diversifying the educator workforce.

Looking ahead, our proposed Bachelor of Applied Science in Education (BASE) degree builds on these collaborative foundations to offer a flexible, affordable, and local pathway for students who are place-bound due to work or family obligations. We will continue to partner with four-year institutions to support seamless transitions into graduate programs, ensuring that our students are well prepared to advance their careers. These partnerships and program strategies position RCC to produce highly qualified educators in high-need areas such as elementary, bilingual, and special education. Through these collective efforts, we are creating accessible, equitable, and workforce-aligned education pathways for Oregon's future teachers.

## Regional Substantive Demand for Bachelor's-Prepared Graduates

STATEMENT OF NEED	
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.	<p>A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study.</p> <p>This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates.</p>

### 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 degree, RCC aims to provide a direct pathway to teaching licensure and help fill this gap. The BASE degree 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's 2023–2033 projections (qualityinfo.org), for the Rogue Valley region, which includes Jackson and Josephine counties, the elementary schoolteacher occupation is projected to have approximately:

- 78 annual openings for elementary school teachers, with the majority due to replacement needs (i.e., retirements and turnover).
- An additional 59 annual openings in preschool, kindergarten, and special education, further increasing the demand for qualified educators in the region.
- Cumulatively, this represents an estimated 140 education-related openings per year across early childhood and elementary levels in RCC's service area.

These projections highlight the critical need for a sustained, local talent pipeline, especially as the majority of job openings stem from attrition rather than new growth, a trend that underscores the importance of preparing educators who are likely to stay and serve in their home communities. RCC's proposed BASE degree directly responds to this regional need by offering a locally accessible, licensure-aligned pathway that strengthens workforce continuity in Southern Oregon schools.

## Lightcast Data

Lightcast data mirrors the projections provided by the Oregon Employment Department, while also provided additional insights. According to Lightcast Q1 2025 data (2025), the region currently supports 1,488 educators in these roles, a figure that slightly surpasses the national average for comparably sized communities (1,426), yet employer demand continues to strain the available talent pool.

RCC's regional job posting activity reflects this tension. Over the period from January 2024 to March 2025, the area experienced an average of 4 unique monthly postings, consistent with national trends but with a median job posting duration of only 16 days (significantly shorter than average), suggesting employer urgency and difficulty in recruiting qualified applicants. In total, 60 unique job postings and 15 distinct employers (including major public school districts such as Medford and Grants Pass) have sought candidates for roles in early childhood and elementary teaching, underscoring sustained hiring activity across institutions.

Wages in the region further reflect the labor demand imbalance. Median annual compensation for educators in Jackson and Josephine counties stands at \$69,987. This wage premium represents a regional strategy to attract talent amid persistent shortages, particularly in underserved specialties such as special education and bilingual instruction.

Yet, supply remains constrained. In 2023, regional postsecondary institutions produced just 254 education-related completions, with only 11 of those coming from RCC itself. Although

Southern Oregon University (SOU) contributed the majority (243 completions), regional workforce openings (estimated at 106 annually) outpace completions significantly. Additionally, the available completions are spread across a variety of education-focused CIP codes and may not all align with elementary or early childhood licensure requirements, exacerbating mismatches between training and job readiness. .

Demographic data further reinforce the urgency for a local, equity-driven response. The educator workforce in the region remains disproportionately white, with only 195 racially diverse educators, compared to a national expectation of 396 for a region of this size. Increasing the diversity of the teaching workforce is a known strategy for improving student outcomes and fostering culturally responsive pedagogy, especially important in a region where student demographics are shifting more rapidly than the educator pipeline.

**Table 6: Jackson/Josephine County Race/Ethnicity Breakdown compared to Oregon Elementary School Teachers Except Special Education**

Jackson/Josephine			Oregon	
Race/Ethnicity	2024 Jobs	2024 Percent	2024 Jobs	2024 Percent
White	1,099	87.4%	12,356	86.9%
Hispanic or Latino	60	4.7%	704	4.9%
Two or More Races	54	4.3%	611	4.3%
Asian	28	2.2%	350	2.5%
Black or African American	11	0.9%	146	1.0%
Native Hawaiian or Other Pacific Islander	3	0.3%	39	0.3%
American Indian or Alaska Native	2	0.2%	21	0.1%

Source: Lightcast

**Table 7: Jackson/Josephine County Gender Breakdown, Elementary School Teachers Except Special Education**

Jackson/Josephine County			Oregon	
Gender	2024 Jobs	2024 Percent	2024 Jobs	2024 Percent
Males	337	26.8%	3,660	25.7%
Females	921	73.2%	10,565	74.3%

Source: Lightcast

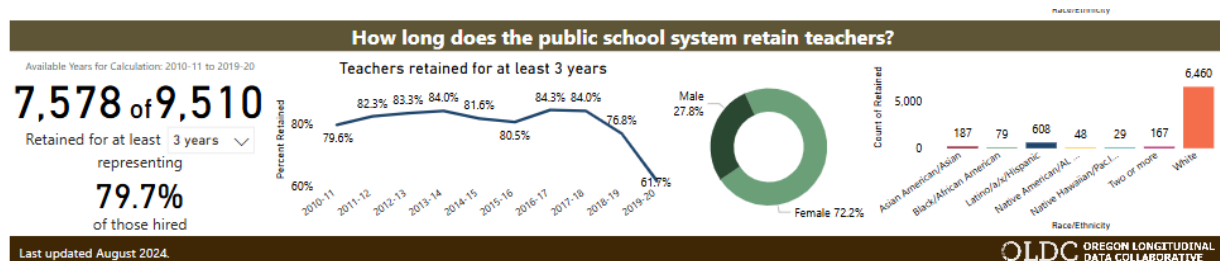
A BASE degree at RCC will address these pressing labor market and equity needs by providing a locally accessible, workforce-aligned degree pathway for aspiring educators. The program would expand access to licensure pathways for place-bound and working adult learners, many of whom are already employed in paraprofessional roles within school districts and are deeply rooted in the communities they seek to serve.

In collaboration with other Oregon community colleges through the proposed consortium, RCC's BASE degree will leverage regional partnerships, existing K–12 collaborations, and student support systems to significantly increase the supply of qualified teachers in Southern Oregon, particularly in areas that are underserved and underrepresented in the current educator workforce.

**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 (Chart 5) 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.

**Chart 5: Teacher Retention in Oregon's Public Schools**



*Source:* Oregon Longitudinal Data Collaborative

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

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

backgrounds of local students, GYO initiatives help improve educational equity and student engagement.

As the communities within RCC’s service area grow increasingly diverse, there is an urgent need for educators who reflect the racial, ethnic, and linguistic backgrounds of their students. Across the region’s key school districts, Central Point, Eagle Point, Grants Pass, Medford, and Phoenix-Talent, students of color represent between 27% and 49% of total enrollment, with Phoenix-Talent having nearly half of its student population identifying as students of color. However, the percentage of teachers of color in these districts lags significantly behind, ranging from just 9% to 16%. The disparity is particularly notable in districts like Medford and Grants Pass, where fewer than one in ten teachers identify as people of color, despite much more diverse student bodies. Similarly, the percentage of students identified as Ever English Learners reaches up to 24% in some districts, yet multilingual representation among educators remains limited. Research has shown that when students of color are taught by at least one teacher who shares their racial or cultural background, they experience improved academic outcomes, are more likely to graduate, and are more inclined to pursue higher education (Gershenson, Hart, Hyman, Lindsay, & Papageorge, 2022). These gaps are especially critical in high school settings and in special education, where the representation needs are even more acute.

**Table 8. Teacher Demographics, Selected School Districts in RCC Service Area.**

School District	Teachers of Color	Students of Color	Ever English Learners
Central Point	13%	28%	9%
Eagle Point	14%	39%	18%
Grants Pass	9%	27%	<5%
Medford	9%	38%	15%
Phoenix/Talent	16%	49%	24%
Source: Oregon At-A-Glance District Profile 2023- 2024 <a href="https://www.ode.state.or.us/data/ReportCard/Reports/Index">https://www.ode.state.or.us/data/ReportCard/Reports/Index</a>			

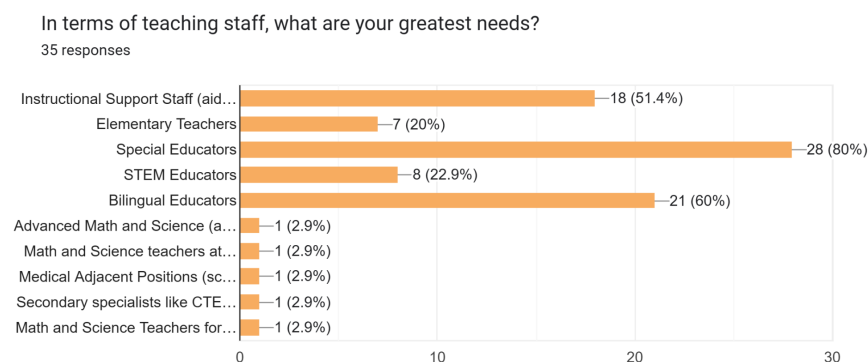
Many of our local school districts have expressed strong support for this program detailed in the attached letters of support, highlighting the need for local teacher education programs that can prepare diverse educators and qualified graduates who are familiar with the unique challenges of the region’s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



## School District needs

The consortium surveyed our regional school district partners to determine their needs. The survey responses from district leaders offer compelling evidence in support of the Oregon Community College Consortium's application to offer the BASE degree shown below in Chart 6. 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 6: Educator Needs

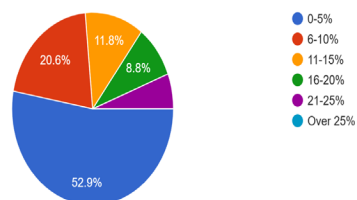


Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses see Charts 7 and 8. These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

### Charts 7 & 8: Teachers on Emergency Licenses

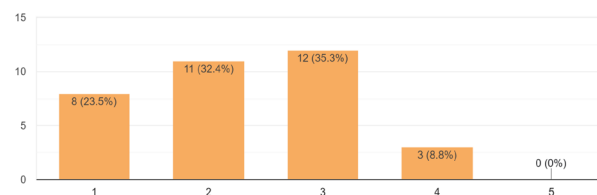
Approximately how many of your classroom teachers are on an emergency license? (percentage)

34 responses



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

1 responses



The barriers to recruiting and growing a stable, diverse teaching workforce were strikingly consistent across regions. Survey respondents emphasized the financial burden of earning a teaching degree, the difficulty of accessing programs in remote areas, and the lack of clarity

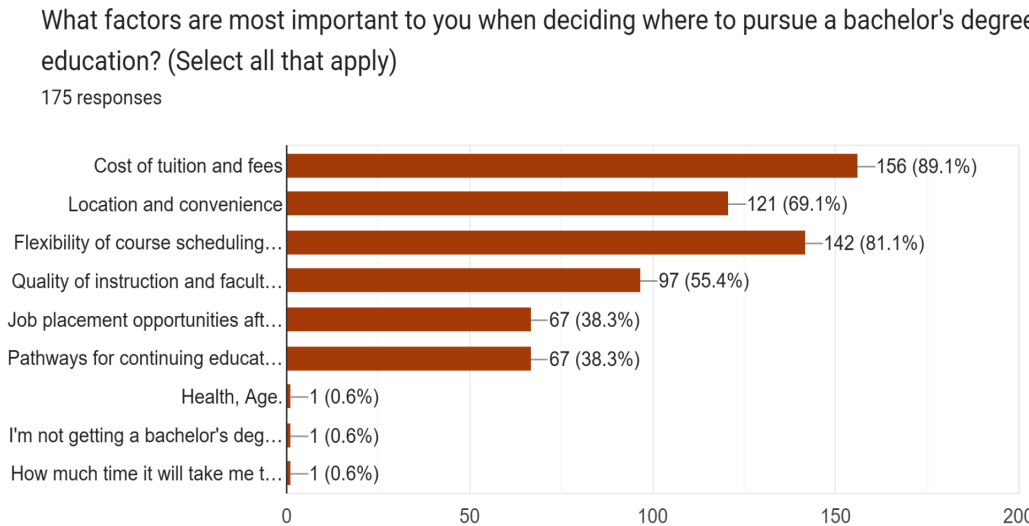
around how to navigate licensure pathways. Respondents strongly supported the inclusion of features like place-based clinical practicum experiences, credit for prior learning, flexible delivery formats (e.g., hybrid and online), and accelerated, cost-effective options, especially for classified staff who want to grow into teaching roles but can't relocate or take time off from work.

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

Student data

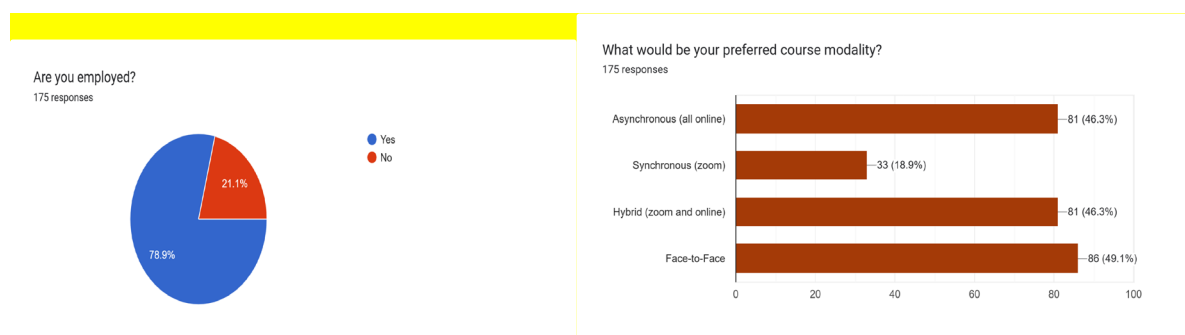
Survey responses from education students attending the five community colleges in our consortium reveal a powerful demand for a locally accessible, affordable, and flexible bachelor’s degree pathway in education. Students overwhelmingly cited the cost of tuition and fees, location and convenience, and flexibility of course scheduling as their top priorities when selecting a program, Chart 9.

Chart 9: Important Factors



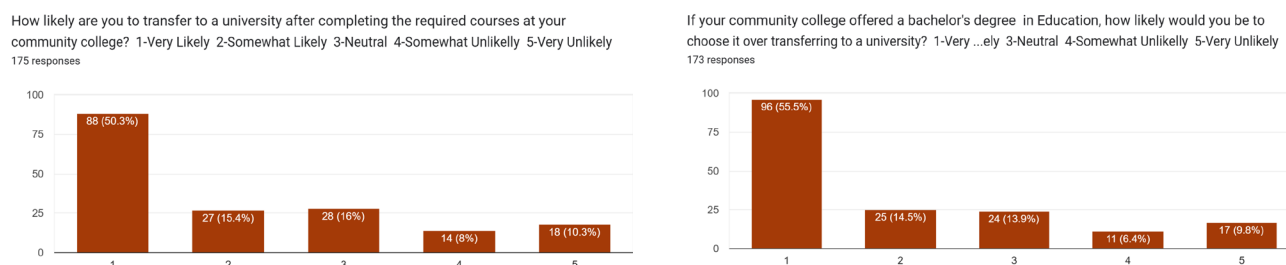
Many students juggle work and family responsibilities and require asynchronous or hybrid modalities that allow them to remain employed or meet caregiving demands. This demand, shown below in Chart 10, is particularly strong among students already embedded in local schools as instructional assistants or substitute teachers, who are eager to advance their careers without leaving their communities.

**Chart 10: Student Employment and Modality Preferences**



The data also shows in chart 11 and 12 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 11 and 12. 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.

## Building on Existing Programs

STATEMENT OF NEED	
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>

The BASE degree will build on RCC’s existing Associate of Applied Science (AAS) degrees and Associate of Science (AS) programs in Early Childhood Education and Elementary 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 and are named in Table 9 below. Students who have historically stopped their education at this level and do not transfer will have new opportunities. The proposed BASE degree 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. Students enrolled in the BASE degree program will be well prepared for employment opportunities in the Rogue Valley, where an estimated 188 teaching assistant positions open annually (qualityinfo.org). This demand provides local districts with much-needed trained personnel and offers students meaningful employment aligned with their long-term career goals.

By leveraging RCC’s established partnerships with local school districts and its history of producing qualified early childhood educators 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.

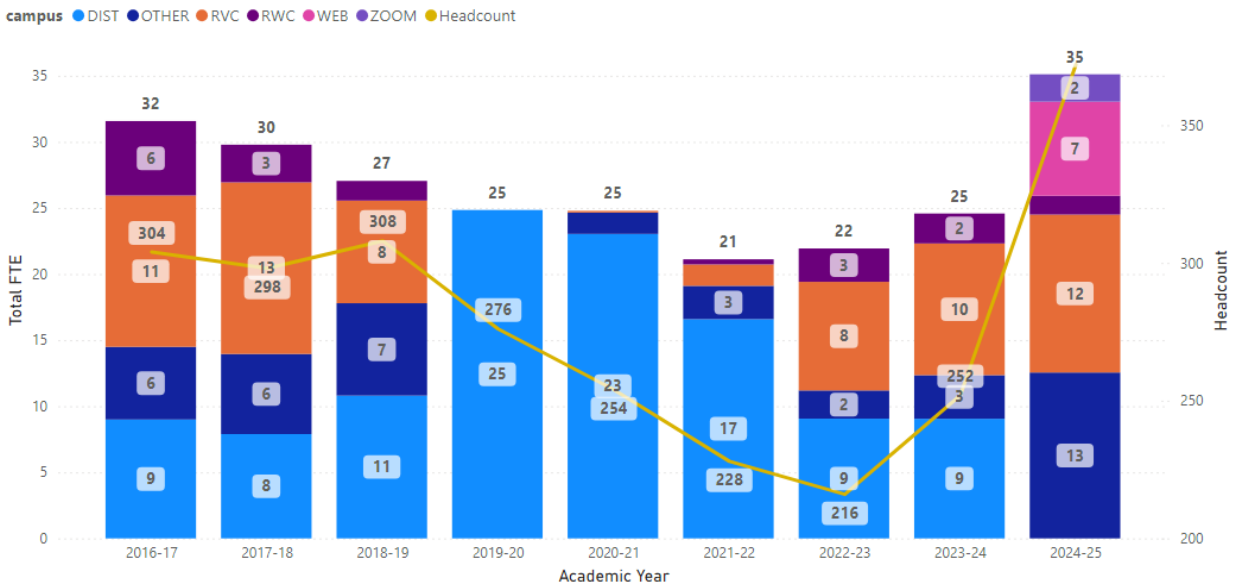
**Table 9: RCC Degree pathways in ECE and Education**

College	Program Name	Year Established	Last Reviewed (program review)
Rogue CC	Associate of Applied Science Early Childhood Education	2000	2022-2023
Rogue CC	AAOT in Elem. ED/MTM <i>(note: similar program in place prior to MTM version)</i>	2021	2022-2023
Rogue CC	Associate of Science Early Childhood Development SOU Transfer	2008	2022-2023
Rogue CC	Associate of Science Early Childhood Development WOU Transfer	2024	n/a
Rogue CC	AS Elementary Education SOU Transfer	2007	2022-2023

Enrollment in RCC's education related programs are shown below in Chart 13. Enrollment has remained strong with only a slight decrease during pandemic years followed by the highest enrollment in the department's history in the current academic year 24/25. Student interest in the programs is high which includes high enrollment in Spanish language offerings in early childhood certificate programs.

**Chart 13: Program Enrollment All RCC Education Programs 16/17 through 24/25**

#### FTE and Headcount Trends by Instructional location as of 5/4/2025



Students by declared major can be seen in Chart 14 below showing interest in both terminal certificate and AAS degrees but also significant numbers of students in transfer programs with 80 students declaring an education transfer program in 23/24.

**Chart 14: RCC Students by Declared Major in Education Programs (duplicated)**

Degree or Certificate	ProgramName	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Associate of Applied Science (AAS)	EARLY CHILDHOOD EDUCATION	118	111	115	122	115	119	93	87
Associate of Arts Oregon Transfer (AAOT)	EARLY CHILDHOOD DEVELOPMENT	2	1	4	2	2	1	4	3
Associate of Arts Oregon Transfer (AAOT)	ELEMENTARY EDUCATION (Transfer to SOU)	16	20	13	13	10	10	9	3
ASSOCIATE OF GENERAL STUDIES	EARLY CHILDHOOD DEVELOPMENT	12	11	17	9	6	12	9	6
ASSOCIATE OF SCIENCE	EDUCATION STUDIES TRANSFER TO SOU	30	40	50	54	46	51	68	51
Associate of Science (AS) Transfer	EARLY CHILDHOOD DEVELOPMENT TRANSFER TO SOU	57	51	42	50	24	29	25	20
Associate of Science (AS) Transfer	ELEMENTARY EDUCATION TRANSFER TO SOU	116	109	83	56	32	18	8	3

Career Pathway Certificate (CPC)	EARLY CHILDHOOD EDUCATION/ BASIC	21	17	8	24	14	11	13	13
Career Pathway Certificate (CPC)	EARLY CHILDHOOD EDUCATION/ INTERMEDIATE	12	14	18	17	25	31	29	28
Certificate of Completion (C)	EARLY CHILDHOOD EDUCATION	44	49	35	41	40	26	20	19

To better integrate with the proposed BASE program, RCC will enhance and align its existing Early Childhood Education (AAS), Associate of Science Transfer in Early Childhood and Elementary Education, and Elementary Education (AAOT) programs. Beginning in 2025, RCC will expand advising services to include clearly defined transfer pathways into the BASE degree, ensuring that students are well-informed and supported throughout their educational journey.

Minor curricular adjustments, such as incorporating a stronger emphasis on culturally responsive pedagogy, inclusive classroom strategies, and foundational knowledge in special education, will ensure that lower-division coursework prepares students effectively for upper-division study. RCC is also exploring the expansion of flexible course delivery options to improve access for working and place-bound students.

In addition, RCC will continue to support faculty professional development focused on equity-minded teaching and alignment with BASE program outcomes. Opportunities for community-based learning and credit for prior learning will further enhance student preparation and engagement. Through these efforts, RCC reaffirms its commitment to equitable access and inclusive student success in service of the region's evolving educational and workforce needs.

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## Grants Pass School District No. 7

725 NE Dean Drive, Grants Pass, OR 97526 · Phone: (541) 474-5700  
www.grantspass.k12.or.us · Fax: (541) 474-5705

OFFICE of CURRICULUM & INSTRUCTION

April 22, 2025

Dr. Karla Hale  
Chemeketa Community College  
4000 Lancaster Dr. NE  
Salem, OR 97305

Dear Dr. Hale,


On behalf of Grants Pass School District, I am pleased to offer our strong support for the proposed Bachelor of Applied Science in Education (BASE) degree, particularly as it will be offered through Rogue Community College. This program has the potential to make a meaningful and immediate impact on our local educator workforce and, by extension, the students and families we serve in Southern Oregon.

Our district continues to experience a shortage of qualified teachers—especially in areas such as primary and special education. We often see highly capable individuals in our community who are deeply committed to working with children but are unable to pursue a traditional four-year teacher preparation pathway due to geographic, financial, or personal constraints. RCC's ability to offer the BASE program locally will be a game-changer for these aspiring educators. Currently, RCC partners with our Early Childhood Education program of study in our Career and Technical Education Department at Grants Pass High School. This program is expanding this year to include curriculum from Rising Educators. This educator preparation path will eventually be able to articulate with RCC if the BASE program is supported at RCC.

By providing a high-quality, affordable, and accessible pathway to a bachelor's degree in education, RCC is helping to remove longstanding barriers that prevent many of our residents from becoming licensed teachers. This program will help build a pipeline of educators who are already rooted in our region—individuals who understand our community, reflect the diversity of our student population, and are committed to staying and teaching here long-term.

While we recognize the value of a statewide community college consortium in developing this program, we are particularly excited about RCC's role in implementing it within our region. RCC has a strong track record of partnering with local school districts and has consistently demonstrated a commitment to student and community success. We are confident they will deliver a program that meets the specific needs of Southern Oregon and strengthens the educator workforce where it is most needed.

Grants Pass School District is proud to support RCC in this important endeavor, and we look forward to collaborating as this program takes shape. Please don't hesitate to reach out if we can assist further or contribute to its success.

Sincerely,  
Trisha Evens   
Director of Secondary Education  
Grants Pass School District

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.

Southern Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs. 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. Medford School District is committed to helping with this effort.

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 do not hesitate to contact us for further information regarding our support of this program.

Respectfully,

A handwritten signature in black ink that reads "Bret A. Champion". The signature is fluid and cursive, with a long horizontal stroke at the end.

Bret A. Champion, Ed.D.  
Superintendent



May 2, 2025

Dr. Karla Hale  
Chemeketa College  
4000 Lancaster Drive NE  
Salem, Oregon 97305

Dear Dr. Hale,

On behalf of the Southern Oregon Education Service District (SOESD) and the program I lead, Southern Oregon Success, I write to express enthusiastic support for the proposed Bachelor of Applied Science in Education (BASE) degree being developed through the Oregon Community College Consortium, with Rogue Community College (RCC) serving as a local implementation partner in our region.

Across Southern Oregon, we have worked to develop Grow Your Own (GYO) initiatives that address the chronic educator shortages facing our school districts. Through our partnerships with local high schools, community-based organizations, and school districts, we've seen firsthand the talent and passion that exists within our communities, particularly among bilingual, first-generation, and nontraditional students who are deeply committed to education but lack viable, affordable pathways into the profession. RCC's proposed BASE degree offers a critical missing link: a localized, flexible bachelor's pathway aligned with the realities of our aspiring educators' lives.

Importantly, RCC's commitment to equity and innovation aligns perfectly with SOESD's mission. The BASE degree will create new possibilities for diverse educator candidates who have historically been excluded from the teaching pipeline due to cost, geography, or scheduling barriers. With elements such as credit for prior learning, practicum placements, and hybrid instruction, the program models the kind of flexibility and responsiveness we need in educator preparation today.

We at SOESD look forward to continued collaboration with RCC as this program takes shape. We believe strongly that the BASE degree will serve as a cornerstone in the broader effort to build an inclusive, sustainable educator workforce across Southern Oregon and the state.

Thank you for the opportunity to express our strong support for this timely and necessary initiative.

Sincerely,



Peter Buckley  
SOESD/Southern Oregon Success  
[Peter\\_buckley@soesd.k12.or.us](mailto:Peter_buckley@soesd.k12.or.us)

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

# Elementary School Teachers, Except Special Education in 2 Oregon Counties

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## What is Lightcast Data?

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

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

The AtlanticForbesHarvard  
Business  
ReviewThe  
New York  
TimesWSJUSA  
TODAY



## Report Parameters

### 1 Occupation

25-2021    Elementary School Teachers, Except Special Education

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### 2 Counties

41029    Jackson County, OR

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41033    Josephine County, OR

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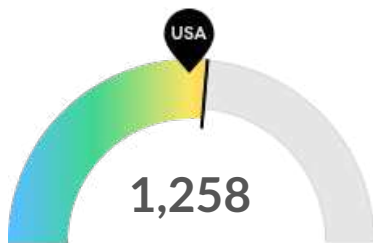
### Class of Worker

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

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

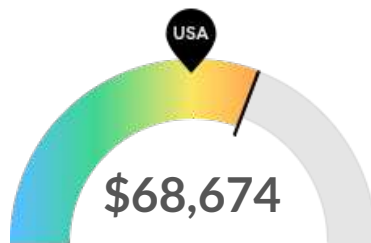
## Executive Summary

### Light Job Posting Demand Over an Average Supply of Regional Jobs



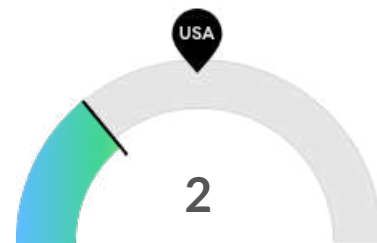
**Jobs (2024)**

Your area is about average for this kind of job. The national average for an area this size is 1,159\* employees, while there are 1,258 here.



**Compensation**

Earnings are high in your area. The national median salary for Elementary School Teachers, Except Special Education is \$63,552, compared to \$68,674 here.



**Job Posting Demand**

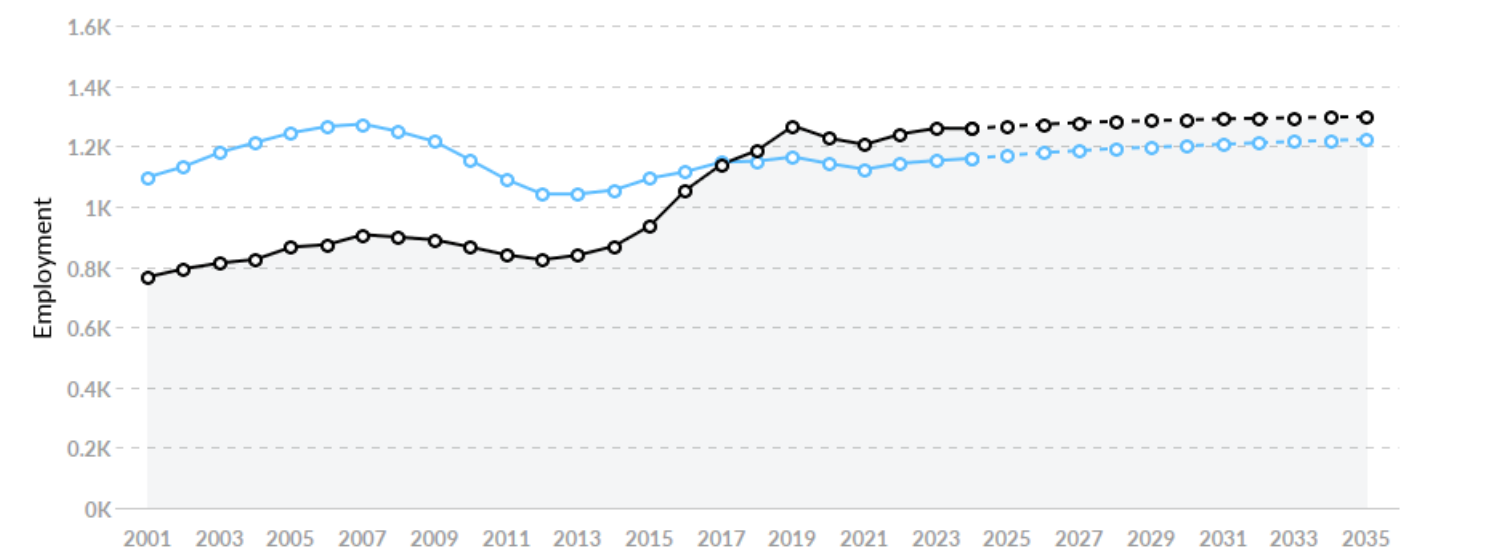
Job posting activity is low in your area. The national average for an area this size is 5\* job postings/mo, while there are 2 here.

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

Jobs

Regional Employment Is About Equal to the National Average

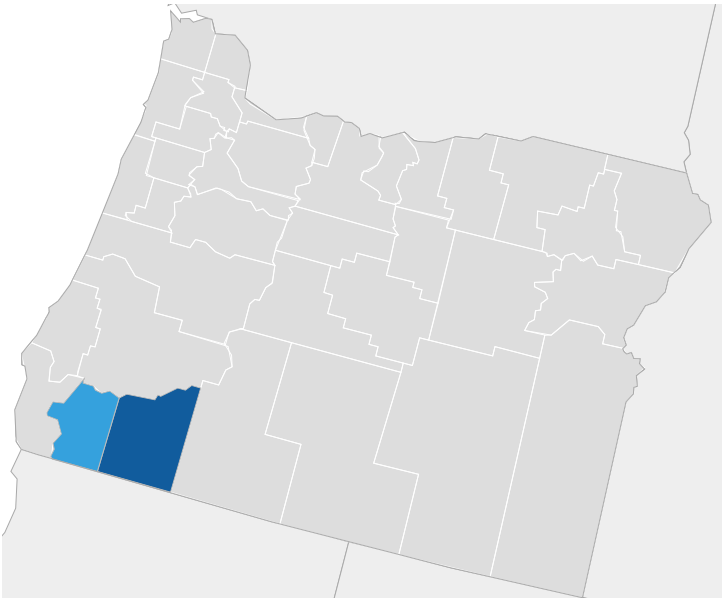
An average area of this size typically has 1,159\* jobs, while there are 1,258 here.



Region	2024 Jobs	2025 Jobs	Change	% Change
● 2 Oregon Counties	1,258	1,266	8	0.6%
● National Average	1,159	1,169	10	0.9%

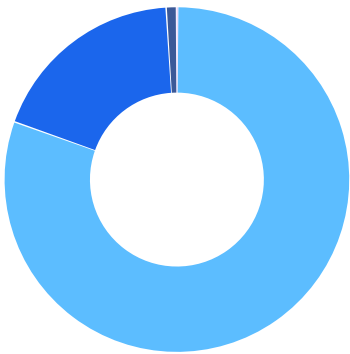
\*National average values are derived by taking the national value for Elementary School Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted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

## Regional Breakdown



County	2024 Jobs
Jackson County, OR	938
Josephine County, OR	319

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

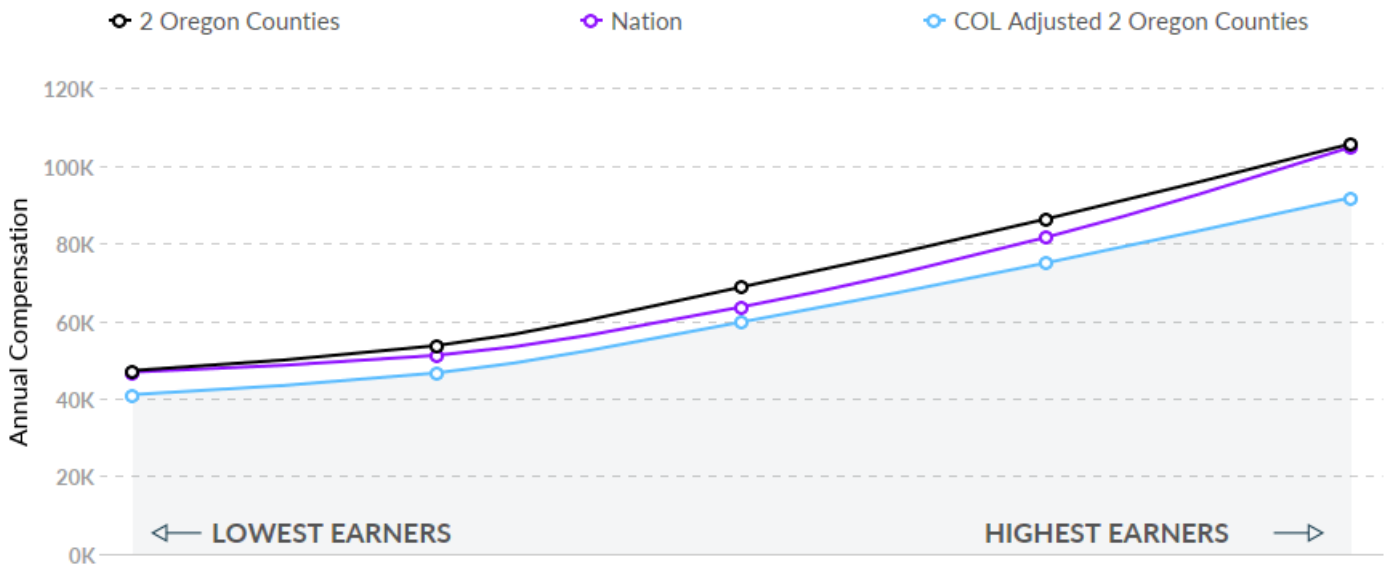


Industry	% of Occupation in Industry (2024)
Education and Hospitals (Local Government)	80.4%
Elementary and Secondary Schools	18.6%
Religious Organizations	1.0%
Other	0.1%

## Compensation

### Regional Compensation Is 8% Higher Than National Compensation

For Elementary School Teachers, Except Special Education, the 2023 median wage in your area is \$68,674, while the national median wage is \$63,552.



# Job Posting Activity



## 34 Unique Job Postings

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



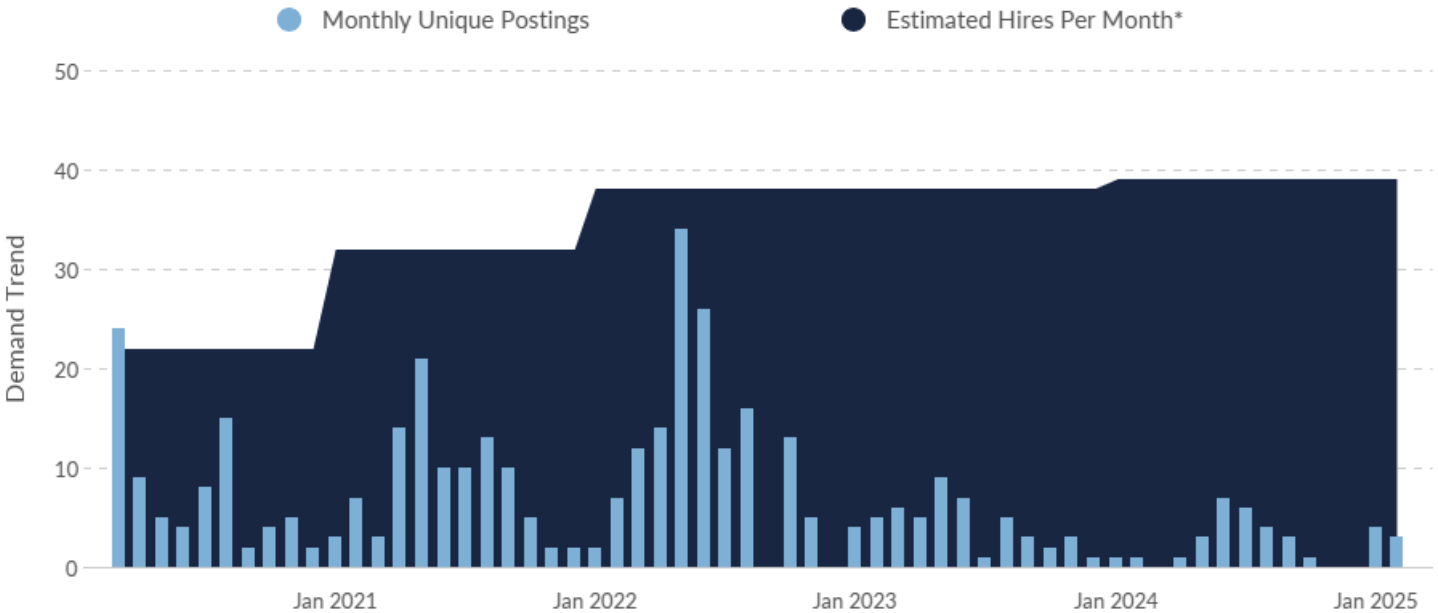
## 8 Employers Competing

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



## 16 Day Median Duration

Posting duration is 11 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Feb 2025)	Avg Monthly Hires (Jan 2024 - Feb 2025)
Elementary School Teachers, Except Special Education	2	39

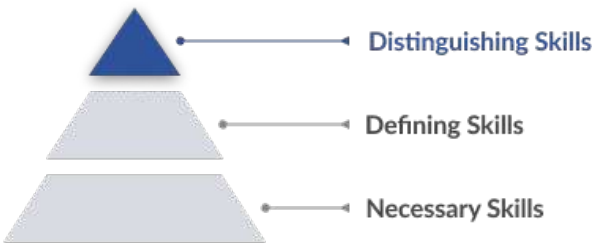
\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor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

Top Companies	Unique Postings
Medford School District 549C	23 <div></div>
Eagle Point School District 9	4 <div></div>
Avamere Living	1 <div></div>
Jackson Elementary	1 <div></div>
Pinehurst School District 94	1 <div></div>
Wilson Elementary	1 <div></div>
Woodland Charter School	1 <div></div>

Top Job Titles	Unique Postings
Elementary Classroom Teachers	7 <div></div>
2nd Grade Elementary Teachers	4 <div></div>
Elementary Music Teachers	3 <div></div>
Elementary School Teachers	3 <div></div>
Instructional Assistants	3 <div></div>
Elementary Teachers	2 <div></div>
3rd Grade Classroom Teachers	1 <div></div>
4th Grade Teachers	1 <div></div>
5th Grade Teachers	1 <div></div>
Bilingual Elementary Teachers	1 <div></div>

## Top Distinguishing Skills by Demand

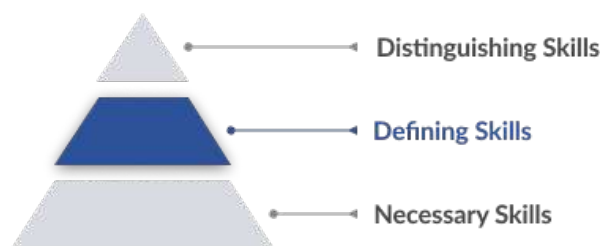
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Small Group Instruction	✓	0	+15.5%	Growing
Reading Instruction	✓	0	+4.9%	Stable
Formative And Summative Assessments	✓	0	+27.9%	Rapidly Growing
Philosophy Of Education	✓	0	+21.0%	Rapidly Growing
Social Studies	✓	0	-1.7%	Lagging

## Top Defining Skills by Demand

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



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate	✗	27	+16.1%	Growing
Lesson Planning	✗	1	+12.6%	Growing
Instructional Strategies	✓	0	+26.3%	Rapidly Growing
Differentiated Instruction	✓	0	+16.9%	Growing
Primary Education	✗	0	+12.8%	Growing



## Top Necessary Skills by Demand

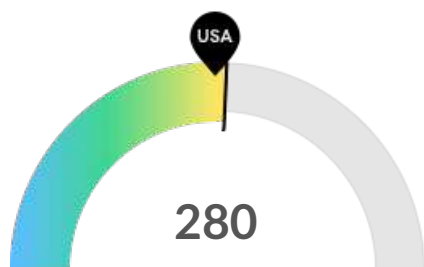
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Classroom Management	×	26	+6.4%	Stable
Individualized Education Programs (IEP)	×	0	+16.4%	Growing
Special Education	×	0	+16.3%	Growing
Educational Assessment	×	0	+20.6%	Rapidly Growing
Curriculum Development	×	0	+14.6%	Growing
Learning Styles	×	0	+21.7%	Rapidly Growing

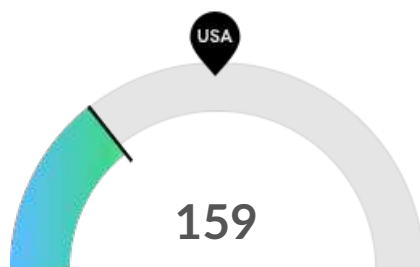
## Demographics

### Retirement Risk Is About Average, While Overall Diversity Is Low



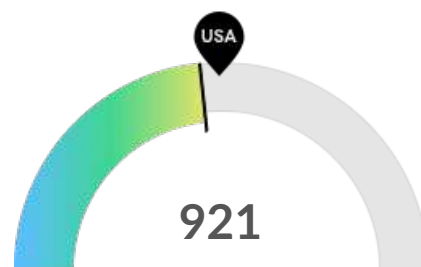
**Retiring Soon**

Retirement risk is about average in your area. The national average for an area this size is 268\* employees 55 or older, while there are 280 here.



**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 325\* racially diverse employees, while there are 159 here.

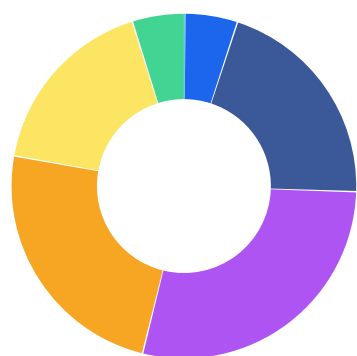


**Gender Diversity**

Gender diversity is about average in your area. The national average for an area this size is 1,015\* female employees, while there are 921 here.

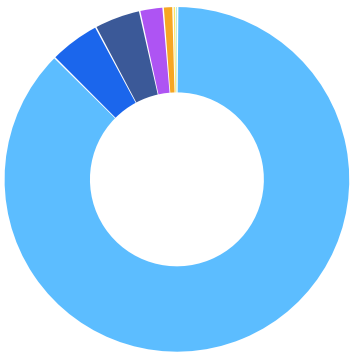
\*National average values are derived by taking the national value for Elementary School Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted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

## Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.0%	0
19-24	4.9%	62
25-34	20.5%	258
35-44	28.3%	356
45-54	23.9%	301
55-64	17.4%	218
65+	4.9%	62

### Occupation Race/Ethnicity Breakdown



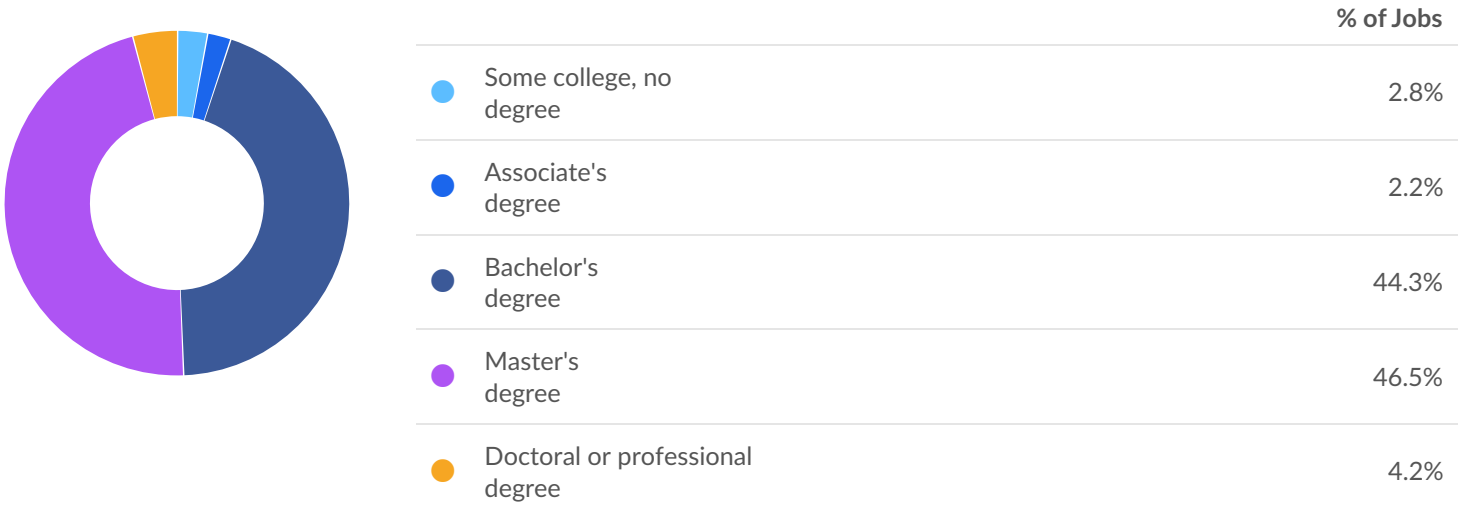
	% of Jobs	Jobs
White	87.4%	1,099
Hispanic or Latino	4.7%	60
Two or More Races	4.3%	54
Asian	2.2%	28
Black or African American	0.9%	11
Native Hawaiian or Other Pacific Islander	0.3%	3
American Indian or Alaska Native	0.2%	2

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	26.8%	337
Females	73.2%	921

National Educational Attainment



# Occupational Programs



### 7 Programs

Of the programs that can train for this job, 7 have produced completions in the last 5 years.



### 254 Completions (2023)

The completions from all regional institutions for all degree types.



### 87 Openings (2023)

The average number of openings for an occupation in the region is 22.

CIP Code	Top Programs	Completions (2023)	
13.0101	Education, General	98	<div></div>
13.1206	Teacher Education, Multiple Levels	81	<div></div>
13.1299	Teacher Education and Professional Development, Specific ...	36	<div></div>
13.1210	Early Childhood Education and Teaching	22	<div></div>
13.1202	Elementary Education and Teaching	12	<div></div>
16.0905	Spanish Language and Literature	3	<div></div>
13.1401	Teaching English as a Second or Foreign Language/ESL Lang...	2	<div></div>

Top Schools	Completions (2023)	
Southern Oregon University	243	<div></div>
Rogue Community College	11	<div></div>

## Appendix A

**Elementary School Teachers, Except Special Education (SOC 25-2021):**

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).

**Sample of Reported Job Titles:**

Elementary School Teacher  
Teacher

Reading Teacher

Math Teacher (Mathematics Teacher)

Social Studies Teacher

Primary Teacher

PE Teacher (Physical Education Teacher)

Music Teacher

Music Educator

Language Arts Teacher

**Related O\*NET Occupation:**

Elementary School Teachers, Except Special Education (25-2021.00)

## Appendix B - Data Sources and Calculations

### Location Quotient

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

### Occupation Data

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

### Staffing Patterns Data

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

### Cost of Living Data

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

### Lightcast Job Postings

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

### Institution Data

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



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

## Elementary School Teachers, Except Special Education (252021) Rogue Valley (Jackson, Josephine)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
--	1,160	79	1.4%

### 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).

### Wage Range 2024

for Elementary School Teachers, Except Special Education

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	---	---	---	---	---	---	\$84,748
Rogue Valley	---	---	---	---	---	---	\$75,331

### Employment Outlook

for Elementary School Teachers, Except Special Education

#### Statewide Employment Analysis

Employment in this occupation in 2022 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2032. This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2032.

Reasonable employment opportunities exist.

#### Area Employment Analysis

Employment in this occupation in 2022 was much larger than most occupations in the region. The total number of job openings is projected to be much larger than most occupations in the region through 2032. This occupation is expected to grow at a much slower rate than the regional average growth rate for all occupations through 2032.

### 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
Rogue Valley	1,160	1,176	16	1.4%	2	77	79

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

### Educational Requirements

for Elementary School Teachers, Except Special Education



The typical entry level education for this occupation is a Bachelor's degree. Those with a Master's degree have a competitive advantage in the labor market.

## Knowledge, Skills, Abilities, and Work Activities

### Knowledge

Examples of the knowledge needed for success in this occupation is listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- **Education and Training:** Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **English Language:** Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Psychology:** Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- **Mathematics:** Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

### Skills

Examples of the skills needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- **Speaking:** Talking to others.
- **Instructing:** Teaching people how to do something.
- **Learning Strategies:** Using the best training or teaching strategies for learning new things.
- **Active Listening:** Listening to others, not interrupting, and asking good questions.
- **Reading Comprehension:** Reading work-related information.

### Abilities

Examples of the abilities needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- **Oral Expression:** Communicating by speaking.
- **Problem Sensitivity:** Noticing when problems happen.
- **Speech Clarity:** Speaking clearly.
- **Written Comprehension:** Reading and understanding what is written.
- **Written Expression:** Communicating by writing.

### Detailed Work Activities

Examples of the detailed work activities involved with this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- Establish rules or policies governing student behavior.
- Apply multiple teaching methods.
- Modify teaching methods or materials to accommodate student needs.
- Discuss problems or issues with supervisors.
- Encourage students.