



Oregon
University
System

**Oregon State Board of Higher Education
Excellence in Delivery and Productivity**

2006 POLICY PACKAGES

1. Math/Science Bilingual Teacher Prep
2. Bilingual Teacher Pathway Program
3. Teacher Education Consortium/Coordination
4. P-20 Education Information System
5. Rural High School Outreach
6. Oregon Early Access and Success Initiative
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2007-2009 OUS Agency Request Budget Policy Package

Title: *Teacher Education Initiative: Pathways for Highly Qualified Math and Science Teachers to meet the changing needs of Oregon's students*

Policy Initiative: Excellence in Delivery and Productivity (Expanding and targeting efficiency in pathways for math/science and ESL/bilingual teacher preparation)

Description: This initiative is designed to enhance the capacity of OUS teacher education units to increase the number of highly qualified math and science teachers who are prepared to foster success and achievement for all students, incorporate state standards, and better address student learning needs, particularly for English language learners (ELL). This budget initiative requires funding for recruitment and program enhancement, including (1) recruitment of teacher candidates in partnership with Oregon's community colleges; (2) recruitment of new and existing teachers with skills and interests in working with diverse learners, or alternatively with skills and interests in working in math and science; (3) development/refinement of pathways for prospective teachers through a variety of pre-education and early field experiences; (4) pre-service teacher preparation; and (5) in-service professional development and retooling options. Each OUS institution will make contributions that are congruent with their missions and, in addition to external collaborations, teacher education units will work with cross-campus departments to ensure that teacher candidates are well prepared in content areas and able to interact skillfully with PK-12 students.

System and Community College Initiatives to Address Statewide Needs. These initiatives will strengthen collaborative capacity to (1) build on the education pathways for teachers project and campus articulation agreements to enhance opportunities for community college students to enter teacher preparation programs in math, science, and bilingual/ESL; (2) strengthen existing elementary teachers' ability to teach math/science to ELL (e.g. through curriculum development, mentoring, etc.); (3) enhance opportunities throughout the state, in partnership with community colleges, by building on the success of the Bilingual Teacher Pathway Program to provide students opportunities for developing skills and abilities to work with ELL; and (4) realize the capacity for math and science students from Oregon Institute of Technology to contribute to a highly qualified teacher workforce.

Eastern Oregon University: Rural Pathways. Building on a strong tradition of preparing teachers for a significant number of school districts in rural Oregon, EOU will enhance opportunities for preservice and inservice teachers to earn endorsements in science, math, and ESL -- areas that are in short supply in rural schools. EOU will 1) encourage students in rural areas to consider teaching as a career, and 2) provide those with a teaching credential access to fast track options for adding authorization levels (from elementary to middle or from middle level to high school) and content area endorsements in math or science. At the preservice level, tuition incentives will be made available to students in science and math who make a commitment to teaching.

Teacher upgrading initiatives will focus on summer coursework, including methods and practica to prepare teachers to acquire the next level of authorization and endorsement. Summer workshops will not only integrate the contextual science/math content and methods; they also will provide the appropriate ESL strategies and applications most appropriate for the grade level and content.

Oregon State University: Pathways Plus. Building on the successful Education Double Degree and established masters' degree in science and math education, this program will help math and science teachers add courses specifically designed to help them succeed in meeting the needs of Oregon's diverse students. These classes will provide a pathway for the completion of teaching endorsements in ESL and Bilingual Education. This program will include recruitment from all of OSU's applied science programs and Oregon community colleges. The Education Double Degree includes specific coursework that can be completed at many Oregon community colleges and also provides the flexibility for students to complete a primary degree in any of OSU's degree programs. OSU's Degree Partnership Program with 12 of Oregon's community colleges will facilitate articulation and dual enrollment for community college students.

Portland State University: Partnership Pathways. Building on the existing strengths of the Bilingual Teacher Pathway (BTP) Program and the PSU-Beaverton School District Center for Teaching and Learning (CTL), PSU will increase the number of highly qualified teachers who are able to successfully teach Oregon's diverse students. Bilingual, bicultural teacher candidates who have a background in math or science will be recruited into the BTP, which focuses on preparing teachers to work with ELL. Through the CTL, existing math and science teachers will be invited to participate in the Teacher Scholars Initiative that provides professional development for this learning community. Teachers will engage in research projects aimed at addressing the district's mission, curricular development needs, and areas of these teachers' scholarly interests. Issues of second language learning in math and science, biliteracy, and culturally responsive teaching, learning and assessment will be addressed. These teachers will host student teachers from BTP.

Southern Oregon University: Pre-service and In-service Pathways. Building on existing program offerings, SOU will provide opportunities for both pre-service and in-service teacher support to gain skills in serving math/science learners and also ELL. Pre-service and in-service participants will complete twelve quarter hours of the SOU ESL/Bilingual endorsement program in order to increase their capacity in working effectively with ELL populations. Pre-service teachers will complete the credits during the MAT/Initial Licensure Program, specifically during the second summer of coursework. In-service teachers will participate in a summer session ESL/Bilingual Endorsement Institute over two summers.

University of Oregon: Pathways from Research to Practice. Building on the competencies of the UO faculty, the College of Education (COE) is poised to develop a model teacher preparation program in math and science with a particular emphasis on

providing accessible and comprehensible instruction to ELL. This program will take advantage of the emerging knowledge base on pedagogy and content in math and science education. Recently, the Teacher Education Area in the college hired five new tenure line faculty members with expertise in math and science education and technology applications to support discipline knowledge. As a result of these new hires, the COE is moving to create a model teacher development program that will focus on recruiting and retaining students who are completing undergraduate degrees in math and science to complete a Master's degree with licensure in their respective content areas. The COE will forge new and strengthen existing relationships with faculty in the College of Arts and Sciences who are engaged in undergraduate education in math and the sciences. Recruitment and retention efforts will be enhanced by providing incentives to undergraduate students and practicing teachers to pursue their licensure or endorsements in math and science.

Western Oregon University: Teacher Exchange Pathways. Building on strong partnership efforts, the WOU Teacher Exchange will help prospective and current teachers to understand and incorporate language teaching methodology to better assist students in meeting math and science standards. This collaborative project among WOU, The Teaching Research Institute (TRI), and UO will pair WOU pre-service candidates and their mentor teachers with both College of Liberal Arts and Sciences (CLAS) and College of Education (COE) faculty. Teams consisting of WOU preservice candidates, mentor teachers, and faculty from CLAS and COE will work together with staff from TRI prior to final student teaching to: jointly plan, analyze, and refine classroom lessons and instruction to teach complex concepts in math or science with a particular focus on ELL; use StudioCode software to observe, discuss, and analyze videotaped math and science lessons provided by the UO Quality Content Teaching Project; apply best teaching practices and standards identified by TESOL and ELP as well as either national math or science standards to study and improve lesson design, delivery and student learning related to Oregon content standards; reflect on lessons taught in preservice and inservice teachers' classrooms; document student learning resulting from refined and enhanced lessons; and archive refined and enhanced lessons and videos along with teaching resources in a Teacher Exchange website for use by classroom teachers and in preservice and inservice education programs.

Outcomes: This initiative promotes cross-sector collaboration, student-centered opportunities, increased flexibility and marketability of teachers, enhancements to the teacher workforce, and overall systemic educational efficiencies. The outcomes include (1) 200-250 (over the biennium) highly qualified math and science teachers who are well prepared to work with Oregon's varied PK-12 student populations; (2) increased opportunities for students to participate in programs leading to math, science, and ESL/bilingual education; (3) development of partnerships among OUS institutions, community colleges and other education stakeholders that enable teachers to enhance their preparation to include both math/science content and ESL/bilingual strategies; (4) motivation and outreach to students who would pursue careers as highly qualified math and science and ESL/bilingual teachers.

Performance Indicators:

- Decreased costs to students
- Addressing Oregon’s teacher shortage areas
- Increased number of math and science teachers with coursework leading to the ESL/Bilingual endorsement
- Increased number of teachers with enhanced math/science content

Budget Outline:

	Recurring Costs	
	Year One	Year Two
Salaries	\$368,136	\$384,169
OPE	\$167,280	\$171,527
S&S (inc. tuition assistance)	\$964,584	\$944,304
Capital Outlay	n/a	n/a
Technology Expenses	n/a	n/a
Total	\$1.5 million	\$1.5 million

2007-2009 OUS Agency Request Budget Policy Package

Title: *Bilingual Teacher Pathway (BTP) Program*

Policy Initiative: Excellence in Delivery and Productivity

This is a student-centered and collaborative program – among Portland State University, area community colleges, and school districts – that promotes efficiency in preparing an effective teacher workforce to address increasing needs for highly qualified bilingual and English as a Second Language (ESL) educators in the Portland metropolitan region.

Description: The BTP program in the Graduate School of Education at PSU is a career ladder teacher preparation program designed to fill the critical shortage of bilingual/ESL teachers in the Portland area and neighboring communities. All students in the program are bilingual instructional assistants, and they offer a much-needed service to the schools they serve. Unfortunately, they do not earn adequate living wages with salaries ranging between \$12,000 and \$15,000 over the nine-month school year. The BTP program prepares these instructional assistants for licensure as highly qualified classroom teachers with a Bilingual/ESL Endorsement. As teachers, many of their beginning salaries are in the range of \$30,000, at least double their previous earnings. Licensed teachers from the PSU program are highly sought after and there is a 100 percent employment rate for the graduates.

The Portland metropolitan region critically needs highly qualified bilingual/ESL teachers to teach in local schools, such as the Woodburn School District where approximately 68 percent of the K-8 student population are identified as English Language Learners (ELL), and the Reynolds School District where the ELL population has quadrupled in the last decade. Approximately 40 percent of BTP students speak English as their first language and have acquired a second language through study and international experiences, while the remaining 60 percent are immigrants or first generation Americans whose native language is other than English. Most of these students have acquired English language proficiency through formal education and while living in the United States. Some of these students were highly qualified educators in their own country, and some of them are first generation college students whose parents were immigrants themselves. All of the students are United States residents or citizens, which is a requisite for working in a school district.

Expected Outcomes: This initiative will continue the capacity of BTP to address the needs of area school districts and PK-12 students as the federal funding for the program ends. The BTP program has a positive impact on the educational services provided by participating school districts and promotes cross-sector collaboration. PSU partners with 16 school districts, including those with large

D R A F T

Oregon University System Policy Option Package for 2007-09

Title: Oregon P-20 Education Information System

Policy Initiative: Excellence in Delivery and Productivity

Description:

This project will provide a proof of concept and pilot test for establishing a comprehensive cross-sector P-20 virtual student data warehouse as a resource for researchers, policy analysts, and decision makers in all sectors of public education in Oregon. The collection of data would serve as an interactive knowledge base with linked or virtual data accessible to key users from the Oregon Department of Education (ODE), Department of Community Colleges and Workforce Development (CCWD), and the Oregon University System (OUS)—primarily agency, college and university researchers, and policy staff. Implementation of this concept would require establishment of a "Data Review Committee" through which users would request access and receive guidance in obtaining data and reports through the warehouse. Resolution of legal issues, research of 'best practices', assessment of integral data elements from each sector, establishment of guidelines for an Oversight committee, and a pilot test connecting student records from the three sectors would be milestones for the project.

Expected Outcomes: Through a pilot test, this linkage of student records will provide a proof of concept for a knowledge base that will create the capacity to track individual students through the Oregon educational pipeline in order to:

- Analyze the movement of students from pre-kindergarten through graduate studies;
- Assess the alignment of educational offerings by Oregon's educational sectors;
- Inform each sector of the success of their students at various stages in the educational pipeline;
- Improve the capacity of the education sectors to identify shared problems and issues for potential research;
- Facilitate discussion about the use of data for decision making and improvement;
- Provide a structure for collaborative oversight of shared educational data.

Performance Indicators: Under development

Budget: Under development:



EASTERN OREGON
UNIVERSITY

**POLICY PACKAGE PROPOSAL
2007-09 AGENCY REQUEST BUDGET**

EASTERN OREGON UNIVERSITY

Title: Rural High School Outreach Initiative

Policy Initiative: Create, develop and encourage a college-going culture in rural Oregon to increase the percentage of high school graduates attending college in 2015 to the state average, resulting in an increased investment in economic development in the region and an increased regional and state tax base. Currently, only 13.9 percent of the college-age population (18-24) in rural Oregon is attending college, in contrast with the state's average of 30.8 percent.

Rural Oregon holds 80 percent of the state's landmass, but only 20 percent of the state's population. In comparison with the rest of Oregon, rural Oregon is younger, is less educated, is poorer, and is shrinking. Furthermore, the region is severely underserved in higher education and a declining percentage of the population in rural Oregon is pursuing college education. The reasons include access, cost, intimidation, and insufficient incentives. A comprehensive, collaborative, and long-term solution to address this higher education, and therefore, economic problems of rural Oregon is necessary. EOU is proposing an extensive high school outreach program that starts early (ninth grade), involves parents, and promotes college education, not specific institutions. Also included in this program are college courses on high school campuses, joint summer institutes, and increased financial aid.

Strategy I: Increase college attendance by making college education in rural Oregon more accessible.

Activity a: To encourage more high school graduates to pursue college by establishing a district-based (or high school based in large districts) program to mentor high school students as they progress through their secondary education, and to monitor their progress. To accomplish this, EOU advisors will be placed in different districts whose sole responsibility will be to advocate for college education.

Activity b: Offer multiple college courses on high school campuses using a combination of traditional and extended residence courses as well as different modes of distance education such as interactive television and the Internet. EOU plans to double the number of credit hours offered every year through the 2006-2007 academic years.

Activity c: Create a college-going culture by starting early outreach to mentor 7-9

graders on the benefits of college education, leading to a significant increase of additional students enrolling at any four-year institution each year.

Activity d: Reinforce the college-education culture by involving and educating parents in the processes and activities surrounding higher education, including financial aid, scholarships, and applying for admission to the college of their choice.

Activity e: Host summer institutes for dual credit on university campuses. One three-week institute will be held in 2006 offering three transferable college credits for 30-40 attendees. Increase offerings for summer institutes every year.

Strategy II: Increase college attendance by making higher education in rural Oregon more affordable.

Activity a: Establish special “Rural Oregon College Scholarships” for the graduates of rural high schools. Anticipated funding sources include private donors, foundations and state and federal grants.

Activity b: Support the creation of partnership agreements between universities and rural high schools to encourage high school graduates to pursue college education and return to rural areas.

Measurements:

1. Increased number of rural high school graduates applying for college.
2. Increased number of rural high school freshmen attending college.
3. Increased freshman-sophomore persistence rate for students from rural high schools.
4. Increased number of college graduates who came from rural high schools.
5. Increased number of college graduate from rural high schools who continue to graduate school.

Regional.Center for Rural Outreach		EASTERN OREGON UNIVERSITY		
		CENTER FOR RURAL OUTREACH		
2007-08				
			Cost for	Cost for
		Each Center	6 Centers	8 Centers
	Director, Center for Rural Outreach		\$60,000	\$60,000
	Administrative Support		\$36,000	\$36,000
	OPE (40%)		\$38,400	\$38,400
	Supplies & Services		\$24,000	\$24,000
	Total		\$158,400	\$158,400
	Director, Each Center	\$46,000	\$276,000	\$368,000
	Advisor, Each Center	\$34,000	\$204,000	\$272,000
	OPE (40%)	\$32,000	\$192,000	\$256,000
	Promotional Material	\$6,000	\$36,000	\$48,000
	Travel	\$7,200	\$43,200	\$57,600
	Supplies and Services	\$12,000	\$72,000	\$96,000
		\$137,200	\$823,200	\$1,097,600
	Total Cost 2007-08		\$981,600	\$1,256,000
2008-09				
			Cost for	Cost for
		Each Center	14 Centers	16 Centers
	Director, Center for Rural Outreach		\$61,800	\$61,800
	Administrative Support		\$37,080	\$37,080
	Administrative Support II		\$36,000	\$36,000
	OPE (40%)		\$39,552	\$39,552
	Supplies & Services		\$24,720	\$24,720
	Total		\$199,152	\$199,152
	Director, Each Center	\$47,380	\$663,320	\$758,080
	Advisor, Each Center	\$35,020	\$490,280	\$560,320
	OPE (40%)	\$32,960	\$461,440	\$527,360
	Promotional Material	\$6,180	\$86,520	\$98,880
	Travel	\$7,416	\$103,824	\$118,656
	Supplies and Services	\$12,360	\$173,040	\$197,760
		\$141,316	\$1,978,424	\$2,261,056
	Total Cost 2008-09		\$2,177,576	\$2,460,208
	Total Request for the Biannium		\$3,159,176	\$3,716,208
	1) 2008-09 figures include 3% increase ove 2007-08			

2007-2009 OUS Agency Request Budget Policy Package Proposal

Revised 5/2/06

Title: Oregon Early Access and Success Initiative

Policy Initiative: Excellence in Delivery and Productivity (More, Better, Faster)

Description: Access to postsecondary education begins well before formal matriculation. Middle and high school students and their families must be active in college planning and preparation. Unfortunately Oregon lacks the social and educational history of college access for all members of our communities. Federal programs such as TRIO and GEAR UP have proven that early interventions can be very effective in increasing student movement to college.

National research (Adelman) has identified academic preparation in the high school as the most important determinant of college success. For students from families in poverty or families that lack college-going experiences the need for a trained mentor is critical. Experience in Oregon's GEAR UP program has demonstrated that mentors make a difference.

This proposal would create an Oregon College Preparation Program that complements the focus of the State Board of Education and the Governor to increase the rigor of high school. It would provide active mentoring, tutoring by college students, and overall college preparation support. Efforts would initially focus upon middle and high schools that have lower levels of college enrollment and retention through the second year of college. This initiative would involve 1) increased academic preparation and success through the use of trained community college and university student tutors; 2) increased student and family awareness and support of college enrollment as a result of mentoring by the tutors and community and post-secondary volunteers; 3) enhanced ability to apply for financial aid and scholarships as the result of workshops provided by financial aid staff; 4) improved student and family familiarity with college and university stemming from structured visits and tours of community colleges and universities.

Expected Outcomes:

Increased number of degree and certificate recipients

Increased number of high school students taking advanced courses leading to increased college enrollments

Shortened time to degree resulting in lower average student debt (or in presence of continued tuition increases a slowing in the rate of student debt growth).

Performance Indicators:

Freshmen to Sophomore Persistence

Graduation/Completion Rate

Student Debt Ratio

Budget Outline:

Support for college student tutors and mentors (\$1,000 annual scholarship for a minimum of 150 hours of tutoring and mentoring). Total number of tutors: 500 per year = \$1,000,000 per biennium.

Travel to community colleges and OUS campuses (including lunch and bus) = \$40,000 per biennium.

Supplies = \$20,000 per biennium.

Assessment and evaluation of impact on an annual basis = no charge. The Measuring Student Success assessment model being tested by CCWD and OUS will be used to measure impact upon students.

Services and Supplies Request: \$1, 060,000

Each community college and OUS campus would be able to identify two high schools and their feeder middle schools to support using this support. Funds will be provided to the college or university at a flat rate level.

Budget Outline: A six year funding request would enable to program to become established and build on past successes. Supplies and travel would increase by 5%.

2007-09: \$1, 060,000

2009-11: \$1, 063,000

2011-13: \$1, 066,150

**2007-2009 CCWD/OUS
Policy Package Proposal**

5/1/06 Revised

Title: Center for Student Success in College

Policy Initiative: Excellence in Delivery and Productivity (More, Better, Faster)

Description:

The Center for Student Success in College is a joint venture between Oregon's community colleges and the Oregon University System and will provide a statewide resource for campuses in identifying and implementing best practices that support successful student learning and program completion.

The Center would provide technical assistance, training, research, resource development, and policy development and interpretation to education professionals statewide. State funds will allow the coordination of resource consultants and trainers from universities and community colleges, and support for a statewide conference on student success. The database, conference, and local "drive-in workshops" on specific retention issues will result in a statewide, collaborative approach to retention that focuses upon student success and builds upon the expertise already present throughout the state's colleges and universities. This retention effort will support revised and new practices that better serve a more mobile student population that also enrolls in more than one institution at a time.

The center will be housed at Western Oregon University, which will provide at no cost the space and the academic and administrative management of Dr. Jem Spectar, Provost. A statewide team of senior student services and retention staff from community colleges and the Oregon University System will serve as the Center's leadership.

Expected Outcomes:

Increased number of degree and certificate recipients.

Shortened time to degree resulting in lower average student debt.

Increased number of community college transfer students

Improved college retention and completion rates at all campuses.

Performance Indicators:

Course completion.

Term-to-term persistence.

Degree and certificate completion rate.

Satisfactory academic progress.

Budget Outline: Six year funding request to enable to program to become established and develop capacity to become self-funded through user fees and grants.

2007-08: \$775,000

2008-09: \$798,250

2009-10: \$822,198

2010-11: \$846,865

2011-12: \$890,810

2012-13: \$918,564