

Talking Points

BASE Consortium – Bachelor of Applied Science in Education

1. Responding to Local and Statewide Demand

- Oregon is facing an **acute teacher shortage**, with more than **3,000 licensed teacher vacancies projected within five years**. The most severe gaps exist in **special education, bilingual, and rural classrooms**.
- Across Oregon, over **2,000 teachers currently hold emergency or restricted licenses**, signaling a system unable to meet demand through existing university pathways.
- Rural and frontier districts have reported **having no student teachers at all**, underscoring the need for local programs that recruit and retain educators from the communities they serve.

2. Serving Students Oregon Is Losing

- In 2022–23, **more new Oregon teachers were prepared by out-of-state programs than in-state** for the first time. Those teachers are **14–16% less likely to stay** in Oregon classrooms compared to teachers trained here.
- Oregon students who cannot relocate for traditional university programs are increasingly turning to **out-of-state online options like Grand Canyon University and Western Governors University**, taking their tuition dollars—and often their future workforce participation—out of Oregon.
- The BASE degree will **reclaim these students** by offering **flexible, affordable, place-based bachelor's programs** through Oregon's community colleges—keeping Oregon's talent and tuition in Oregon.

3. A Complement, Not a Duplication

- The BASE degree **complements—not replaces—university programs**. It serves **students who are not currently being reached or completing university-based teacher pathways**, such as working adults, bilingual instructional assistants, and rural residents.
- Colleges will **maintain articulation agreements, MTMs, and MOUs** with university partners to ensure aligned curriculum and student mobility.
- The consortium model allows participating colleges to **share curriculum, faculty expertise, and governance**, ensuring efficiency and preventing duplication of resources or programs.

4. Methodical and Collaborative Development



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- Each participating college—Chemeketa, Linn-Benton, Rogue, Columbia Gorge, and Treasure Valley—undertook a **rigorous, data-informed Statement of Need process** involving regional labor data, employer demand analysis, student and district surveys, and community feedback.
- Colleges have spent **multiple years building capacity**, vetting curriculum with **local school districts, ESDs, and regional partners**, and aligning outcomes with **Teacher Standards and Practices Commission (TSPC)** and **AAQEP accreditation** standards.
- The consortium ensures **methodical rollout**, avoiding costly duplication and leveraging shared infrastructure, instructional design, and statewide governance.

5. Leveraging Local Partnerships

- Colleges have built strong **“Grow Your Own” (GYO)** partnerships with **school districts, ESDs, and early learning providers**, ensuring that BASE graduates are already embedded in their local communities.
- Districts have expressed overwhelming support, emphasizing that **local preparation improves retention and stability in classrooms**. Data show that **teachers trained in-state are significantly more likely to stay** than those trained elsewhere.
- BASE will allow **school employees already working as paraprofessionals or instructional aides** to complete licensure without leaving their jobs or communities—a key factor in addressing workforce shortages in rural and underserved regions.

6. Designed for Affordability and Access

- BASE degrees will use **existing college infrastructure**, online and hybrid modalities, and **credit for prior learning**, allowing students to complete programs with **minimal additional cost to institutions**.
- By embedding **paid, place-based practicums** and offering **part-time and online options**, the program ensures that students can earn while they learn—critical for working adults and parents.
- Using **Open Educational Resources (OER)** and **shared instructional design**, the consortium keeps costs low for both students and institutions.

7. Addressing Equity and Representation



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- Oregon's educator workforce remains only **14–15% racially or ethnically diverse**, compared to **42% of K–12 students**.
- The BASE degree will **broaden access for bilingual, first-generation, and rural students**, expanding pathways for those historically excluded from teacher preparation.
- Research and experience show that **teachers who reflect their communities improve student outcomes and engagement**, making this initiative a cornerstone of Oregon's education equity goals.

8. Accountability and Quality

- All programs will meet **TSPC licensure requirements** and pursue **AAQEP national accreditation**, ensuring parity in rigor and standards with university programs.
- The shared curriculum model guarantees **consistent quality statewide** while allowing for **regional customization** that reflects local community and district needs.

9. Bottom Line Message

- Oregon's community colleges have developed a **strategic, data-driven, and partnership-based solution** to the state's teacher shortage.
- BASE will **retain Oregon students, build Oregon's workforce, and strengthen local schools**—without requiring major new institutional spending or duplicating existing university programs.
- Supporting this initiative means **supporting Oregon's students, schools, and communities** by expanding access to high-quality educator preparation where it's needed most.

