

**OTRM Program Meeting**  
**March 15, 2004, 1:00-3:00 p.m.**

*In attendance: Richard Mack, Beth Upshaw (EOU), Bonnie Maxwell (OSU), Richard Meyer (PSU), Gregg Gassman (SOU), Mark Girod, Lynne Lindsay, Hilda Rosselli (WOU), Alison Grossnicklaus, Bonnie Morihara, Molly Worrall, Holly Zanville (OUS).*

**1. Campus Briefs**

EOU sent out applications in winter term. 15 students of 26 applicants have been notified that they have been accepted into the program. Letters have been sent to high-need district superintendents inviting them to meet and to develop a brochure. EOU has had a good response from schools and believe there are enough high-need schools to place their student teachers in. EOU could have given out more scholarships if they had more to give. EOU is using district staff for the mentorship program. Mentors will likely receive \$1,500 per year (\$500 per term).

OSU's application deadline was March 12<sup>th</sup>. OSU used a campus database and the assistance of licensure coordinators to target math and science candidate teachers. OSU expects to award scholarships to mostly math and science double baccalaureate degree applicants, and possibly 1 professional technical candidate. 10 applications have been received to date. OSU has a working relationship with Salem/Keizer School District and is hoping to combine an existing mentorship program with OTRM. However, Salem/Keizer is not on the high-need LEA list. A couple of high-need schools contacted OSU about participating in the mentoring project, but many are out of the geographic area.

One idea for all campuses to consider in involving mentors from high-need schools that are too far away geographically to host student teachers is to bring in some of these teachers as mentors for sessions on campus, or at the host schools, to work with the candidate students on their challenges in working in high-need schools.

PSU developed two applications, one for transitionally licensed teachers and one for all other candidates. Both have an April 2<sup>nd</sup> deadline. PSU expects to be able to use all its scholarships. They are also working on the mentorship portion of the project (Maxine Thomas will be involved).

SOU is targeting students working towards their special education endorsement. SOU has awarded 10 scholarships out of 28 applications; established a selection committee and a public school advisory board with 4 representatives from high need districts (paying a \$100 honorarium for participation on the advisory group). SOU has developed a guide for identifying mentor teachers. Mentors who will take on a 2-year commitment will receive a \$500 per term stipend. The mentors have agreed to have student teachers in their classroom. Also, mentors will be compensated to attend a mentoring seminar. SOU is partnering with Jackson ESD on mentoring. The project has created some public service announcements (PSAs) that have been distributed through the local media, which has resulted in large interest in the program. SOU is currently working on developing an exit interview for students in the program. Interest in the program has

been so large, SOU could use more scholarships to award. Mary Greenwood will be in charge of mentoring. SOU will send us the mentoring application to share with others.

It was suggested that the audio PSA could be put on the OTRM webpage to share. Other recruitment strategies could be placed there as well for the group.

WOU developed application materials and a website. WOU has sent out 80 applications, received 17, will be awarding 11 this year, with 5 additional starting next year. WOU is working with districts with which they have strong relationships and will be working with students from those districts working via online program. A summer institute that focuses on mentoring will be held for mentors. Students will be involved in the institute along with their mentors. A mentor guide has been developed as well.

WOU wants to do communication training through Performance Learning, and hopes to have mentors and teachers attend this training. WOU extended the invitation to the other campuses to have someone sit in on this training. The dates are June 23<sup>rd</sup> and 24<sup>th</sup> at WOU. OTRM or WOU could send out a reminder for the training.

Holly reminded the group that the application review processes are part of the required campus cost-share for the budget. Campuses should keep track, therefore, of their processes and assign a “value” for the activities (hours spent reviewing scholarship applications). We will send out a reminder about the cost-share reports later in the year.

Since the campuses are putting mentoring handbooks and guides at campus websites, OTRM can link to them from the OTRM website so they can share these materials.

## **2. Questions/Discussion**

Q. Are there any campuses that cannot give out all their scholarships, and want to rotate them to campuses that could use more?

A. All campuses thought they could use all of their scholarships. Any that cannot in the next 4-6 weeks are asked to let the OTRM office know.

Q. The group reviewed information on “subject areas” from the draft document from Richard Mellman, Title II Attorney. It lists the high-need subject areas. The OTRM list, based on Oregon shortages, has more subjects on it than the federal document. Does the federal list send up any “red flags” for OTRM? Can a campus recruit students in Early Childhood since that is not listed as a shortage area on the federal list?

A. The group sees the OTRM grant as needing to meet high-need school needs for highly qualified teachers. If a school needs a teacher with an endorsement that is not on the federal list, it is still a high-need school and should be able to meet its teacher workforce needs. This rationale comes from other federal documents, which emphasize a “priority” for those subject areas, but is not restricted to only those subjects. The campuses agreed that the great majority of their scholarships will go to teachers teaching those subject

areas. It was noted that ECE and Elementary programs prepare teachers to teach subjects like reading and math. It was noted that preservice students in Elementary programs may also have ESOL as a subject area.

It seems contradictory that a majority of the schools on the high-need list are elementary schools, yet the federal subject list implies the need is more at the high school level.

- Q. How have the high-need schools reacted to OTRM as campuses are in touch with them?
- A. There has generally been a good response. Campuses have been receiving questions of why some schools do not qualify as high-need. Also, getting districts to send (commit) teachers to summer institute(s) may be difficult. Teachers are often not willing to commit this time in the summer even with stipends, continuing professional development hours, etc.

- Q. Can \$5,000 scholarship funds be used to retroactively pay tuition for students or student loans?

- A. Many of the students recruited for this year in OTRM were identified when we were first notified we received the grant. But then we spent 9 months in negotiation. And, some of these students entered the programs at their own expense, being advised the campus was optimistic that the negotiations would be completed soon, so they could receive the scholarship. Campuses would like the \$5,000 amount to be able to be used in full for these students.

It was decided that for this year only, due to these exceptional circumstances of the extended negotiation period, scholarship monies would be able to cover back no earlier than winter term 2003. This situation will not be an issue in future years.

- Q. Can a campus move from its target population? (E.g., Can OSU recruit students in professional/technical when they were originally going to target only math, science, and engineering students in the double baccalaureate program? Or can PSU recruit someone in special education if they are going to be a general education teacher in a high-need school?)

- A. OSU understands that it will only be working with undergraduates through the double baccalaureate program. It should also have the option of recruiting some students into its fifth year program, like the other OTRM campuses, in shortage areas.

Special education is a shortage area. The actual assignment of the teacher will be unknown until they teach at the school.

- Q. Does the emphasis on mid-career professionals include teachers seeking a special education endorsement?

- A. Since Oregon requires special education as an add-on endorsement for teachers, we have no choice but to recruit teachers to prepare with a special education endorsement to meet our special education shortages.

Q. What is the requirement for fulltime in the program versus full enrollment?

- A. A Transitional Licensed teacher is already working in a school while participating in the Initial Licensure program. Whatever the program is at the university for the teacher, that is viewed as “enrolled” (fulltime for that program is defined by the campus).

### **3. Tracking Students**

Originally it was thought that the federal office would give us the option of having them collect funds from students who do not complete their service obligation or we would do it. It looks from the TTT/Mellman document as if campuses will need to track and collect, and only in cases of trouble or if the student can't pay, then the federal office would step in.

EOU has it set up where it would track the student, and then if the student leaves the high-need school, EOU would send it to its student billing office to collect the funds.

Holly suggested an option – campuses can track using the TSPC database to locate where a teacher is employed in Oregon. According to federal policy, we would still need to have on file a letter from the school verifying the teacher's employment. It is our understanding of the TTT policy that when campuses collect money, they can use it for additional scholarships. The TTT office had not approved the OTRM Scholarship Agreement and Promissory Note yet, so we will just try to follow our agreement for now, until the TTT federal policy is in place.

SOU is concerned about how they will track their teachers who move out of state. OSU suggested sending something to the student's address every 6 months, so the card will be forwarded to their new address if they have moved.

An area of concern on the TTT/Mellman draft was “interest” on the repayment. Holly clarified that the OTRM scholarship is a “no interest” forgivable loan. That is in the Scholarship Agreement and Promissory Note.

The OTRM promissory note allows 12 months for the student to find a position in a high-need school; the TTT/Mellman document says 6 months. OTRM set the 12-month level after reviewing other projects' grace periods. Given the local economic climate, 12 months is more reasonable for Oregon. We will wait until the TTT federal policies are approved to see if OTRM needs to change its policy in the future.

There was discussion regarding part-time employment counting toward the 3-year service requirement. The TTT/Mellman document appears to leave this up to the state's determination. We can work on what waivers or special circumstances OTRM might want to make later on.

### **4. Reminders/Updates**

- Campuses are requested to submit their blank scholarship applications to the OTRM office. The OTRM office is looking at the scholarship application forms to see if campuses are covering

the needed information for the OTRM evaluation database. Molly will be entering the information into the database to track data for the federal office as soon as campuses submit their filled-in forms.

- ▶ If a campus scholarship form has all of the information on it that is on the supplemental form, they can use the scholarship application. OTRM only needs the supplemental form when required data elements are not part of the university scholarship form.
- ▶ Campuses are requested to submit bills (invoices) soon, well before July 1, so OTRM can begin expending funds more quickly for this year.
- ▶ If any campus cannot give out its allotted number of scholarships within the next 4-6 weeks, advise the OTRM office so consideration may be given to rotating some to campuses that have greater demand.
- ▶ Campuses are requested to submit LEA Agreements signed by each district to be participating in the program. LEA Agreement forms have been submitted to all eligible districts. Additional copies are available from the OTRM office.

#### **5. Website – Is it providing the right information? Suggestions for changes?**

The campuses requested more high-need lists from other states for their students' eventual wider employment searches. Molly will send another request out to the national listserv to see if we can obtain more.

SOU has linked to information on the OTRM site that will be helpful to their students. SOU also uses the OTRM website for recruitment, and gives out the website address with its application information.

Bonnie Morihara noted that she will work on getting the link from the OUS website to OTRM, since OUS' recent web revisions have made it difficult to find the OTRM link now.

*Note: This has been changed. You can find a link to OTRM from the Teacher Education homepage (behind Academic Affairs on the OUS website).*

Holly noted it will be a priority to get our database information ready for the federal review that is expected next year (in year 3). Campuses will be asked to supply information on mentor as well as teacher candidates. The OTRM Performance Report (Year 2) will likely be due in a couple of months.

Another group conference call, in May, will be scheduled to review OTRM progress.

Prepared by Worrall/Zanville  
3/19/04