



Oregon
University
System

**Final Report:
Oregon Teacher Recruitment
and Mentoring**

(October 1, 2002-September 30, 2004)

**Submitted to
Transition to Teaching Program
U.S. Department of Education**

January 2005

Contents

page

I. Cover Sheet	
II. Executive Summary	1
III. Project Status.....	4
1. Progress in Meeting Objectives and Examples of Accomplishments	4
High-Need LEA/School List.....	4
Central Project Website	4
Scholarship Agreement and Promissory Note	4
University Revised Year 1/2 Budgets and Workplans	5
Contacting Eligible High-Need Schools	5
Advisory Committee	5
Project Communications/Meetings	5
Teacher Shortage Report.....	5
Recruitment	5
Composite Data Collection.....	5
Transfer of Grant Management.....	6
2. Description of Project Components	6
Selection Criteria.....	6
Table 1: Selection Criteria	6
Training, Preparation, and Verifications.....	6
Financial Support	7
Recruitment Strategies	7
Table 2: Key Recruitment Strategies, to Date.....	7
Retention Strategies	7
3. Report on Performance Indicators	7
Scholarship Activities	7
Table 3: Scholarships Awarded in Year 2 (\$5,000 per award).....	8
Table 4: Student/Teacher Certification (Licensure) Status.....	8
Table 5: Student/Teacher Employment Status.....	8
Table 6: Scholarship Award Recipients by Target Population.....	9
Table 7: Number of Students being Prepared by Subject Area, Authorization Level (not yet the teacher of record).....	9
Table 8: Number of Candidates Currently Placed in a High-Need School by Subject/Grade Level.....	10
Mentoring Activities and High-Need School Partnerships.....	10
Eastern Oregon University.....	10
Oregon State University.....	10
Portland State University	10
Southern Oregon University	10
Western Oregon University	11

4. Description of Evaluation Methods and Outcomes	12
Data Collection	12
Data Analysis	12
5. Why Were Planned Objectives Not Met or Scheduled Activities Not Implemented?.....	12
IV. Budget Information	14
1. Actual Budget Expenditures	14
2. Why Funds Were Not Expended at Expected Rate	14
3. Significant Budget Changes Resulting from Modified Program Activities	14
V. Supplemental Information.....	17
1. Changes Being Made to Performance Objectives	17
2. Unanticipated Outcomes and Other Information.....	17
VI. Attachments	
1 – High-Need LEA/School List	
2 – Central Project Website	
3 – Scholarship Agreement and Promissory Note	
4 – Contacting Eligible High-Need Schools	
5 – K-12 Educator Supply and Demand: Snapshots, February 2004	
6 – List of Data Elements	



**U.S. Department of Education
Grant Performance Report**

I. Cover Sheet

See Block 5 on the Grant Award Notification.

1.) PR/Award No

S350B020006

Enter the same title as on the approved application.

2.) Project Title

Transition to Teaching Program
(Oregon Teacher Recruitment and Mentoring Project – OTRM)

Repeat from Block 1 on Grant Award Notification. If address has changed, provide the current address.

3.) Recipient Information

Name: State Board of Higher Education (Oregon University System)
Address: P.O. Box 3175
City: Eugene State: OR Zip+4: 97403-0175

Provide the name of the project director or the contact person who is most familiar with the content of the performance report.

4.) Contact Person

Name: Dr. Holly Zanville
Title: Project Director
Telephone Number: (541) 346-5726
Fax Number: (541) 346-5764
E-mail Address: holly_zanville@ous.edu

Include the interval for the information requested in the performance reporting period. See instructions on page 2 for details.

5.) Performance Reporting Period

07/01/03 – 09/30/04

Report actual budget expenditures for the above performance reporting period. See instructions on page 2 for details.

6.) Cumulative Expenditures

	Federal \$	Non-Federal \$
Current Budget Period	665,314	77,880
Previous Budget Period	6,386	19,646
Negotiated Indirect Cost Rate: 8%		
Exp. Date: 9/30/04		

If applicable, see instructions on page 2 for details on annual IRB approval (Please circle one).

7.) Annual Certification of Institutional Review Board (IRB) Approval

Yes ____	No ____	NA <u>X</u>
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Authorized Representative:

To the best of my knowledge and belief, all data in this performance report are true and correct.

Name (typed or printed): George Pernsteiner	Title: Chief Operations Officer and Acting Chancellor
Signature:	Date:

II. Executive Summary

The Oregon Teacher Recruitment and Mentoring (OTRM) project is a statewide initiative to support the recruitment and retention of highly qualified mid-career professionals, school paraprofessionals, and recent college graduates as teachers in high-need schools in high-need LEAs through enhanced alternative pathways to certification. The project is a statewide partnership between the Oregon University System (OUS), the Oregon Department of Education, five public universities, and LEAs. The project is designed to enable high-need school districts in Oregon, many of them rural, to address their teacher shortages by enabling them to hire and retain highly talented skilled individuals who desire to make a career move into teaching.

The OTRM project focuses on two objectives. This report summarizes progress in Years 1 and 2 of the project.

Objective #1: Teacher Shortages: During the first four years, the project will expand the state's capacity to address critical teacher shortages through new recruitment strategies and alternative pathways to teaching by enrolling 50-60 teachers into the five universities' various pathways to licensure, for a total of 200-240 by the end of the five-year project. (\$5,000 tuition assistance scholarships will be provided to students who agree to serve a high-need school for at least three years.)

Objective #2: Retention Through Mentoring and Induction: During 2002-2007, the project will expand the state's capacity to address critical teacher attrition through new induction/mentoring programs for beginning and student teachers in high-need schools. About 110 teachers per year will be trained to serve as mentors to these teachers.

Since the conclusion of a lengthy project final negotiation period (nine months, concluding in July 2003 – see Progress Report 2002-03), OTRM made rapid progress in implementing program activities. Examples of accomplishments include:

- High-Need LEA/School List. Working closely with the Oregon Department of Education, OTRM developed a high-need LEA and high-need school list used by the five participating universities and partnering schools. (*Attachment 1*)
- Central Project Website. OTRM developed a website to provide centralized information for the participating campuses, and links to national Transition to Teaching (TTT) resources. The website was up and running in September 2003. Staff visited TTT websites in other states to gather information about common forms being used, outreach strategies for recruitment, and other information of interest to the OTRM project during this developmental work. University representatives reviewed several drafts of the website with the goal of making it useful for all partners involved. (*Attachment 2*)
- Scholarship Agreement and Promissory Note. In consultation with General Counsel, OTRM developed a Scholarship Agreement and Promissory Note to provide students the necessary information about OTRM requirements, the three-year service obligation, payback provisions, and other important information. OTRM consulted with other projects nationwide to review their scholarship agreements, as well as TTT staff. (*Attachment 3*)

- Universities' Revised Year 1/2 Budgets and Workplans. The five universities submitted revised budgets and work plans in October 2003 to accommodate the combining of Year 1 and Year 2 funds, as previously approved by the TTT program officer. This process required amendments to earlier subcontracts with these five universities.
- Contacting Eligible High-Need Schools. In conjunction with another statewide Title II grant, Oregon's Title II Teacher Quality Enhancement-Recruitment Grant, OTRM sent a letter of introduction to eligible high-need schools. This letter outlined the two programs and the benefits to qualifying schools for participating in the project. The five universities followed up with schools in their geographical areas for further planning. (*Attachment 4*)
- Advisory Committee. OTRM works with a statewide Interagency Management Team (IMT) that provides guidance to key teacher workforce projects, including OTRM. The IMT met to date on October 6, 2003, December 18, 2003, March 29, 2004, May 21, 2004, September 30, 2004, and December 17, 2004. Membership includes representatives from the Confederation of Oregon School Administrators, the Governor's Office, Northwest Evaluation Association, Department of Community Colleges and Workforce Development, Oregon Association of Colleges for Teacher Education, Oregon Department of Education, Oregon Education Association's Center for Teaching and Learning, Oregon School Boards Association, Oregon School Personnel Directors, Oregon University System, State Board of Education, and the Teacher Standards and Practices Commission.
- Project Communications and Meetings. OTRM established a listserv to facilitate regular communications among project staff at the five partner universities and OTRM staff. As questions have arisen, they have been shared with all partners to assist in effective project management. The Deans of Education and program representatives from each university met multiple times to discuss progress on the project. Universities provided an overview of the number of scholarships awarded, strategies to recruit students, and reported on mentor recruitment and the establishment of partnerships with school districts.
- Teacher Shortage Report. OTRM staff worked with the Teacher Standards and Practices Commission and the Oregon Department of Education to update state teacher workforce data, including critical shortage areas. These data have been used by OTRM to assist university recruitment efforts. (*Attachment 5*)
- Recruitment. The five universities began to implement teacher recruitment strategies in fall 2003. The five-university partnership has implemented a variety of recruitment strategies in their regions of the state. These include working with school partners to identify candidates, putting together brochures that describe the program, and developing radio public service announcements. Campuses began first awarding scholarships winter 2004 and since, have been establishing mentoring partnerships with school districts.
- Composite Data Collection. OTRM established a centralized data collection process to facilitate project evaluation. Each university sends completed scholarship applications, signed promissory note agreements, and supplemental data forms to the OTRM office. OTRM adds key student data into an Access database for report generation to support project evaluation and

record-keeping.

- Transfer of Grant Management. In January 2004, Oregon's Governor requested and the Legislature approve a major change within the Board of Higher Education; i.e., 8 of 11 members of the Board were replaced. The new Board subsequently initiated a review of the OUS office. One of the objectives of the new Board leadership was to eliminate grant management from the System office as a cost-saving measure. The Board directed that current grants be transferred to one of the universities within OUS. This directive impacted the OTRM.

OUS requested to migrate the OTRM grant to the Teaching Research Institute (TRI) at Western Oregon University, effective October 1, 2004. OUS is awaiting approval of this request, with the expectation that TRI will provide grant management with technical assistance from OUS (Project Director, Holly Zanville) during the first nine months of the grant during a transitional period, Year 3 as described in a Memorandum of Understanding (MOU) between OUS and TRI agreed to in summer 2004.

III. Project Status

1. Progress in Meeting Objectives and Examples of Accomplishments

The Oregon Teacher Recruitment and Mentoring (OTRM) project is a statewide initiative to support the recruitment and retention of highly qualified mid-career professionals, school paraprofessionals, and recent college graduates as teachers in high-need schools in high-need LEAs through enhanced alternative pathways to certification. The project is a statewide partnership between the Oregon University System (OUS), the Oregon Department of Education, five public universities, and LEAs. The project is designed to enable high-need school districts in Oregon, many of them rural, to address their teacher shortages by enabling them to hire and retain highly talented skilled individuals who desire to make a career move into teaching.

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2. Description of Project Components

The components of the OTRM project are outlined below.

- Selection Criteria. All five universities (Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, and Western Oregon University) follow similar selection criteria. Candidates must be accepted into a teacher education program using university-established admission requirements. In addition, students complete an OTRM scholarship application, individually designed by each university to meet their program needs.

Table 1: Selection Criteria

University	Common Selection Criteria for Scholarships*			
	Preparing in Shortage Area	GPA	Work Experience	Praxis Scores (Content Areas)
Eastern Oregon University	x	x	x	x
Oregon State University	x	x	x	x
Portland State University	x	x	x	x
Southern Oregon University	x	x	x	x
Western Oregon University	x	x	x	x

*Other criteria may be used by universities as well.

- Training, Preparation, and Verifications. The five universities each offer a 9-12 month post-baccalaureate teacher education program under OTRM. Students take university coursework preparing them for Initial Teacher Licensure. Candidates are placed in a high-needs school whenever possible in order to complete the Oregon-required student teaching practicum. (If students cannot be placed in a high-need school for practicum and student teaching because of a lack of sites in proximity to the teacher preparation program, universities place students in other schools but attempt to obtain teacher mentors from high-need schools.) Universities

obtain written verification that the schools they are partnering with are not involved with other Transition to Teaching projects, and of their intent to employ the teacher if a position is available and funding allows. Teacher mentors receive training for working with new teachers.

- Financial Support. The five universities each provide \$5,000 per student scholarships to offset tuition for the teacher preparation programs. Mentors are provided \$750-\$1,500 stipends, depending on the university they will be working with and the scope of their duties.
- Recruitment Strategies. Each campus is using individualized recruitment strategies, as depicted below.

Table 2: Key Recruitment Strategies, to Date*

<i>University</i>	<i>Print Media</i>	<i>Radio</i>	<i>Website/ Email</i>	<i>Direct Notice</i>	<i>LEA Referrals</i>
Eastern Oregon University	x		x	x	x
Oregon State University			x	x	x
Portland State University			x	x	x
Southern Oregon University		x	x	x	x
Western Oregon University			x	x	x

**Universities expect to use other recruitment strategies in the future, such as TV and job fairs.*

- Retention Strategies. Each university recruits teachers to provide mentoring to OTRM teachers for a minimum of one year. For a description of mentor program planning activities, see Section 3, Report on Performance Indicators. Several universities offer training opportunities for mentors and preservice teachers (e.g., Western Oregon University has provides communication training to assist mentors and teachers).

3. Report on Performance Indicators

Scholarship Activities. The universities partnering in OTRM awarded 88 scholarships in Years 1/2 (by September 30, 2004). Information on the number of scholarships awarded by university and scholarship recipient demographics are depicted in Tables 3-9.

Table 3: Scholarships Awarded in Year 2*
(\$5,000 per award)

<i>University</i>	<i>Scholarships Awarded By 9/30/04</i>
Eastern Oregon University	34
Oregon State University	5
Portland State University	5
Southern Oregon University	23
Western Oregon University	21
Total:	88

**Year 2 is Year 1 + 2 since we were instructed by the TTT program officer to combine the two years given the late start of OTRM.*

Table 4: Student/Teacher Certification (Licensure) Status

<i>Student and Teacher Status</i>	<i>Number of Students/Teachers</i>
Currently enrolled in an OTRM Teacher Education Program	50
Teachers who have been certified (licensed in Oregon)	38

Table 5: Student/Teacher Employment Status

<i>Student/Teacher Employment Status</i>	<i>Number of Students/Teachers</i>
Preservice teachers in employment negotiations with a high-need school	3
Teachers who have been retained by a high-need school	*
Teachers hired as teacher of record in a high-need school	9
Preservice teachers who have been hired at or are in negotiations with a non high-need school	*
Teachers who are currently not involved in employment negotiations	*

*Note: *Data for this table are in process of being collected and will be reported in the Year 3 report.*

Table 6: Scholarship Award Recipients by Target Population

<i>Target Population</i>	<i>Number of Students</i>
Mid-career Professionals	29
Recent College Graduates includes double baccalaureate	49
Teachers with Transitional License	10
Highly Qualified Paraprofessionals	0
Total:	88

Table 7: Number of Students being Prepared in Shortage Areas by Subject Area, Authorization Level (not yet the teacher of record)

<i>Subject Area*</i>	<i>Authorization/Grade Level</i>									<i>Total per Subject</i>
	<i>ECE</i>	<i>ECE/ Elem</i>	<i>ECE/ Elem/ Middle</i>	<i>Elem</i>	<i>Elem/ Middle</i>	<i>Middle</i>	<i>Middle/ High</i>	<i>High</i>	<i>Elem/ Middle /High</i>	
Elementary – Reading, Mathematics	1	5		5						11
ESOL/Bilingual Education		1		5.5	.5		3	1		11
Foreign Language – Spanish					.5		.5	4.5		5.5
Language Arts							1.5	3		4.5
Mathematics					1		4	3.5		8.5
Sciences					1	1	4	2		8
Civics, Govt., Economics, History – Social Sciences							5	4.5		9.5
Special Education	2	6	1	6.5		2	5	1	1	24.5
Other Shortage Areas	1						1.5	2	1	5.5
Total Students per Grade Level	4	12	1	17	3	3	24.5	21.5	2	88

**In cases when students are preparing in two subjects, they appear as .5 in each subject.*

Table 8: Number of Candidates Currently Placed in a High-Need School by Subject/Grade Level

Subject being Taught	Grade Level			
	ECE	Elementary	Middle	High
Elementary – Reading, Mathematics	<i>There are 9 completers who would have been starting positions in September 2004. We are in process of determining the school, grade level, and subject matter for these new hires.</i>			
ESOL/Bilingual Education				
Foreign Language – Spanish				
Language Arts				
Mathematics				
Sciences				
Civics, Government, Economics, History – Social Science				
Spanish				
Special Education				
Other Shortage Areas				
Total:				

Mentoring Activities and High-Need School Partnerships. Each OTRM university has developed its own strategies for mentor recruitment and training following guidelines established by the project. Summarized below are campus’ mentoring activities by September 30, 2004.

- Eastern Oregon University (EOU): EOU mailed letters to high-need schools in its geographic region to provide information about OTRM. EOU worked with school districts to develop a recruitment brochure. There has been a good response from schools to participate. EOU reports there are enough high-need schools to place their student teachers in. EOU is currently recruiting district staff for the mentorship program and hosted a meeting summer 2004 with the mentor teachers. The two districts where scholarship recipients from last year were placed are not able to provide mentorship so EOU is concentrating on recruiting. EOU invited 16 districts from eastern Oregon to come to campus. During the workshop, presenters from marketing and publications talked with students. Recruitment brochures are being developed for districts. These brochures can be used at activities such as job fairs and will be made available to the next group of student teachers.
- Oregon State University (OSU): OSU has held many meetings and discussions with districts about mentoring and plans to conduct face-to-face mentoring activities. OSU has developed and is implementing a 100% online Master’s in Education program called a Mentored Master’s. The new program includes online mentoring of early career teachers.
- Portland State University (PSU): PSU lost its staff member assigned to this project. They have recently assigned new staff and are in process of developing plans for a mentor program for their scholarship recipients.
- Southern Oregon University (SOU): The SOU Special Education Mentorship Project provided practicing special educators with the skills needed to effectively mentor special education preservice teachers; enhanced partnerships between the University and area special education programs; and created the framework for developing an induction model of mentoring for preservice and first year special educators.

Through the project, 17 special educators representing 13 schools from five area school districts participated in a training seminar during June 2004. The Mentorship Seminar established the framework for the special educators to mentor SOU special education project participants as they engaged in field-based experiences. Information and skills covered during the seminar included characteristics of adult learners, communication styles, strategies for data collection and lesson analysis, strategies for providing feedback, reflection on instructional practices, and collaborative practices. As follow-up to the seminar, a web-based Blackboard© site was created to facilitate communication among mentors, students, and university faculty. Research articles relevant to mentoring were posted, with asynchronous discussions taking place throughout the summer between the three stakeholders. The Blackboard© site will be used throughout the year as a means to share information, facilitate communication, and increase reflective practices in both mentors and students.

With the commencement of the public school year in August 2004, mentors and students began their work in school field settings. Meetings were held between mentors, students and university faculty at each mentor's home school to review expectations, activities, roles and responsibilities for the experience. A mentor handbook was developed by university faculty which included information and forms related to each of the field experiences, information on observing and providing feedback, sample observation forms, work sample guidelines, and descriptions of all courses taken by students. This comprehensive handbook has enhanced the understanding of the roles and responsibilities of the mentor and students, as well as establishing clear expectations for the experience. Mentors have indicated the handbook has greatly increased their ability to effectively work with the students.

As a follow-up to the June seminar and the individual meetings, student teachers were brought together in September 2004, for a half-day session to debrief their initial experiences in the public schools. At this point, the preservice teachers had been in their field placements approximately three weeks. The purpose of this session was to clarify expectations, share strategies for collaborating with mentors, engage in problem solving, and provide opportunities for preservice teachers to share with colleagues about their experiences, especially with regard to developing relationships with mentors. A second half-day session was convened in September 2004, including both preservice teachers and mentors. At this session, mentors had opportunities to engage with one another to share their experiences and problem solve. Mentors and preservice teachers also engaged in facilitated conversation regarding their experiences and expectations. Finally, strategies for conferencing were reviewed. Mentors and preservice teachers were given opportunities to engage in dialogue and provide feedback. Twenty-one mentors and 23 student teachers attended this session (some of the mentors present at this session were not part of the initial training seminar held in June).

A follow-up session is planned for early February 2005 in which mentors and preservice teachers will once again be brought together to further refine mentoring skills.

Western Oregon University (WOU): WOU has worked with districts with which they have strong relationships and will be working with students from those districts via an online program. Mentors were trained at WOU's Summer 2004 Mentoring Institute. This was a four-day training institute held on the WOU campus. There were more applicants than WOU could accommodate. The feedback afterwards was very positive.

Students and mentors were involved in the institute. A mentor guide was developed for use in

training. WOU agreed to share the guide with other OTRM universities at the OTRM website. WOU has also arranged a communication training event that students and mentors attended.

Mentors received an \$800 stipend. They could opt to receive PDUs for a cost of \$10 out of their stipend or 3 graduate credits for a cost of \$335 taken out of their stipend or they could opt to not take the PDUs or credits.

There were 46 participating mentors. OTRM funds paid for 28 participants, another grant paid for 7 more that were selected out of the OTRM applicant pool, the other grant paid for 11 of their own. OTRM funds paid for the housing and dining for all 46 participants.

Efforts are being made to match up more OTRM grant recipients with the trained mentors during student teaching and first year teaching. At this point we only have 3 OTRM grant recipients who have graduated from our program. WOU plans to offer a Summer 2005 Mentoring Institute.

4. Description of Evaluation Methods and Outcomes

OTRM has established a centralized data collection process to facilitate evaluation activities. In consultation with university partners, OTRM staff developed a list of data elements necessary for tracking program performance. This information is gathered during the application process. A sample Supplemental Data Form (*Attachment 6*) was developed to assist campuses in collecting necessary data. Processes developed to date to track “outcomes” are as follows:

- Data Collection. Upon completion of the OTRM Scholarship Application and Supplemental Data Form for the prospective teacher, each university forwards copies to the OTRM office. Data from these forms are then entered into an Access database. The database has been developed to provide a clearinghouse for student data and to generate statistical reports for evaluation purposes over the life of the grant. The database will also provide information for purposes of tracking employment over the term of the teachers’ three-year service obligation.

Examples of data reports currently generated by the database are: a) matrix of student target populations by campus; b) matrix showing teacher preparation by subject and grade level; c) student contact information; and d) student educational background and demographic information.

- Data Analysis. OTRM’s data collection process will be completed by the Teaching Research Institute in Year 3 of the project and subsequently. No program changes have been made based on data analysis as of September 30, 2004. New fields will be added in Year 3 to meet new reporting requirements.

5. Why Were Planned Objectives Not Met or Scheduled Activities Not Implemented

Planned objectives have been met; OTRM is on course after a delayed start during lengthy Year 1 negotiations with TTT.

OTRM has experienced difficulties regarding employment of new teachers since the universities report that teachers have difficulty finding employment at high-need schools in their geographic areas due to the state's recent but ongoing economic downturn.

There are also concerns by some universities that there are too few eligible schools in their geographic areas has impacted the project as students complete teacher licensure and seek fulltime employment within geographic proximity of their university (many mid-career professionals are placebound, and therefore are restricted in their employability options).

IV. Budget Information

1. Actual Budget Expenditures

Actual budget expenditures are provided in the charts on pages 12 and 13.

2. Why Funds Were Not Expended at Expected Rate

Funds were not expended at the expected rate due to a delay in project implementation during the lengthy Year 1 grant negotiation period. Year 1 + 2 funds were combined. In summer 2003, the universities revised their budgets, assigning some funds to expanding Year 2 activities, and requesting to carry over some funds to projected expanded Year 3 activities (past October 1, 2004).

3. Significant Budget Changes Resulting from Modified Program Activities

During the Year 1 negotiations, the federal TTT program indicated it would be acceptable for Year 1 funds to be carried over into Year 2, allowing OTRM the latitude in making up the difference in spending in the remaining years of the project. See above explanation (#2). There have been no significant budget changes from modified program activities.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Board of Education (Oregon University System)
 PO Box 3175, Eugene, OR 97403
 Award #5350B020006-03

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
 U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	3,817	18,748				22,565
2. Fringe Benefits	1,829	8,575				10,404
3. Travel	149	58				207
4. Equipment	0	0				0
5. Supplies	118	392				510
6. Contractual	0	0				0
7. Construction	0	0				0
8. Other	0	201,107				201,107
9. Total Direct Costs (lines 1-8)	5,913	228,880				234,793
10. Indirect Costs	473	18,310				18,783
11. Training Stipends	0	418,124				418,124
12. Total Costs (lines 9-11)	6,386	665,314				671,700

Board of Education (Oregon University System)
 PO Box 3175, Eugene, OR 97403
 Award #5350B020006-03

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
 NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	8,435	24,318				32,753
2. Fringe Benefits	2,711	9,512				12,223
3. Travel	0	0				0
4. Equipment	0	0				0
5. Supplies	0	0				0
6. Contractual 5 campuses and web work	6,000	36,000				42,000
7. Construction	0	0				0
8. Other	2,500	8,050				10,550
9. Total Direct Costs (lines 1-8)	19,646	77,880				97,526
10. Indirect Costs	0	0				0
11. Training Stipends	0	0				0
12. Total Costs (lines 9-11)	19,646	77,880				97,256

SECTION C - OTHER BUDGET INFORMATION (see instructions)

V. Supplemental Information

1. Changes Proposed to Performance Objectives

No changes are proposed in project objectives.

2. Unanticipated Outcomes and Other Information

In January 2004, the Governor requested and the Legislature approved a major change within the Board of Higher Education; i.e., eight of eleven members of the Board were replaced. The new Board subsequently initiated a review of the System office of the Oregon University System (OUS). One of the objectives of the new Board leadership has been to eliminate grant management from the System office, as a cost-saving measure. The Board directed that current grants be migrated to one of the universities within OUS or other appropriate entities, with project management to be provided by the currently approved project directors. This directive has impacted OTRM.

The Board reviewed its first-phase reorganization plan for the Chancellor's Office in May 2004, with the directive to begin migration activities July 1, 2004, or at the earliest date following consultation with and approved by federal program officers.

The OTRM project requested permission in summer 2004 of the Transition to Teaching program (July 2, 2004, Request to Transfer Grant Management) to migrate to the Teaching Research Institute located at Western Oregon University. The project director has continued to be Dr. Holly Zanville through fall 2004. A new project director, Dr. Meredith Brodsky, is requested, effective October 1, 2004.