



ETIC Solicitation of Campus Proposals for Pre-College Programs

- Proposal solicitations sent to ETIC campuses May 2nd and due May 25th.
- Partnerships, collaboration and subcontracts with non-OUS entities consistent with OPAS strategies permitted to submit proposals.

Selection Criteria:

- Alignment with ETIC mission and OPAS strategies.
- Breadth and depth of impact on target audiences.
- Sustainability, ability to grow the program cost-effectively, long-term impact.
- Organizational track record.
- Proven methodology.
- Quality of evaluation plan.
- Overall cost, efficient use of funds, and leveraging of other resources.



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- \$750,000 of base budget to be allocated to pre-college programs during 07-09 biennium.
- 13 proposals totaling \$1.57 million received from 5 campuses and sent to review committee June 1st.
- Review committee consisted of:
 - Eileen Boerger, ETIC member*
 - Megan Helzerman, Clackamas Educational Service District*
 - Ben Manny, OPAS committee co-chair, Intel retiree*
 - Eric Meslow, ETIC member*
 - Tom Thompson, OPAS steering committee, ODE*
- Committee met June 8th and recommends funding of four proposals at 90-99% of ask.
- Revised budgets and narrative received by June 15th.

Recommended 07-09 Pre-College Programs

	PI	Proposal Title	Request	Award
OIT	Brower	Pre-Engineering Success through Project Lead the Way	\$300,000	\$273,000
OSU	Enochs	Career-Linking in Rural Middle Schools	\$116,951	\$116,000
OSU	Rennekamp	4-H Tech Wizards Program Replication	\$275,188	\$251,000
PSU	Coronado	Creating Pre-Engineering Pipeline for Diverse Students (MESA)	\$120,284	\$110,000
			\$812,423	\$750,000


OIT – Pre-engineering Success through Project Lead the Way

The state-wide pre-engineering program entitled "Project Lead The Way" was introduced in Oregon two years ago. OIT, in its role as the nationally designated Affiliate University for PLTW in Oregon, hosted Oregon's first-ever Summer Training Institute (STI) July, 2006 and is poised to offer the second STI July, 2007. Beginning fall 2007, there will be 35 teachers trained in 42 different PLTW courses from 12 high schools and community colleges. Results of this initiative to date have indicated that it is both sustainable and extensible. In order to move forward in the 2007-2009 biennium, we need to build off of our past successes by developing leaders in the existing high school teacher ranks. These leaders will act as "master teachers" to help train future teachers and to extend the PLTW model into middle schools. It is the vision of this initiative to place the PLTW program in ¼ of Oregon's high schools by the end of the biennium.




OSU – Career Linking in Middle Schools

Through this project, the Department of Science and Mathematics Education (SMED) and Science & Math Investigative Learning Experiences (SMILE) will partner to implement a career-linking curriculum in twelve rural schools in Oregon. This project seeks to motivate students to develop stronger career awareness, confidence in learning math and science, and interest in related careers for all students. Career infusion curriculum will be developed and implemented in the project schools. Gains in motivational variables will be measured.



OSU – 4-H Tek Wizards Program Replication

This project will expand the reach of the 4-H Tech Wizards learning model in four additional regions of Oregon. These include the Upper Columbia Gorge, Central Oregon, Southern Oregon and the Mid-Willamette Valley. The replication of this empirically tested model will result in 2,000 additional youth becoming involved in sustained pathway experiences which focus on STEM content areas. Through their participation, young people will increase their aspirations for postsecondary education and be adequately supported as they navigate selected pathways toward science, engineering, and technology careers.



PSU – Creating Pre-Engineering Pipeline for Diverse Students

Oregon MESA proposes to bridge the STEM pipeline for 6-12th grade students through a combination of targeted marketing and outreach efforts. We plan to do this through a holistic approach of family involvement, pathways to college, culturally enriched teaching, mentoring and peer networking.