

Grant Progress Update

Reporting Period: October 1, 2022 – January 30, 2023 PR Award #: P116W220024

Institution Name: Eastern Oregon University

Project Title: Rural Post-Secondary Economic Development Grant

RPED Project Director (PD): Kathleen Brown (Associate Director of Early College Initiatives)

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Program Management

1. Are there any changes to key personnel positions? If so, explain.

We had approval from our grant manager to add a third position and just have the project director be .25, so we could have three specialists instead of just two. We have filled two of the three positions, not including the project director. We should have the final position in place by mid-March.

2. Are there any changes to your scope, activities, or objectives? If so, explain.

We have added a component of getting the faculty specifically out in the schools in order to support students getting to know them, so they are not so intimidated in coming to college. We have also added more components to our summer institutes, we will have five as well as scholarships for rural students. **You will see changes in red.**

Program Performance –

Major Task #2: Intensify rural recruitment strategy by relocating positions to rural, regional high schools.			
Year One: 2023			
Hire recruitment advisors (RA) to be placed in rural, regional high schools.	This was shifted to three regional specialists placed in rural high schools instead. The grant is under admissions, and will team up with admissions counselors to get the same effect but do more.	Projected start 5/23	Complete N/A
Train recruitment advisors and introduce to EOU staff as well as rural partner school teachers, staff, and students.	On-campus training as well as travel to rural schools.	Projected start 5/23	Complete N/A (See above)
Develop new rural-centered recruitment advising strategy.	Develop materials and coordinate with regional partners on programs primarily for high school juniors and seniors. (This is	Projected start 5/23 In progress	8/23

	currently being done by the Regional Specialist in partnership with admissions counseling, so there is a cohesive focus to visits across all parts of EOU.	currently. Assessment by end of the school year.	
Major Task #3: Launch Early Outreach Program to engage younger rural students with a college-going mindset. (Younger has been redefined as 8-11 th grade with opportunities available for elementary on a school-by-school basis.)			
Year One: 2023			
Hire two (2) college engagement specialists (CES) to be placed in rural, regional ESD offices.	Changed to three specialists and one project manager that is funded with only .25 of their position to maximize effectiveness.	Projected start 3/23 Two hired expectation of the 3 rd on board by 3/15	6/23 initial expected date. Current expectation of the 3 rd on board by 3/15
Train staff and introduce to EOU staff as well as rural partner school teachers, staff, and students.	On-campus training as well as travel to rural schools. Staff trained and placed in their respective locations. (Project Director covering for missing regional specialist until March entry into Irrigon position.)	Projected Start 6/23 Estimated time for placement. Two specialists in place.	8/23 Third specialist being covered by PD and should physically be in place by 4/1
Changed: Begin planning fifth-grade field trips to EOU, coordinating participant schools, bussing, schedules, and event plans. (Ongoing annually)	Shift from the previous model with fifth grade to all grades with a focus of 8-11. Coordinating with schools and on-campus faculty and admissions campus visit coordinator (CVC) in order for academic-focused visits.	Projected start 1/23 Planning information sent to on campus CVC and schools shared opportunities	1/24
Changed: Draft communication plan for launch of Academic Momentum program in partner school grades 5-8.	This is being shifted to a retention based focus of 8-12 grade and emphasis of a college going culture in the higher grades with gpa tracking and supports so students are aligned with college readiness. Example having students come to campus for CLEP test or going to schools that currently have students taking classes to help them stay academically aware for the currently class load they are taking.	Projected start 10/23 Shift has already been set in place.	2/24
Major Task #4: Offer Pre-College Success Courses to remote rural students via hybrid, online, and in-person formats.			
Years One through Three: 2023-2025			

Provide stipends for faculty to revise the program curriculum. (Repeat in year 2)	Regular curriculum and assessment development. Professional development is offered to facilitate course redesign and best practices.	Projected start 5/23 Completed 11/22	9/24 Complete 11/22
Recruit and train new instructors in rural high schools to qualify to teach Pre-College Success courses. (Ongoing)	Regular teacher training. Professional learning community (PLCs) offered.	Projected Start 5/23 First on campus training being developed for July 2023 training	9/24
Create and offer online dual credit Pre-College Success course offerings for remote rural students. (Ongoing)	Provide faculty course release time to teach online program specific to remote rural students.	Projected start 5/23 Completed and currently being taught in Winter 2023 and Spring 2023	9/24 Complete

Major Task #5: Align Dual Credit Offerings with Career Pathways to remote rural students via hybrid, online, and in-person formats.

Year One: 2023

Recruit new instructors in rural high schools to qualify to teach career pathways-aligned courses. (Ongoing)	Summer trainings being planned and aligned. Once completed planning is in place, regular communication with rural school teachers on summer training.	Projected start 5/23 Should be able to have most training and communications in summer of 2023	12/24
Annual Summer K-12 Instructor Training offered for 12 new rural educators. (Ongoing)	Teacher training provided with stipends to participants. PLCs offered. (Looking at making sure more than 12 new rural educators can come so we can cover cost for multiple subjects and teachers in the form of travel, food and housing.) Currently have 21 potential subjects and trainings across school.	Projected start 5/23	9/25
Create and offer online dual credit course offerings for remote	Provide EOU faculty course release time to teach online program specific to remote rural students. (Currently utilizing partnerships	Projected start 7/23 Should be in	12/24

rural students for career pathways-aligned courses that do not have qualified on-site instructors. (Ongoing)	with local ESD programming to reach schools via our dual credit system with even more options than previously envisioned or can be handled by university faculty alone.)	place by this summer and be implemented in the Fall.	
Major Task #6: Integrate Career Pathways into the high school and college experience with Summer Career Academies and career pathways-aligned Experiential Learning.			
Year One: 2023			
Market Summer Career Academies to rural students throughout the region. (Repeat in years 2 and 3)	Distribute marketing materials to schools. Communicate with teachers and officials. (5 summer institutes are in development for Summer 2023)	Projected start 1/24 3 Institutes in June 2023 and 2 in July 2023	5/24
Administer Summer Career Academies for pre-college students to gain hands-on experiences. (Repeat in years 2 and 3)	Academies coordinated and taught. – Working with Career Center and Focus 2 for pre-college coordination in the region.	Projected start 5/24 Program Planning started	8/24
Establish a Summer Career Academy course development fund for faculty to create Academies specific to career pathways high-wage, high-demand occupations in the region for courses beginning in summer 2024. Repeat in years 2 and 3)	Summer Career Academy development into be a component of the planning of five Summer 2023 courses and enhance for Summer 2024 and 2025 and then additional Career Academy focused specific academy added in Summer 2024.	Projected start 7/23	12/24

1. What task or objective is the priority for the next reporting period?
 - a. The priority is getting PLC aligned to Oregon HECC alignment and outreach to rural districts to see what they need for dual credit whether that be through the Virtual Learning Academy agreements with local ESDs or through training directly from faculty.
 - b. There is a focus to get faculty and specialist out to all of our rural schools in order for students to start being comfortable with faculty and the thought of higher education and then shifting that focus towards dual credit and visits to the campus.
 - c. Relationship building and making sure we are aware of the needs of the local schools and communities in order to have outreach be unique to those districts and communities.

2. Please discuss any challenges you are experiencing. The main difficulty was getting the entire team in place so you could focus on the goals and outreach to the partners for movement forward.

Budget –

Are you on track to spend funds in accordance with the timeline of proposed activities/expenditures? If not, explain. I have shifted some of the funding to help with Summer activities and allow for more opportunities for rural students and teachers to come to trainings and institutes because of not filling one the specialist's positions. This will allow for a lower-cost institute so more students can come.

3. Have you draw down funds in G5 to pay for bills or invoices in a timely manner? If not, please explain. Yes they are done on a monthly basis. Last draw down was 1.25.23