

Grant Progress Update

Reporting Period: January 31, 2024- April 30, 2024

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? Ashley Armichardy will be working full time in her specialist position because of budget cuts at the school. This will allow her to focus entirely on the grant initiatives, which will be great. We also will not be able to pay half of the Writing faculty because the department did not realize the budget for the other half of the faculty. That money will shift to Ashley's salary and other efforts to reach rural students specifically.
2. Are there any changes to your scope, activities, or objectives? If so, explain.
 - We are focusing on a multi-pronged approach to reach students.
 - Faculty Visits to rural schools that might be too far or lack the funding to come to campus. This allows students to meet the faculty. This year, we have already had 603 students impacted, and nine different disciplines are represented.
 - Specialists go almost daily to different schools from around the region to help with registration, talk about college, and interact to make students comfortable so that when they are ready to ask questions, they feel like they can.
 - Foreign Language Day brought our dual-credit Spanish students to campus. 93 students attended the days events from multiple locations across the region.
 - Mountie Connects that go to the students instead of having them come to us. This allows us to use a central location for students to meet faculty and staff from EOU, so if they want to ask questions now or in the future, they are more comfortable doing so. The Specialists are also partnering at these events with career specialists in the schools so students see college possibilities and how that might impact specific jobs.
 - We had our first dual credit BBQ to celebrate the students working hard this year. We invited all students to campus to learn about what is available and to enjoy Oregon's official rural university. Twelve of our rural schools brought students. 72 students total came.
 - Focus 2 is going to be added to our new BA 114 course so students who need it for graduation requirements in Oregon can take the course and benefit from the information. We will also take all summer institute students connected to this grant, specifically through the Focus 2 information during the institute.

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 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. (We are also connecting with EOU Agricultural Entrepreneur degree and GO STEM partnerships in order to have an array of possibilities for students to see themselves at EOU. These two specific partnerships are useful because many of the rural schools have populations that would be interested in these two fields and it is also connected to the goals of the grant to focus on areas such as sciences in the career fields.	Projected start 5/23 In progress currently. Assessment by end of the school year.	Complete/On Going additions
Major Task #3: Launch Early Outreach Program to engage younger rural students with a college-going mindset. (Younger has been redefined as 7-11 th grade with opportunities available for elementary on a school-by-school basis.)			
Year One: 2023			
Hire two (3) college engagement specialists (CES) to be placed in rural, regional ESD offices.	Three specialists and one project manager are 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 All specialists are on board and ready to interact with all schools in August 2023.

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.	Projected Start 6/23 Estimated time for placement. specialists in place.	6/23 All specialists are on board and ready to interact with all schools in August 2023.
Begin planning 7 th and 8 th grade activity development. (Ongoing annually)	Added middle school activities to the Mountie Connects because of need to take over entire schools for the events. Having forecasting events in different small schools that allow all the younger students to be served.	February 2024	Ongoing
Retention-based focus and college-going culture in the region.	A report is run during week 6 in preparation for Friday week 7 (which is the last week to drop classes). All students at that time who were at a C- or less in courses got an email from our ECI support advisor about how he might be able to best support them in their struggling courses and reminded them of the last day to drop courses. We are also sending out letters to all students who received a 3.0 or higher in the term so we can celebrate their successes with them.	Fall 2023	Ongoing
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. First Changes have been made for moving forward with all subject areas connected to dual credit. (Additional Changes will be added to Success 201 because of Oregon Senate Bill 3 pushing the graduating class of 2027 to have financial literacy and career planning.)	Projected start 5/23 Completed 11/22	9/24 1st changes 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. New offerings for all of our teachers so they are completely ready for their courses when the faculty are off contract. The Oregon Senate Bill 3 will bring in more teachers if we can specifically create a dynamic success course that answers the needs of the high schools. We will start that specific task in Spring 2024.	Projected Start 5/23 First on campus training being developed for July	7/23 ongoing each summer. Spring 2024 redevelopment of Success 201 and approval through EPCC.

		2023 training	
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. Added two teaching courses so four new rural districts could take advantage of direct teaching from one of our faculty.	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)	We are adding additional courses this year in Medical Terminology and Business 114 for support on a state bill for student expectations. We are working on MAPs that play well with current CTE efforts in the region. This will allow students to decide how they will utilize their workbased education in high school at community college and EOU alike.	Projected start 5/23 Should be able to have most training and communications in summer of 2023	On going
Annual Summer K-12 Instructor Training offered for 12 new rural educators. (Ongoing)	All teachers must go through training or packets in order to teach at the collegiate level in our dual credit courses. 23-24 EOU ECI PLC Training	Projected start 5/23	10/1 All current teachers are trained
Create and offer online dual credit course offerings for remote rural students for career pathways-aligned courses that do not have qualified on-site instructors. (Ongoing)	Created faculty taught courses for rural students who don't have schools with capacity to teach high school and college level courses for their districts. Also working with local Virtual Learning Academy and Web Academies to give further options for students.	Projected start 7/23 Should be in place by this summer and be implemented in the Fall.	Started 12/22 and ongoing
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)	Six Summer Institutes will run again this year and three were funded by the grant. There are additional and timely processes in place this year to make the institutes more successful and to reach more rural students.	Projected start 1/24 3 Institutes in June 2023	5/24

	https://www.eou.edu/early-college-initiatives/summer-institutes/	and 2 in July 2023	
Administer Summer Career Academies for pre-college students to gain hands-on experience. (Repeat in years 2 and 3)	Planning for full implementation of Focus 2 Careers in the Summer Institutes in order for additional support to be given to the students in projected fields. We also added the East Tracks for incoming freshmen and will repeat that next year.	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 for high-wage, high-demand occupations in the region for courses beginning in the summer 2025. Repeat in years 2 and 3)	Summer Career Academy development will be a component of the planning of five Summer 2023 and 2024 courses and enhancement, and then an additional Career Academy-focused specific academy added in Summer 2025. Want to see if the additions in 2024 will reach more students than just having one for CTE.	Projected start 7/23	12/24

1. What task or objective is the priority for the next reporting period?
 - a. We are planning for next year's events and making sure we have strategic career components in the Summer Institutes this year specifically that are not just for the subject they are taking but for the wider options.
 - b. Working on a CTE connection over the summer.

2. Please discuss any challenges you are experiencing. The same concern is there. I want to shift to larger schools that are considered rural in our area but town on the local code site. The more we do, the more we want. We have enough people for what we are doing right now, but we will need more support if it gets larger. With budget realities, I aim to keep who I have after the grant, not increase the size.

Budget –

Are you on track to spend funds under the proposed activities/expenditures timeline? We are on track to spend significantly as it warms up and during the summer activities. That will allow us to look at what we can do in the fall and plan for it in the summer. We had quite a few activities in the winter so I am interested in seeing expenditure comparisons from last year to this year.

3. Have you drawn down funds in G5 to pay bills or invoices in a timely manner? Drawdowns are still done regularly, typically monthly but occasionally quarterly.