

Grant Progress Update

Reporting Period: April 1, 2024 - June 30th, 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? There are no changes in personnel positions.
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.
 - During the summer our focus is Summer Institutes and Athletic Camps
 - Athletic Camps - Worked with over 2100 students
 - Summer Institutes- Increased Rural students from 22 to 36 from last year.
 - Totals last year 22 Rural 30 Non-Rural
 - Totals this year 36 Rural 25 Non-Rural
3. There has been a significant increase of students from the first year to this year. 981 to 1585 students with an increase of rural students of 49%.
4. We have had such a great success with our Mountie Connects where we bring Faculty and students together that we have expanded to four rural locations this year so as many students can come as possible.
5. We are working on a calendar that can be sent out to schools and our faculty to make sure we get the students there that are the targeted population for each event that Eastern hosts or encourages people to go to including regional career opportunities.

Program Performance –

Major Task #1: Establish effective structures and processes to implement the three-year RPED grant program.

Years One - Three: 2023-2025 (Annual Ongoing Activities)

Tasks to be Completed	Methods and Tools Involved	Primary Participants Responsible	Milestones/ Performance Indicators	Time Fr To	
Administer student and parent survey (beginning 2022-23), complete data collection, analyses, reports for all performance indicators on the objectives: GPRA indicators included. (Ongoing)	Office of Institutional Effectiveness (IE) will develop staff and faculty surveys in consultation with RPED Steering Committee. Generate reports from Tableau. Consult with external evaluator on data needs. Administer satisfaction survey to students.	PD; EMIE; Evaluator (Eval.); partners	These have been completed and we are excited to read through and change any necessary information that is needed. Survey Results These will be completed annually.	3/24	12/25
Conduct quarterly formative evaluation discussions with Steering Committee and provide feedback on program components. Summative evaluation meeting at end of year with evaluator. Planning for improvements based on evaluation results	RPED Committee will meet quarterly, review completed work, analyze results, and make necessary changes to subsequent annual work plans. Committee will also coordinate with faculty and appropriate committees to ensure implementation.	PD; EMIE.; Eval.; RPED; other partners not on RPED	Quarterly meetings of the steering committee have been going well. Agendas for the year: Minutes We have our first annual report in.	1/23	12/25

Major Task #2: Intensify rural recruitment strategy by relocating positions to rural, regional high schools.

Year Two 2024

Tasks to be Completed	Methods and Tools Involved	Primary Participants Responsible	Milestones/ Performance Indicators	Time	
				Fr	To
Launch new rural-centered recruitment advising strategy. (Ongoing)	Set up schedule for travel to different sites, classroom presentations, and meetings with students.	RA; PD; EMIE; partners	All high school students continue to be assigned rural schools interested in attending EOU receive advisement.	8/23	12/25

Major Task #3: Launch Early Outreach Program to engage younger rural students with a college-going mindset

Year Two and Three: 2024/2025

Tasks to be Completed	Methods and Tools Involved	Primary Participants Responsible	Milestones/ Performance Indicators	Time	
				Fr	To
Reach out to 8th grade students in each region of specialist to coordinate with teachers and school districts (This has been changed and approved after the beginning of the grant.)	Coordinate events with rural schools and internal partners.	CES; PD; EMIE; Prov.; partners	Field trips held on EOU campus or visits to schools directly.	3/24	5/25

Major Task #4: Offer Pre-College Success Courses to remote rural students via hybrid, online and in-person formats.

Year One and Three: 2023-2025

Tasks to be Completed	Methods and Tools Involved	Primary Participants Responsible	Milestones/ Performance Indicators	Time Fr To	
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.	Faculty; RPED; PD; Prov.; D-Ed.; partner teachers	Teachers trained. New instructors participate in PLCs.	5/23	9/25
Provide stipends for faculty to revise program curriculum. (Repeat in year 2)	Regular curriculum and assessment development. Professional development offered to facilitate course redesign and best practices.	Faculty; RPED; PD; Prov.; Dean, College of Education (D-Ed.)	Development of newly revised Success 101 curriculum. Higher enrollment, retention, heightened student and faculty satisfaction. BA 114 course being added to this class for more robust career focused training of students.	5/23	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	Faculty; PD; D-Ed.	Course created and offered.	7/23	12/25

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

Year One and Three: 2023-2025

Tasks to be Completed	Methods and Tools Involved	Primary Participants Responsible	Milestones/ Performance Indicators	Time Fr To	
Recruit new instructors in rural high schools to qualify to teach career pathways-aligned courses. (Ongoing)	Regular communication with rural school teachers on summer training.	Faculty; RPED; PD; Prov.; D-Ed.; rural school partners	Teachers recruited to participate.	5/23	12/25
Annual Summer K-12 Instructor Training offered for 12 new rural educators. (Ongoing)	Teacher training provided with stipends to participants. PLCs offered.	Faculty; RPED; PD; Prov.; D-Ed.	Teachers trained. Courses designed and launched in rural schools.	5/23	9/24
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)	Provide EOU faculty course release time to teach online program specific to remote rural students.	Faculty; PD; D-Ed.; rural school teachers	Courses created and offered.	7/23	12/25

Major Task #6: Integrate Career Pathways into the high school and college experience with Summer Career Academies and Career Pathways-aligned Experiential Learning.

Year Two: 2024

Tasks to be Completed	Methods and Tools Involved	Primary Participants Responsible	Milestones/ Performance Indicators	Time Fr To	
Expand workforce partnerships with regional industries to create experiential learning opportunities for high-wage, high-demand occupations, including internships, cooperative work experience, apprenticeships, and jobs. (Ongoing)	Communicate with advisory groups and industry partners to build upon existing relationships.	PD; RPED; Deans, Prov., Career Coach (CC); Eastern Oregon Workforce Board (EOWB)	Working with Worksource Oregon to get more students connected with regional industries and connecting them through the Summer Institutes as well.	1/24	12/25
Provide guidance and assistance to students seeking experiential learning and career opportunities in high-wage, high-demand occupations. (Ongoing)	Assist students in the career center with virtual career services tools and career coach guidance.	CC; PD; CES; RA; Deans; RPED	Students are matched with appropriate experiential learning and job opportunities. BA 114 courses will improve these opportunities for students.	1/24	12/25

1. What task or objective is the priority for the next reporting period?
 - a. Complete the calendar share out with both populations
 - b. Finalize plans for four Mountie Connects with schools and faculty
 - c. Look at survey results from evaluator and state what we will be fixing or changing.
 - d. Work on students with IEP and 504 plans in order to see how to increase success and use of dual credit and college coursework.

2. Please discuss any challenges you are experiencing. I am concerned about funding after the three years and working to figure out ways to be creative in the funding since our school just cut 6 million dollars.

Budget –

Are you on track to spend funds under the proposed activities/expenditures timeline? I will be looking at the summer expenditures in August after they have closed out the last fiscal year and will know what I can spend in the fall. 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.