

**Central Georgia Technical College (GA) P116W210043, \$488,525.00**, proposes to establish the *HOPE for Central Georgia* project. The project meets all 5 subcomponents of the Absolute Priority and serves 36.3% of students from high schools located in rural areas. Central Georgia Technical College (CGTC) proposes to utilize Rural Postsecondary and Economic Development grant funding to improve learning outcomes for High School and Adult Education Dual Enrollment students in rural counties throughout central Georgia. The central Georgia region presents significant opportunities for rural students to enter careers in high-wage, in-demand occupations, with the aerospace industry being a prime area of growth. CGTC will collaborate with school districts to enroll rural students in Aircraft Structural Technology and Aviation Maintenance programs located at the Georgia Aerospace Training and Sustainment Center, allowing dual enrollment students to learn and work side-by-side on actual aviation maintenance projects with Robins Air Force Base personnel. Transportation barriers of rural students will be addressed with grant funds to support equitable access to specialized training sites. Students entering programs targeted by this initiative may apply for a Georgia HOPE Career Grant, a type of financial aid available to qualified students who enroll in select majors specifically aligned with industries strategically important to the state's economic growth. The anticipated results of the project are: (1) To increase rural students access to postsecondary programs annually. The number of rural students receiving direct student services supported by the grant will meet or exceed 500 annually, and the change in the annual enrollment rate of rural students at CGTC who receive direct student services supported by the grant from one year to the next will meet or exceed 5%. (2) Increase rural student usage of student support services annually. The number of rural students receiving direct student services supported by the grant that transfer to a four-year institution or obtain a degree or certificate of completion will meet or exceed 200 annually, and the number of rural students served by the program who obtain a paid internship, apprenticeship, or employment will meet or exceed 100 annually. The project meets Competitive Preference Priority #1 by providing telepresence equipment and a technology lending library will support the delivery of other STEM-related postsecondary programs to rural high schools and career academies. The project meets Competitive Preference Priority #2 by requiring cross-agency coordination with CGTC, Robins Air Force Base, rural high schools, and other partners positioned to recruit, serve, or otherwise support rural postsecondary students throughout central Georgia.

1. Saginaw Valley State University
2. Pathways for Rural Student Success at SVSU
3. Abstract
  - a. Target Population: This grant will support rural students at Saginaw Valley State University (SVSU) by allowing for both the expansion of existing programs and the development of new programs related to college preparedness and access, student retention and success, and employability. A regional, public university of approximately 7,500 students, over 70% of whom are rural students.
  - b. Services and Proposed Activities: We are well positioned to meet the unique needs of rural students. We will use a three-stage approach to improve rates of postsecondary enrollment, persistence, and completion among rural students through the development of pathways that lead to high quality careers. The first stage will involve admissions outreach and college preparatory programming through a Rural Admissions Representative who will focus on outreach to rural high schools. To further enhance outreach, an Instructional Designer will develop college preparatory programming that utilizes technology to maximize accessibility of information for rural students. The second stage of the pathway will involve directing SVSU students to student success resources identified as part of the Higher Learning Commission Student Success Academy. Utilizing peer student success coaches to monitor students and connect them with resources, a Director of Student Success will work with students to maximize persistence and success while also helping prepare students for future employability. At the same time, the Instructional Designer will work with faculty to ensure that available curriculum meets the unique needs of rural students. The final stage of the pathway will involve providing students with exposure to career employment opportunities and guidance on how to bridge their college experience successfully into the labor market.
  - c. Anticipated Results: The anticipated results of this project will be 1) to increase rural retention rates by 5% by the end of the three-year grant period, 2) to increase the bachelor's degree graduation rate for rural students by 2.5% by the end of the three-year grant period and 3) to increase the number of rural students participating in community engagement activities and internships by 10% by the end of the three-year grant period.
4. Absolute Priority Addressed: Yes. SVSU will partner with rural high schools such as Bay Arenac Intermediate School District, Pinconning Schools, Huron Area Technical Center, and other schools to recruit students. We will work with internal partners such as the Office of Career Services, Center for Excellence in Teaching and Learning, and Gerstacker Learning Commons to provide student success support and external partners such as the Michigan Small Business Development Center (Lake Huron Region) and the Michigan Manufacturing Technology Center (NE) to support career readiness.
5. Competitive Preference Priority Addressed: Yes. Priority 1 will be addressed through expanded use of Open Education Resources (OER) in university curriculum, expanded remote access tutoring services, and development of remote and off-campus co-curricular activities. Priority 2 will be met through partnerships with groups such as the Michigan Manufacturing Center (NE) and Michigan Small Business Development Center (Lake Huron Region) to match curriculum with area business needs.

**Program Abstract - Eastern Oregon University**  
***Achieving Careers for Rural Oregon Student Success (ACROSS)***

**Project Overview.** RPED funding will provide Eastern Oregon University (EOU) with the resources to implement a cohesive set of career pathways-aligned strategies to recruit and retain students from rural Eastern Oregon, as well as provide them with internship and career opportunities in high-skill, high-wage, and in-demand industry sectors in the region.

Proposed activities and services include the following: (1) Intensify rural student recruitment; (2) Broaden scope of early outreach program to reach young rural students as early as 5<sup>th</sup> grade; (3) Modify pre-college success courses to address the needs of rural student access to courses, as well as alignment with career pathways; (4) Align dual credit courses to career pathways while offering additional course opportunities to rural students online; and (5) Integrate career pathways into rural student experiences throughout high school and college by providing Summer Career Academies for pre-college students and experiential learning experiences for college students, such as internships.

Anticipated results include increased college enrollment of rural students, increased retention, increased completion, and increased rate of attainment of paid internships and jobs.

**This project addresses all components of the Absolute Priority and both Competitive Preference Priorities 1 and 2.** EOU will partner with rural school districts in the Eastern Oregon region to address the target populations and meet needs of rural students.

<b>Institution Name:</b> Eastern Oregon University; <b>Designated as “Oregon’s Rural University”</b>	<b>City:</b> La Grande, Oregon
<b>Geography Served:</b> 10-county region of Eastern Oregon, and all of Oregon	
<b>Purpose/Mission:</b> EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.	
<b>Grant Purpose:</b> To improve rural student enrollment, retention, and completion rates in Eastern Oregon by providing intensified strategies to reach rural students and clarifying career pathways for them to gain opportunities and experiences to succeed.	
<b>Public/Private:</b> Public	<b>Affiliation:</b> n/a
<b>Level:</b> Master’s degree-level institution in the State of Oregon	
<b>Primary Service Populations:</b> (1) students seeking a bachelor’s degree; (2) online students; (3) rural students; (4) returning adults; (5) 4-year transfer students; (6) high school students	
<b>Programs of Study:</b> (1) traditional terminal bachelor’s degrees; (2) traditional master’s degrees; (3) certificate programs; (4) pre-professional programs; (5) partnership degree programs; (6) fully online degree programs; (7) dual enrollment with high school	
<b>Student Characteristics (2018-19)</b>	
<b>Enrollment in Credit Programs:</b> 4,742 (headcount); 2,332 FTE.	
<b>Gender:</b> Male: 38.5%; Female: 61.5%	
<b>Average Age:</b> 56% of undergraduates, Ages ≤ 24; 44% of undergraduates ≥ age 25	
<b>Demographics:</b> African American, 2%; Asian, 2%; Native Hawaiian or Pacific Islander, 4%; Caucasian, 70%; Hispanic, 12%; Native American, 2%; two or more races, 5%; unknown, 2%; nonresident alien, 2%	
<b>Faculty Characteristics</b>	
<b>Full-time:</b> 102; <b>Part-time/adjunct:</b> 80; <b>Student-to-Faculty Ratio:</b> 26:1	

## Abstract

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### **Applicant Institution and Partner Institutions:**

- Partners for Rural Impact at Berea College, Applicant
- Promise Zone school districts: Barbourville Independent, Bell County, Clay County, Corbin Independent, Harlan County, Harlan Independent, Hazard Independent, Jenkins Independent, Knox County, Leslie County, Letcher County, Middlesboro Independent, Perry County, Pineville Independent, Whitley County, Williamsburg Independent
- Other: EKCEP; Harvard Ed Redesign Lab; Hazard Community and Technical College; Kentucky Council of Postsecondary Education; Southeast Community and Technical College

### **Project Title:** Appalachian PROMISE

### **Target Population:** Promise Zone Youth and Families

**Services and Proposed Activities:** Increase awareness of career pathways and postsecondary options among students and families; recruit students into the existing college access and success programs; integrate information on in-demand careers; assign virtual college coaches for targeted rising seniors; conduct career fairs, college awareness activities, and campus visits; restructure college success focus at Promise Zone IHEs, including: student supports, financial support, connecting to local career pathways, piloting new strategies/structures; recruit/support high school seniors into the Berea College AmeriCorps pilot program; provide internships connected to local in-demand careers; develop and foster an ecosystem that creates systemic, sustainable college-going culture; nurture cross-sector partnerships to support and sustain project; engage dedicated PRI staff and Advisory Council; collect data to show success, need for continued work.

**Anticipated Results:** Number of rural students served by Appalachian PROMISE annually and by project's end; % of HS juniors/seniors on track to graduate at end of each school year; % decrease in annual drop-out rate; % of students graduating HS on time annually; % of students who graduate from high school career-ready annually; % of change in enrollment rates at Southeast CTC and Hazard CTC annually; Percentage of HS seniors who: apply to an IHE, graduate college-ready, apply for FAFSA, enroll at an IHE; #/% of students who transfer to a four-year institution; #/% of students who obtain a college degree; #/% of students will obtain a certificate of completion; #% of students participating in an internship, apprenticeship, or employment by their high school graduation.

**Absolute Priority Addressed:** Yes; see Partners listed above.

### **Competitive Preference Priority Addressed:** Yes

*Competitive Priority 1* – Supporting Access to Technology is addressed through specific student-centered learning supports noted throughout our proposal including the use of Virtual College Coaches, postsecondary planning, and expansion of dual credit courses with Berea College and partnering community/technical colleges. In addition, Hazard CTC and Southeast CTC will include technology to help students access learning. As part of their results-based planning design, each college will consider how to expand its own technology use with students and provide specific access supports, including hot spots for improved wi-fi in our rural, mountainous region. *Competitive Priority 2* – Strengthening Cross-Agency Coordinator and Community Engagement to Advance Systemic Change is addressed by Appalachian PROMISE bringing together cross-sector partners to build a systems approach to connect postsecondary preparedness and coursework to high-wage careers available in the area. Developing ecosystems within public schools and community colleges ensures an ongoing effort that will become the embedded norm.

## **Title: Work-based Integration into Rural Education (WIRE)**

### **Applicant: Umpqua Community College**

**Partners:** Days Creek School, Douglas Education Service District, Douglas High School, Elkton School District, Glendale School District, Riddle High School, North Douglas School District, and Yoncalla School District – all in rural Douglas County.

### **Abstract**

**Populations Served:** The college expects to serve 690 students in grades 6-8, 960 students in grades 9-12, and 523 college students over the three-year grant period (duplicated count).

**Services/Proposed Activities:** (1) a rural student recruitment program, (2) an early outreach program, (3) accelerated learning expansion, (4) enhanced career pathways for K-12 students, (5) augmented career services for college students, (6) experiential learning, (7) FYE inclusion of regional work-based learning opportunities, and (8) wraparound services for college students.

**Anticipated Results:** participation in rural pre-college activities: 640 students annually; increased college enrollment of rural students by 15.8%; increased rural college retention (full-time: 46% to 52%; part-time: 29% to 35%); increased completion from 29% to 34%); increased rate of attainment of paid internships and jobs by 15%; increased student & parent engagement (metric TBD).

**Existing four-year public university transfer partners with articulation agreements:** Eastern Oregon University, Oregon Tech, Oregon State University, Oregon State University-Cascades, Portland State University, Southern Oregon University, and the University of Oregon. Other private college partners are in place as well.

**Priorities:** This project addresses the Absolute Priority fully, including transfer, and both Competitive Preference Priorities (CPPs) 1 and 2. UCC will partner with rural Douglas County schools to address the target populations and meet needs of rural K-12 and college students through the services described above. Accelerated learning expansion supports CPP 1. Activities 4-8 support CPP 2.

<b>Institution Name: Umpqua Community College</b>	
<b>Geography Served:</b> Rural, expansive Douglas County, Oregon	
<b>Location:</b> Roseburg, Douglas County, Oregon	
<b>Purpose/Mission:</b> Umpqua Community College transforms lives and enriches communities.	
<b>Grant Purpose:</b> To improve rural student enrollment, retention, and completion rates in rural Douglas County by providing intentional college and career strategies to reach rural students.	
<b>Public/Private:</b> Public	<b>Affiliation:</b> n/a
<b>Level:</b> Two-Year Community College in the State of Oregon	
<b>Primary Service Populations:</b> (1) 2-year community college students seeking an associate degree; (2) career technical students; (3) dislocated workers; (4) adults returning to school/work; (5) 4-year transfer students; (6) high school students	
<b>Programs of Study:</b> (1) traditional terminal associate degrees; (2) academic transfer programs; (3) developmental education; (4) career technical; (5) career- and enrichment-related noncredit programs; (6) customized employee training; (7) dual enrollment with high school	
<b>Student Characteristics (2018-19)</b>	
<b>Enrollment in Credit Programs:</b> 3,312 (headcount); 1,445 FTE.	
<b>Gender:</b> Male: 1,354 (41%); Female: 1,958 (59%)	
<b>Demographics:</b> African American, 1%; Asian, 2%; Native Hawaiian or Pacific Islander, 0%; Caucasian, 80%; Hispanic, 0%; Native American, 2%; two or more races, 6%; unknown, 8%; nonresident alien, 0%	
<b>Age:</b> Average: 28.9	
<b>Faculty Characteristics</b>	
<b>Full-time:</b> 47; <b>Part-time/adjunct:</b> 149; <b>Student-to-Faculty Ratio:</b> 17:1	

## University of South Dakota

### Coyote Kickstart

The University of South Dakota is the flagship, liberal arts institution for the state with degree programs in the traditional liberal arts, health science, business, education, and fine arts. Institutional admissions data reflect that roughly 30% of the students enrolled at USD are from high schools designated as rural. Rural students, like many underserved student populations, can come to a university underprepared and may lack parental or community support. These students may also face financial barriers and lack career planning support. USD's has designed a program to address some of the common barriers rural students face. The Coyote Kickstart program described in this application is composed of support for completing admissions documents and the FAFSA, increased enrollment of dual credit for high school students, early transition programming, first-year peer mentoring program, technology training, supplemental instruction, course cohorts, paid internships, and a technology loan program. USD is not partnering with any 2-year institutions for the facilitation of transfer since the institution offers both Associate's and Bachelor's degrees and students will be accepted into the program with either degree type. The institution does have numerous articulation agreements<sup>1</sup> with area technical and community colleges that enroll students from rural high schools and all [articulation agreements](https://www.usd.edu/academic-affairs/articulation) currently existing will be honored for students in this program.

USD will be investing time and resources to work with high school juniors and seniors to ensure readiness for admission to the institution. The transition, peer mentoring, and technology training will be targeted at first-year students. Supplemental instruction will reach students in general education courses with a reach of high school students, first-year students, and second-year students. The technology loan opportunities will be provided to students in the program through to graduation if appropriate. Internships and career development seminars provided through the program will be available to students from entry through graduation. Finally, training in Universal Design for Learning, digital accessibility, and other professional development will be targeted toward faculty teaching in general education courses.

USD anticipates an increase in enrollment of students from rural high schools, and an increase in first-to-second year retention of students. Faculty participation in professional development activities will increase student performance in individual courses, and supplemental instruction will enhance learning and increase course success.

This grant proposal addresses all of the absolute priorities and also meets the stated requirements for each competitive priority. The expansion of the Career Kickstart program and the technology training and loan programs are representative of the competitive priorities for the grant solicitation.

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<sup>1</sup> <https://www.usd.edu/academic-affairs/articulation>

1. **Applicant Name:** CFES (College for Every Student) Brilliant Pathways
2. **Project Title:** North Country RPED (Rural Postsecondary & Economic Development) Program
3. **Abstract:**
  - a. **Target Population:** North Country RPED will serve 4,000 students in ten high poverty gr 9-12 rural schools in Northeastern New York, improving rates of postsecondary enrollment, persistence and completion and moving these youth to high-wage, in-demand jobs in the region. Historically, nearly 80% of the graduates from these schools attend 10 regional IHEs, all of which will partner with CFES to ensure that greater rates of these students attain degrees on time. CFES is located in the North Country and deeply committed to the region and is the only national nonprofit promoting college and career readiness for low-income youth based in a rural setting.
  - b. **Services & Proposed Activities:** CFES president's book, published by Routledge in April 2021, *Rural America's Pathways to College and Career*, speaks to the organization's commitment and expertise in serving rural youth. RPED strategies will be founded in its 10-Point Plan that outlines steps, tested over 30 years that have helped 100,000 low-income youth enter college, 74% of whom have attained degrees on time. North Country RPED will provide services across three areas: College Enrollment, College Success, and Career Readiness. To build more support for North Country youth, CFES will train 300 volunteers across the region to serve as College & Career Readiness Advisors and College Mentors for the 4,000 RPED students.
  - c. **Anticipated Results:** By the end of three years: 1) Educational Outcomes of students will be improved with increased academic achievement, increased college going and college success; 2) Secondary to postsecondary to career pathways will be established in the North Country; 3) The program will create economic vitality by helping to attract and fill high-wage jobs.
4. **Absolute Priority Addressed:** Yes. Participating schools: Boquet Valley Central School District (CSD), Brushton Moira CSD, Hermon DeKalb CSD, La Fargeville CSD, Long Lake CSD, Northeastern Clinton CSD, Northern Adirondack CSD, Norwood Norfolk HS, Salmon River CSD, Tupper Lake CSD. Partnering IHEs: Clarkson University, Clinton Community College, Jefferson Community College, North Country Community College, Paul Smith's College, St. Lawrence University, SUNY Adirondack, SUNY Canton, SUNY Plattsburgh, and SUNY Potsdam
5. **Competitive Preference Priority (CPP) Addressed:** CPP 1 – Yes: North Country RPED will decrease the technology access gap by leveraging unprecedented technology opportunities that will increase broadband for the counties in the North Country. IHE partners will also provide school districts with training on hybrid/blended teaching and learning and high-quality learning content, applications, and tools. CPP 2 – Yes: Local businesses, manufacturing companies, banks, sports, government, and educational institutions will work together to advance systemic change for the benefit of our students' college enrollment, college success, and career readiness. Importantly, the secondary to postsecondary educational system alignment will integrate the cross-agency coordination resulting in unprecedented systemic changes in the region, improving outcomes for our rural students through the development of career pathways aligned to sectors and occupations in the region in partnership with regional economic development entities, workforce agencies, regional employers, and other partner nonprofit organizations.



### Abstract

**Applicant:** University of Cincinnati (UC), Systems Development & Improvement Center

**Title:** IT for All Ohioans: Designing IT Postsecondary Options for Ohio's Rural Students

**Partners:** Ohio Department of Education, State Support Teams 6 and 15, Hamilton County ESC, Athens-Meigs ESC, Warren County Career Center, Clermont Northeastern Local Schools, Paint Valley Local Schools, Goshen Local Schools, Fairfield Union Local Schools, Talawanda Schools, Three Rivers Local Schools, Tecumseh Local Schools, Coalition of Rural and Appalachian Schools, Ohio Deans Compact, Ohio Federation of Teachers, Ohio Leadership Advisory Council, Quantum Health

**Priorities Addressed:** Absolute Priority: Increasing postsecondary access, affordability, success, and completion for rural students; Competitive Pref. Priority 1: Supporting access to technology through student-centered models; Competitive Pref. Priority 2: Improving cross-agency coord. and community engagement via Ohio's statewide system of support to advance systemic change.

**Project Description:** We will address the grant's priorities by designing a career pathway in information technology (IT) cybersecurity (Cyber) that leverages local, regional, state, and industry partner support for the recruitment, preparation, retention, and ongoing support of students from rural communities, including students from marginalized groups (e.g., students at risk of dropout, first generation). Participation involves completion of UC's Bachelor of Science (BS) programs and enrollment in paid fellowships, internships, and/or employment in IT careers.

**Project Goals, Objectives, and Outcomes:** **(Goal 1)** To increase the number and proportion of rural students who enroll in and complete UC's BS IT and BS Cyber. **(Obj. 1.1)** To provide preparation in IT and Cyber to 30 rural students. **(Outcome 1.1)** 90+% of students successfully complete their coursework. **(Obj. 1.2)** To develop an industry-recognized and state approved Career Pathway in Cyber. **(Outcome 1.2)** Development of the Cyber Career Pathway and receipt of Ohio Department of Higher Education approval. **(Obj. 1.3)** To develop resources for local and regional educational agencies to support students from rural communities in understanding their postsecondary options in IT and Cyber. **(Outcome 1.3)** High-quality resources for local/regional educational agencies. **(Obj. 1.4)** To develop resources for high-school students and their families to promote an understanding of effective transition planning and support. **(Outcome 1.4)** High-quality resources for students and families. **(Goal 2)** To develop a comprehensive model of student success services that supports rural students and increases students' retention and persistence, and their transition to employment. **(Obj. 2.1)** To develop a cohort program to create the support systems necessary to increase the pool of students from rural communities pursuing an IT profession. **(Outcome 2.1)** Program developed, piloted, refined, and implemented with students in two cohorts. **(Obj. 2.2)** To provide academic advising that supports rural students to persist in their program. **(Outcome 2.2)** High-quality advising materials and implementation of bi-monthly advising for students. **(Obj. 2.3)** To develop resources for UC's mentoring program that promote an understanding of assets and challenges to support mentors in addressing the academic and non-academic needs of students from rural communities. **(Outcome 2.3)** High-quality resources that are shared with and used by mentors to support students. **(Obj. 2.4)** To design and implement bi-annual professional learning opportunities that build knowledge, skills, and confidence in IT and Cyber professions. **(Outcome 2.4)** 90+% of students complete paid internships or fellowships, and/or obtain employment in high-skill, high-wage careers.

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**1.** Allen College is the applicant. It has over 300 formal and informal partnerships which are essential to performing grant-funded activities and meeting program goals.

**2.** The project/program title is Rural Student Success Program (RSSP).

**3A.** The target population is rural high school students, their support systems, rural healthcare employers and economic development entities, and institutes of higher education within a 50-mile radius of Waterloo, Iowa.

**3B.** The RSSP takes a three-pronged approach: 1) increase rural partnerships and community engagement, 2) expand and enhance rural student support services, and 3) provide financial assistance specifically for rural students. It is a long-term, strategic initiative to increase rural student enrollment, retention, and completion. Allen College will make major systemic changes and build the capacity of our outreach efforts, student support services, and community partnerships. Proposed activities include creation of a Rural Student Grant (RSG) and Rural Student Success Center, addition of rural peer mentors, creation of a new position - Community Outreach Coordinator (COC), and expansion of existing partnerships and creation of new partnerships with rural schools (secondary and post-secondary), rural organizations, rural healthcare employers, and community members.

**3C.** Our anticipated results are: 1) increase the number of rural high school graduates who enroll in college and are retained through completion of their degree, 2) increase the number of community partnerships to support rural students and promote higher education in healthcare fields, 3) increase the number of rural Iowa students who get a paid internship or employment, and 4) increase the number of articulation agreements with local colleges to encourage transfers to Allen College.

**4.** The Absolute Priority of meeting the articulation and transfer model is addressed in our program. Allen College currently has 16 articulation agreements with institutions of higher education (IHE). Three of the schools are in an NCES rural locale code - Northeast Iowa Community College (Peosta, IA), Northwest Iowa Community College (Sheldon, IA), and Upper Iowa University (Fayette, IA). Other colleges are: Central College (Pella, IA), Drake University, (Des Moines, IA), Hawkeye Community College (Waterloo, IA), Indian Hills Community College (Ottumwa, IA), Iowa Lakes Community College (Estherville, IA), Loras College (Dubuque, IA), Simpson College (Indianola, IA), Southeastern Community College (Burlington, IA), Southwestern Community College (Creston, IA), The University of Iowa (Iowa City, IA), The University of Northern Iowa (Cedar Falls, IA), Wartburg College (Waverly, Iowa), and Winona State University (Winona, MN).

**5.** Allen College addresses both Competitive Preference Priorities.

For Priority 1 - "Supporting Access to Technology", Allen has a robust Information Technology Department and uses state-of-the art technology. Assistance is provided by technology specialists who offer students in-person, hands-on instruction on how to use technology including our online learning platform Blackboard. Students may use RSG funds to buy a laptop or computer. When conducting outreach activities, the COC and other staff will bring iPads for students and their support persons to use to complete forms during the outreach activity. The COC and other staff will provide technical assistance to participants at outreach events.

For Priority 2 - "Strengthen Coordination and Community Engagement", Allen has more than 300 existing partnerships with IHEs, healthcare facilities, service organizations, high schools, and community organizations. These partnerships include opportunities for college transfer, experiential learning, internships, and employment. The COC position (1 FTE annually) is dedicated to expanding existing partnerships and creating new ones to benefit rural students.

***ED Abstract Form (one-page limit)***

- **Applicant institution and partner institutions:** University of New Mexico Anderson School of Management
- **Project title:** Rural Student Connectivity Project
- **Abstract:** Approximately 33% of New Mexicans live in rural areas. Rural students in New Mexico struggle with a severe digital divide, shrinking rural populations, and lack of opportunities in high-growth industries enjoyed by urban residents. The Rural Student Connectivity Project will provide rural University of New Mexico students with tailored training and internships designed to encourage them to complete their degree and prepare them for fulfilling careers.
- **Target Population (e.g., faculty, staff, students):** University of New Mexico students who graduated from rural high schools in New Mexico
- **Services and Proposed Activities:** Participants in the Rural Student Connectivity Project will complete a nationally-recognized standardized career readiness course, entrepreneurship courses, and paid internships. Rural students who need assistance accessing computers or the internet in order to participate in the Project will receive Chromebooks and mobile hotspot devices.
- **Anticipated Results (e.g., learning outcomes):** As a result of the Rural Student Connectivity Project: 35% of participating rural students will register their own business with the State of New Mexico; rural student freshman-level enrollment will increase by 1.5% each year of the grant period; the total number of rural students across all grade levels will increase by 0.25% each year of the grant period; and the six-year graduation rate for rural students will increase by 1% each year of the grant period.
- **Absolute Priority Addressed: Yes or No; Briefly indicate the institution/s that the applicant is proposing to partner with for the purpose of meeting the articulation and transfer model absolute priority.** Yes. The University of New Mexico's Anderson School of Management will work with other University of New Mexico (UNM) schools and branch campuses to engage rural students in the Project. The Rural Student Connectivity Project will:
  - Increase rural student enrollment, retention, and graduation rates.
  - Provide rural students with career preparation courses and pathways as well as paid internships.
  - Engage rural students in accessible learning opportunities.
  - Credits earned at UNM branch campuses are transferable to our main campus, which offers four-year degrees.
- **Competitive Preference Priority Addressed: Yes or No; Briefly describe how it is addressed.** Yes. The Rural Student Connectivity Project will offer rural students courses either online or at our main campus in Albuquerque. Students who need internet access will receive computers and hotspots. We will also partner with local businesses to offer paid internships.

## Abstract

The University of Wyoming (UW), in collaboration with College for Every Student (CFES) Brilliant Pathways, proposes to implement the High Altitude Program (HAP) Rural Postsecondary and Economic Development (RPED). The purpose of University of Wyoming's HAP RPED is to improve rates of postsecondary enrollment, persistence, and completion among Wyoming's rural students through development of high-quality career pathways aligned to high-skill, high-wage, and in-demand industry sectors and occupations throughout the state of Wyoming.

Wyoming has one of the lowest rates of enrollment in post-secondary education in the nation. Careers of the future will require some level of training beyond high school-including high skill technical fields. The HAP will work with rural high schools and their communities, Wyoming community colleges, the University of Wyoming, and other statewide partners to increase the number of students who enroll and persist in higher education opportunities. The approximately 2,000 participants in the HAP will understand how to apply for college, how to pay for college, and how to persist in their post-secondary program of study.

Job growth areas in Wyoming include manufacturing, skilled labor, health care, information technology, and education. All of these fields will require potential employees to have not only the technical skills and abilities to perform the job; but Essential Skills-including leadership, communication, and teamwork to be truly successful. The HAP will provide learning opportunities for students in high school and college to master these skills so they are prepared for success in the world of work.

## North Country PACE Abstract

1. *Applicant Institution:* Campus Compact for New Hampshire  
*Partner Institution:* White Mountains Community College (WMCC)
2. *Project Title:* North Country PACE
3. *Abstract*
  - a. *Target Population:* 1,186 students from 21 middle and high schools serving 27 of the most rural towns in northern New Hampshire.
  - b. *Services and Proposed Activities:* The project seeks to improve rates of postsecondary enrollment, persistence, and completion among students in the most rural communities of Northern New Hampshire by developing high-quality career pathways aligned to high-skill, high-wage, and in-demand industry sectors and occupations in the region. The proposed project design includes a framework that incorporates four prongs with the core outcome of the design focused on **Promoting Success**. The four components of the design include: 1) **formative data use** to drive academic improvement, 2) nurturing a **college-going culture** to promote sustainability, 3) long term and reciprocal **college partnership** to leverage career pathways to ensure the successful preparation to college, ensuring all students are college and career ready, and 4) **comprehensive student supports** for the transition to college and completion of a degree and entrance into the workforce.
  - c. *Anticipated Results:*
    - Enrollment at WMCC from North Country communities will increase by 15% by the end of the project
    - 720 students from the schools served will earn a degree, complete a certification or be enrolled in a four-year institution by the end of the project
    - 415 students will obtain a paid internship, apprenticeship or employment by the end of the project
4. *Absolute Priority Addressed:* The Absolute Priority is addressed in the narrative and White Mountains Community College will work with Plymouth State University to meet the articulation and transfer component of the priority.
5. *Competitive Preference Priority Addressed:* North Country PACE will also address Competitive Priorities 1 and 2 by promoting educational equity for rural students and developing long term strategies to bring about systemic change in the region.

### **Abstract:**

**Applicant & Partners:** The applicant is Missouri Valley College (MVC), a vibrant liberal arts college located in rural Missouri, in the town of Marshall within Saline County. The private independent college has been educating students for over 100 years in this small rural community of approximately 13,000 residents. Partner institutions for grant year one includes school districts Slater, Brunswick, Glasgow, Sante Fe, Otterville and Malta Bend, letters are attached, and others from the pool of 23 rural school districts in the surrounding area with MOU agreements to be executed soon after grant award notification. In addition, external agencies, business, industry, and community organizations will be approached to formally partner and provide internships, apprenticeships, field trips and/or guest speakers.

### **2. Project Title:** Drive 60+

**3. a) The Target Population** for Drive 60+ includes faculty, staff, rural middle and high school students and staff, families of these students, Drive 60+ students who enroll in MVC, the surrounding rural community, and multi-sector partners. Most impacted populations reside in the targeted, rural geographic areas, most within 60 miles of the MVC campus.

**b) Services and Proposed Activities** will include academic advising, structured/guided pathways and career services using the College & Career Success Plan, student financial aid and scholarships for eligible participants, an array of student, family, and partner workshops, supportive technology and virtual offerings of workshops and other relevant activities, internships, apprenticeships and on-the-job learning, and Dual Credit & AP course expansion. Beneficial to the program, the current MVC Student Success Center and current Drive 60 program, supporting rural students within 60 miles of the campus, will complement Drive 60+, while the proposed program expands offerings and activities beyond those currently provided with supports tailored for rural students.

**c) Anticipated Results** This project will result in an increase in the number and proportion of rural students who enroll in and complete postsecondary education. During the three-year grant period 90 rural students will matriculate to MVC. 20% of program participants will enroll at MVC or another college the semester following high school (HS) graduation. 60% will complete college within 6 years of HS graduation. All program participants will develop a College & Career Success Plan (CCSP) and complete 80% of CCSP goals. 30 middle and HSs will formally partner. Approximately 400 participants will receive high speed modems and/or laptops as needed. Please reference the narrative for results regarding the array of workshops, summer and bridge programs, and all qualitative objectives to measure outcomes.

**4. Absolute Priority:** Yes, MVC will partner with institutions as described to meet the absolute priority: Increase Postsecondary Access, Affordability, Success, and Completion for Rural Students with objectives described in the narrative. Partners include potential school districts in the surrounding rural areas, letters from 6 are attached. In addition, business and industry, non-profit partners and community organizations will confirm formal partnerships upon grant award.

**5. Competitive Preference Priority 1 & 2:** Yes, MVC's Drive 60+ meets both by Priorities. 1) MVC will provide My Fi modems for high-speed internet access and laptops for program participants in need. 2) Partnerships and collaborations will strengthen all program activities objectives described in the narrative with formal MOU's to be executed with appropriate entities.

1. West Central Texas Workforce Development Board, Inc. in partnership with Cisco College, Hardin Simmons University, and McMurry University
2. West Central Texas Rural Youth Success Program
3. The program's target population is rural youth, age 14-24, who reside in the 19-county workforce development region of West Central Texas. Strategies include student-centered support and community and industry involvement in the development of high-quality career pathways. Proposed activities include college and career advising; core skill workshops; career awareness presentations, work-based learning, and virtual reality; convening partners; and mapping career pathways. Anticipated short-term outcomes include increasing the awareness of high demand, high wage jobs in West Central Texas and increasing student engagement in work-based learning. Anticipated long-term outcomes include increasing the enrollment, persistence, and completion of rural students in postsecondary education and training programs.
4. Absolute Priority met; partnering with the IHEs to meet the articulation and transfer model. The IHEs have established articulation agreements and continue to work with the Board to identify and address additional student barriers.
5. Competitive Preference Priority 1 met; providing virtual reality career exploration and training to students to increase learner variability, create equitable access to experiential learning, and provide competency-based learning opportunities; also met by providing emergency financial aid to postsecondary students without access to technology.  
  
Competitive Preference Priority 2 met; utilizing cross-sector partnerships and creating a systemic approach to career pathway development, as shown by the letters of support by partner organizations.

## **Abstract**

Three Rivers is a public, two-year community college located in Poplar Bluff, Missouri and provides pre-baccalaureate, technical, and career programs to the college service area. It is located 150 miles from the nearest metropolitan area and 90 miles from the nearest four-year institution. The target area is a rural fourteen-county region in southeast Missouri. The Three Rivers College (TRC) service region includes 8,982 square miles with a total of 46,658 (*U.S. Census QuickFacts, 2019*) potential students between the ages of 10 and 19. TRC proposes to serve all eligible students who meet the parameters of the grant proposal.

Three Rivers College Project **Direct Rural Initiative Vying for Employment (DRIVE)** is proposing to offer Career Fairs, College Preview Days, Program-Specific Raider Days, College Fairs, Financial Aid Workshops, Dual Credit Workshops, Regional Career and Technical Center visits, and Middle/High School visits. 300 students will obtain a certificate of completion or degree and will obtain employment as a result.

All cost projections are necessary to accomplish the proposed project objectives and are allowable under the Department of Education project regulations 34 CFR part 75 Section 75.210, and meet funding needs for each specific budget category. The total budget request for the three-year total of **\$1,232,700** represents a cost-per-participant of \$762 and is reasonable and adequate to provide services for 1500 eligible participants and produce quality outcomes in terms of certificates of completion.

This grant proposal will address each competitive preference priorities (CPP 1, CPP 2) as outlined in the RFP.

### **Citation to research which supports CPP1:**

Manly, E. (2021, November 22). *Missourians might leave state over internet problems, experts warn*. <https://fox2now.com/news/missouri/missourians-might-leave-state-over-internet-problems-experts-warn/>

### **Citation to research which supports CPP2:**

Djukic, J. (2021, December 1). *State of Missouri seeing a downward trend in students enrolling in higher education*. KSN fourstatehomepage.com. <https://www.fourstatehomepage.com/news/state-of-missouri-seeing-downward-trend-in-students-enrolling-in-higher-education/>

### **Additional Sources:**

United States Census QuickFacts. (2019). *Missouri population estimates*. [Data file]. Retrieved from <https://www.census.gov/quickfacts/fact/table/US/PST045219>



## **RPED PACE Grant Proposal 2021 Abstract**

1. **Applicant Institution:** Radford University
2. **Project Title:** Professional Accelerated Cyber Education (PACE)
3. **Abstract:**
  - a. Target Population: Secondary students as well as their Career and Technical Education (CTE) teachers in rural schools in southwest and southside Virginia.
  - b. Services and Proposed Activities: The proposed PACE program will develop a high-quality career pathway to prepare rural students for the changing needs of the current workforce by:
    - i. Delivering accelerated, online, and competency-based cybersecurity micro-credentials, courses, and certificates to secondary students as well as their Career and Technical Education (CTE) teachers in rural schools in southwest and southside Virginia;
    - ii. Recruiting these participating secondary students into related undergraduate programs at Radford University and other institutes of higher education;
    - iii. Implementing evidence-based student success programs for participating students that include academic advising, career counseling, and other wrap-around services.
4. **Absolute Priority Addressed:** Yes. The PACE project will develop a guided career pathway for secondary students with online, self-paced, and competency-based stackable credentials focused on industry-aligned cybersecurity workforce skills in an attempt to increase the number of rural students who enroll in and complete postsecondary education. These students will also receive “wrap around” success services that include academic advising, financial aid advising, and career counseling. CTE teachers in participating schools will also receive cybersecurity professional development to further enhance capacity in underserved rural schools and increase sustainability post-award.
5. **Competitive Preference Priority 1:** Yes. PACE will promote educational equity by providing rural students and teachers access to student-centered, online learning accessible from mobile, laptop, or desktop at any time from any location.
6. **Competitive Preference Priority 2:** Yes. PACE will establish formal MOUs with LEAs, regional employers, regional economic development entities, workforce agencies, nonprofit organizations to advance systemic change in underserved rural areas of Virginia.

Heidelberg University  
Tiffin, OH 44883

**Title: Pathways to Rural Student Access and Success**

**Institutional Information:** Heidelberg University is a four-year private institution that combines liberal arts and professional development, with an affiliation with the United Church of Christ. Located in Tiffin, Ohio, Heidelberg enrolls approximately 1000 undergraduate and 150 graduate students.

**Problem:** 31% of Heidelberg University's student body comes from rural areas, but Heidelberg's overall 4-year graduation rate hovers below 50%. Heidelberg lacks clear articulation agreements with local community colleges, which overwhelmingly serve students from rural areas and have increasing numbers of College Credit Plus high school students. Only 60% of CCP students matriculate to college, and Heidelberg University does not play an active role in helping community colleges enrolling CCP students after high school. Heidelberg needs to develop a clear pipeline for CCP students to matriculate to Community Colleges, transfer to Heidelberg, and graduate on time with career ready skills.

**Strategies:** HU will use RPED funds to support the **Pathways to Rural Student Access and Success** plan, investing in the following initiatives:

- (1) Develop articulation agreements with local community colleges to improve HU's CCP and transfer friendliness
- (2) Revise AIM Hei, HU's first year experience course, as a year-long proactive advising seminar for all incoming students.
- (3) Revise HYPE Career Ready Program to partner with the academic curriculum and develop career-ready skills for all students.

**Goals:** We have set the following goals for the **Pathways to Rural Student Access and Success** plan: (1) 1st-to-2nd Year Retention Rate (2) Four Year Graduation Rate (3) Preferred Placement in 1 year (4) Increased number of transfer and CCP students.

**Outcomes:** (1) Increase fall-to-fall retention rate of first-year students to 85%. (2) Increase four-year graduation rate from 46.4% (5 year average) to 65%. (3) Achieve a transfer student graduation rate of 80% (4) 90% of graduating seniors achieve preferred placement (job, graduate school) within 1 year of graduation by 2026 (5) Double the number of CCP students who matriculate to partner Community Colleges to 1500 and (6) Achieve 100 transfer students matriculating to HU each academic year.

**Competitive Priorities:** (1) Supporting Student Access to Technology and (2) Fostering Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

**Budget:** The budget request of \$1,198,356 is reasonable and necessary to achieve the project outcomes and contribute to the institutionalization of project activities. HU will contribute resources, facilities, and staffing throughout the project to ensure institutionalization and increase self-sufficiency.

**Contact:** Dr. Bryan Smith, Vice President for Academic Affairs and Provost  
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