Instructor Manual/Guide

Welcome to Phase 1 of the Higher Education Connector Training! We are excited you've decided to become a connector/mentor in your community. This training will give you the tools and resources necessary for you to guide others in your community to start their Higher Education path.

Program Mission: To increase educational opportunities for community members that enhance career and economic opportunities.

Class Mission: To train Higher Education Connectors in Idaho communities to help guide individuals seeking higher educational opportunities within the Idaho university system.

1. **Introduction Activity** (5-10min) **SKIP IF 1:1 SESSION**
2. **Phase Outcomes:**
    1. Compare the different types of higher education opportunities available throughout Idaho and support available to rural communities
    2. Interpret the different policies related to admissions and financial aid
    3. Employ the above skills and engage with the community and have meaningful conversations about higher education
    4. Summarize the program's mission- What is a Higher Educational Coach?
3. **What is a Higher Education Coach (Card)**

Higher Education Coach: Higher Education Coaches are forward-thinking individuals who are trained on higher education policies and practices. They act as a guide within their communities and assist community members start and/or continue their higher education goals.

4. Characteristics of a Higher Education Coach:

A good connector is someone who is:

- Excited to help others start a new journey

- Passionate about higher education

- Attentive- a great listener and effective communicator

- Is generally knowledgeable about higher education processes and policies in Idaho

- Is a good problem solver

- Knows when to refer- connects potential students to college representatives

5. The "Why"? **(30 min)**

a. [Insert a student story]- video (https://www.youtube.com/watch?v=-gfjUgi3akc)- Why we do what we do
   - Discuss the points of this story
   - Do any of you have a similar story?
   - Have you heard similar stories in your community?
   - What were your takeaways from this story?

Message from Byron Yanke: "Rural libraries have always been the heart of small town Idaho. Libraries are places to read and learn, but equally as important, libraries are places for meetings, to see friends and neighbors, and connect to others from across our state and the world. Librarians are explorers and connectors, who are always available to enrich the lives of others. For Idaho's veterans and underserved adults, libraries will be the gateway to education and potential jobs and librarians will be their guides."

Byron Yankey
College and Career Program Manager
Idaho State Board of Education

Why is this task important: Helping others earn the freedom to choose their next step

6. What is a degree? **(2hr) What's with all the Jargon?**
   a. A degree is a credential given to students of a higher learning institution who have achieved the requirements in a specific area(s) of study. There are several levels of degrees and certificates that can be achieved ranging from associate-level degrees to doctoral degrees, but what does it all mean? Let's break it down:
   Graduate vs Undergraduate
      - Graduate school is a term used for a part of the college that awards degrees more than bachelor
   b. What is a B.A, B.S, A.A., A.A.S., A.S. and how they differ?
      - Associate of Arts (2yrs and typically 60 credits)- leads towards many different careers **(Card)**
      - Associate of Science- 2yrs (if attending full-time) and typically 60 credits **(Card)**
      - Associate of Applied Science (AAS)- Two years and typically takes more than 60 credits to complete (some over 90 credits). This degree integrates technical career skills and leads to a very specific career/job track **(Card)**
         1. Example of an AAS health: A.A.S. Surgical Technology
         2. Example non-health related: A.A.S. Administrative Specialist
         3. Example mechanical-related: AAS Automotive Technology
         4. CTE vs academic- technical credits are typically not transferable for

academic-based degrees. Students seeking a bachelor's after an AAS completion typically work towards a Bachelor of Applied Science degree or a similar track.

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Applied Science (B.A.S.)
- Bachelor of Business Administration (B.B.A.)

Activity: Break in groups to read and discuss the article. Next, respond to the **following scenario:**

For the job, think about the right degree level:

1. Mechanical Engineer-**B.S**
2. Social Worker- **B.S. or MSW**
3. Healthcare
   a. Administrative- **Certificate, AAS, or other types of associate degrees (minimum)**
   b. CNA **Certificate**
   c. RN- **AAS, BSN (minimum)**
4. Accounting
   a. Bookkeeper **Certificate (minimum)**
   b. taxes, billing **Certificate (minimum)**
   c. Certified Public Accountant- **Bachelor or Master**

----------Break--------

7. What are the different types of higher education institutions? **(30 min)**
   a. 2-year/Community Colleges vs. 4-year institutions
      - Differences/focus
   b. Private vs Public
      - There are a few differences between Private and Public institutions such as class sizes, funding, and resources offered.
        1. Size: Private schools tend to be smaller overall and students enjoy smaller class sizes.
        2. Fuding: Public institutions are funded by state governments, hence why the tuition is much cheaper- subsidised by the state. Private institutions- don't receive funds from any state. They rely on tuition and private contributors. Private colleges can be not-for-profit or for profit.

3. Resources and niche majors: Some prestigious private colleges offer more resources for students such as private tutors, more student activities etc. Think: Harvard, Princeton, Stanford, MIT, NNU, College of Idaho, etc. Many private institutions offer niche degree programs/plans. Think Juilliard University or Carnegie Mellon University (PA).

c. Accreditation Matters **(card)**
   ■ What is accreditation?
      Accreditation is a metric used to oversee and measure the quality of education being offered at institutions nationwide. According to the U.S. Department of Education, "The goal of accreditation is to ensure that the education provided by institutions and/or programs of higher education meets acceptable levels of quality."
       Accrediting agencies are private educational associations of regional or national scope, that develop an evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met.

      Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency."
      Source: U.S. Department of Education
   ● Regional accreditation is the oldest and most respected type of accreditation stretching back to the late 1800s. It oversees institutions in a specific region. Examples:
      ○ **Middle States Commission on Higher Education**, serving Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.
      ○ **New England Association of Schools and Colleges**, serving Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
      ○ **North Central Association of Colleges and Schools**, serving Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.
      ○ **Northwest Commission on Colleges and Universities**, serving Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.
      ○ **Southern Association of Colleges and Schools**, serving Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.
      ○ **Western Association of Schools and Colleges**, serving California,

Hawaii, Guam, and American Samoa.
- National accreditation is a status given to institutions that offer vocational, career, or technical programs. Example: Steven Henager College
- Program-specific Accreditation focuses on programs or departments. Some examples: business, nursing, engineering, medical schools, etc.

Source: U.S. Department of Education

-------------- Break--------------
8. Higher Education in Idaho **(1hr) (Card)**
    a. "The role of Idaho's public higher education institutions is to provide a wide variety of educational, training, research, continuing education and service programs to meet personal and professional needs of Idaho citizens and employers." There are eight state colleges and universities in Idaho with varying missions and focuses. (add citation Idaho Stateboard Of Education, 2018)
        - Boise State University
        - College of Southern Idaho
        - College of Eastern Idaho
        - College of Western Idaho
        - Idaho State University
        - Lewis-Clark State College
        - North Idaho College
        - University of Idaho

    Activity: Explore these colleges.

        1. Pair up and navigate through the different college websites
        2. Find a degree that may be of interest to you or someone in your city.
        3. List the requirements and admissions criteria
        4. Present it to the group

    b. Admissions
        - Community colleges
            1. Both CWI and CSI require the completion of high school to be a degree-seeking student.

      2. Both community colleges offer HS completion options if a student doesn't have a HS diploma.
      3. SAT or ACT exams are not required for admissions
- Idaho Universities- All universities require the following for admission:
  1. SAT or ACT scores (no minimum scores) if under 21. No scores required if over 21 or if student has more than 14 transfer credits with a GPA of 2.25 or higher
  2. High school diploma with at least a 3.0 GPA
  3. Check for understanding: review/discussion. Open the floor for questions/concerns.

    c. General Education

Degree requirements vary widely across institutions. The major similarity is the general education component

What is General Education? (OPTIONAL)

General Education (GEM)- refers to the courses that are considered as a foundation of a degree and typically taken prior to focusing in an area of study.

1. Provides students with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries.

2. Equips students with the personal and civic responsibilities of good citizenship.

3. prepares students to be adaptive and encourages lifelong learning.

What do I get out of general education courses? More than you think! The general education courses are designed to introduce students to skills in a variety of areas immediately applicable to their life and work. Through these courses students will achieve proficiency in the following areas:

1. Written Communication – Write effectively in multiple contexts, for a variety of audiences.
2. Oral Communication – Communicate effectively in speech, both as a speaker and listener.
3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
4. Innovation and Teamwork – Think creatively about complex problems to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

<ol start="5" type="1">
Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.
Diversity – Apply knowledge of diversity and systems of inequality to address social issues of local and global importance Resource: (UF Boise State Website)

<ol start="9" type="1">
Economics of a college degree/ROI **(Card)-** As college representatives/connectors, you will be asked, at least once, if the degree is worth the cost and what's the true Return On Investment (ROI)? College is an investment, not only monetarily (college graduates earn more than $1M)
<ol type="a">
[More benefits](#)
[Other benefits](#)

■ Lawrence, E. M. (2017, January 28). Why Do College Graduates Behave More Healthfully than Those Who Are Less Educated? Retrieved January 6, 2020, from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5570614/.
■ Caumont, A. (2014, February 11). 6 key findings about going to college. Retrieved January 6, 2020, from https://www.pewresearch.org/fact-tank/2014/02/11/6-key-findings-about-going-to-college/.

Financial Aid
Outcomes in their community. Employable
Credit for prior learning- general options
Other funding scholarships, grants
Discussion: Can you think of other ways students can save on the overall cost of a degree?

*End of phase activity:

Activity: Next Steps? Give recommendations on the following two scenarios:

1. Dewey Deci attended Brigham Young University back in the 1980's where he earned about 74 credits. He works full-time and is married with three teenage kids. He wants to advance in his job but needs a degree to apply for any management level positions. He's thinking about going back to school, but doesn't know what degree he should look into or where to start. Brian would like to complete a degree as fast as possible and doesn't have a preference on the type of degree.

2. Charlotte is 32-year old Administrative Assistant caught in the web working at the local insurance agency for the past 10 years. She's looking for a career change . Charlotte is a single mother and has a supportive family. She hasn't attended college previously but did complete high school. Charlotte's main concern is the cost of getting a degree since her

budget is already pretty tight.

Think about:
What would you suggest?
What is one important piece of information you could give each individual?

Next Steps: Marketing
Spreading the word in your community. As Higher Education Coaches, one of your mandates is to increase awareness of higher education programs, facilitate basic advising, and function as a local resource for veterans, parents, traditional students, nontraditional students, and underrepresented residents of rural Idaho. To help you increase awareness, we've created some guidelines.

    g. Messaging framework- Explains the purpose of the program and focus:
- Target Audience
    1. The target audience for the Idaho Learning Partnership Program is Idaho residents living in rural
    2. communities. This audience may also share one or more of the following characteristics:
        a. Individuals with some college but no degree
        b. Individuals with no college experience
        c. First-generation individuals (i.e., one or more parents/guardians did not complete a four-year degree)
        d. Working individuals
        e. Individuals with families (spouse, children, and/or extended family members in the home)
        f. Veterans and current servicemembers

    3. In addition to demographic identifiers, the Program's target audience often shares educational experiences as well as common roadblocks to their educational goals. These may include:
        a. Having to leave college for personal reasons (e.g., having a baby, military deployment)
        b. Having the leave college for financial reasons (e.g., needing to work to support a family)
        c. Having to leave college for academic reasons (e.g., poor academic performance)
        d. Never having been to college before
        e. Fear of not being able to balance work, life, and other commitments while in school
        f. Fear of not being able to afford school

g. Fear of student debt
h. Fear of not being able to perform academically
i. Fear of being "too old" to go back to school
j. Fear of the cost of a degree not being "worth it"
k. Motivated to graduate to fulfill a personal goal
l. Motivated to graduate to set an example for their family
m. Motivated to graduate to improve career options and/or opportunities for advancement
n. Motivated to graduate to change careers
o. Motivated to graduate to better contribute to their community and/or family

■ Key Message: The Idaho Learning Partnership Program empowers library staff to help rural Idahoans learn more about Idaho's higher education opportunities.

■ Values
1. The Idaho Learning Partnership Program is nonjudgmental: Program connectors and materials do not
2. judge community members' previous educational experience(s) or current life situation(s); instead,
3. they focus on helping individuals pursue their future educational and career goals.
4. The Idaho Learning Partnership Program is supportive: Coaches in the program deliver information, programs, and other resources in a helpful, friendly, and warm way.
5. The Idaho Learning Partnership Program is Idaho centric: The Program and its connectors will present information on Idaho's higher education opportunities that is directly and uniquely relevant to rural Idahoans.
6. The Idaho Learning Partnership Program is individualized: When Idaho's rural residents interact with the Program, the advice and resources they receive will be specific to their individual goals, challenges, and life circumstances.
7. The Idaho Learning Partnership Program is reliable: Individuals will come to depend on the Program's information and resources as consistently accurate, current, relevant, and helpful.

*As you plan any events or plan your social media campaigns, keep this "Framework" in mind.

h. Social media- you will be provided some social media campaign ideas and best practices

i. Events- you know best what your community would like to see in events. We encourage you to make an annual plan for events and hosting at least one per quarter.

Intended Outcomes

Higher Education in Your Community and Resources

Through this phase of the training you will learn about the resources available for students from a wide variety of backgrounds. By the end of this training you will

1. Identify financial resources (i.e. scholarships and financial aid) available to students from all walks of life
2. Analyze the academic support systems available to all students
3. Discuss some common barriers that keep students from enrolling and completing a degree or certificate
4. Identify general non-academic support available for students

Understanding Barriers to Enrollment and Completion

1. A desire for perfection
    a. Time- Concerns: when is the right time, I don't have enough time and can't add it to my already busy schedule
    b. Financial- Concerns: It's too expensive, I can't pay and I don't qualify for any financial aid. I don't want to go into debt.
2. Fear of rejection
    a. Preparation- Concerns: I'm not smart enough, I won't understand the material, I won't fit in.
    b. Support- Concerns: I won't feel supported. There are no other students like me and the support programs available are meant for traditional students.

Use the following Facts and Myths document to help with discussion.

Idaho Learning Partnership Program
Idaho Higher Education: Myths vs.
Facts January 2020

Myth #1: Earning a college degree won't really improve my income all that much.

Fact #1: As the Idaho Center for Fiscal Policy reported in August 2019, "In 2015, the median annual salary for adults in Idaho with a bachelor's degree was $42,188, compared to $28,642 for those who only completed high school or equivalency."[1]

Myth #2: As someone who started and then stopped going to college, I'm not eligible for any scholarships.

Fact #2: The Idaho Adult Opportunity Scholarship is designed specifically for Idaho adults returning to college. It awards up to $3500 per year—and is renewable for up to 4 years.

Myth #3: There aren't any good state scholarships I can tap into or be eligible for.

Fact #3: Idaho has a list online of state scholarships for all types of students—including adults returning to finish their degrees.

Myth #4: Most people who have a college degree these days are young(er). I don't need a degree to compete against my age peers.

Fact #4: People within the age range of 35-44 are most likely to have a bachelor's degree in Idaho; 21.2% of them do. In contrast, 19.6% of Idahoans between the ages of 25-34 have a bachelor's, followed by 17.1% of those between the ages of 45-64.[2]

Myth #5: I feel like I'm the only person who started but didn't finish college.

Fact #5: In Idaho, nearly 27% of people 25 or older have some college but no degree. That means 281,000 Idahoans are in your exact same situation.[3]

Myth #6: I won't have enough support at college as someone who has to work, who has kids, who is a member of the military or a military spouse, etc. College is designed for kids right out of high school.

[1] Idaho Center for Fiscal Policy. "The Cost of College in Idaho." August 2019. Data originally collected from the U.S. Census. [2] https://statisticalatlas.com/state/Idaho/Educational-Attainment. "Bachelor's Degree by Age." Retrieved January 9, 2020. Data originally collected from the U.S. Census. [3] https://statisticalatlas.com/state/Idaho/Educational-Attainment. "Detailed Educational Attainment." Retrieved January 9, 2020. Data originally collected from the U.S. Census.

Fact #6: Idaho colleges and universities have specific staff members, programs, and resources for individuals just like you. Institutions have a lot of experience working with people who are balancing multiple responsibilities and already have systems in place to help!

Myth #7: If I do go back to school, I'll be in class with a bunch of 18-year-olds.

Fact #7: You might be surprised at how many Idaho students are not coming straight from high school. In fall 2018:
  20% of Boise State University undergraduate students were between the ages of 25 and 64 44% of College of Eastern Idaho undergraduate students were between the ages of 25 and 64 18% of College of Southern Idaho undergraduate students were between the ages of 25 and 64 26% of College of Western Idaho undergraduate students were between the ages of 25 and 64 24% of Idaho State University undergraduate students were between the ages of 25 and 64 29% of Lewis-Clark State College undergraduate students were between the ages of 25 and 64 28% of North Idaho College undergraduate students were between the ages of 25 and 64 10% of University of Idaho undergraduate students were between the ages of 25 and 64

Myth #8: I can't leave this town, so I can't earn my degree.

Fact #8: Idaho colleges and universities have classes you can take and degrees you can earn online—so you don't need to leave your job, city, and family. You can go to school in your living room or during breaks at your job.

Myth #9: I can't work full-time and go to school.

Fact #9: While managing your schoolwork if you're working full-time can be challenging, it's also completely possible. You can go to school part-time, take classes online, and come up with other flexible arrangements. Idaho colleges and universities already have systems in place to support students who are working. In fact, most students work while in college, too.

Myth #10: I can't afford to go to college.

Fact #10: The vast majority of students in college don't pay full price, and many students are eligible for more aid then they originally think. While student loans do need to be repaid, grants and scholarships don't. Talk to a higher education connector to learn more about what kind of aid you might be eligible for.

Myth #11: I won't be able to cut it academically in college given how I did last time I was in school.

Fact #11: College has changed a lot and isn't just the traditional lecture-style classroom anymore. While these still exist, technology has made it easier to access and interact with your class materials and classmates. Online courses can let you watch videos, do the reading, and finish your homework
at a time that works for you. Colleges and universities also have tutoring and other support systems for students who feel like they need a little extra help. And most of all, you've changed and grown, too.

Myth #12: I'm not eligible for any college-savings programs since I didn't start saving when I was little (or when my kids were little).

Fact #12: There's no age limit on IDeal accounts, and you can even open one up for yourself as an adult. IDeal is Idaho's 529 state-sponsored college savings plan. These accounts provide savings options and tax benefits, and they can be used both on

tuition and other college-related expenses, like a laptop.

Myth #13: The cost of higher education has skyrocketed
in Idaho.

Fact #13: While the cost to attend college has indeed increased, the amount that students and families are expected to pay has also increased. Over the past several decades, state funding has dropped from 93% to 54%. Per-student funding for higher education is at its lowest point since 1984. [4] So while the cost of going to college has in fact increased, that cost feels like a lot more now than in the past because state funding has decreased so drastically.

Myth #14: Idaho schools don't deal with a lot of rural students, so they don't know what our issues are.

Fact #14: In its report "Why Rural Matters 2018-2019: The Time Is Now," The Rural School and Community Trust notes that "Four in 10 of Idaho's public schools are located in rural communities, and nearly one in four students attend a school located in a rural district."[5] While you may not be in high school anymore, Idaho colleges and universities are familiar with students old and new who grew up and went to schools in rural areas.

Myth #15: College has changed so much since I last went, and I'm out of practice at being a student. I just won't be able to cut it.

Fact #15: Idaho colleges and universities are used to working with all kinds of students: kids straight from high school, people who've been to multiple colleges but never graduated, people who failed out a long time ago. They have great systems in place to gauge where your skillset is, place you accordingly, and then support you along the way. There are lots of resources for all kinds of students!

[4] Idaho Center for Fiscal Policy. "The Cost of College in Idaho." August 2019. [5] The Rural Schools and Community Trust. "Why Rural Matters 2018-2019: The Time Is Now." November 2019.

Discussion: What are the four most common challenges or other challenges not already discussed?

Discussion: What are some financial resources available to help a student get started:

Discussion: Prospective non-traditional students believe they won't fit it with the general student population. The student bodies at most Idaho colleges are composed of at least **20%** percent non-traditional students

Discussion: Idaho colleges want students to succeed. What are two student support resources available to any student?

Student Scenarios

Adult Rural Student
Francine

Age : 33

Family/Living Situation : Lives with her husband and children. They have 3 daughters, all of whom are currently attending school in grades K-6.

Professional Experience : Francine held various service jobs until her first child arrived. She has done some volunteer and paid work on a short-term basis but has primarily been a stay-at-home mom.

Education Experience : Francine took several courses through an extension program--which no longer is in her area--after graduating high school. She wasn't sure what she wanted to earn her degree in, so she took some time off . That was over a decade ago. She has an interest in science and wants to explore becoming a science teacher or working in a local doctor's office as a nurse. With no community college or 4-year university nearby, she suspects she will have to pursue a degree online--but she knows nothing about what online education might be like.

Resources :

- *Technological* : Has a family computer and internet access at home. She is relatively tech savvy with what her kids need but unsure what programs are used in an online college classroom.
- *Financial* : Her family is supported by her husband's income, but things are tight with 3 children. She is worried about taking away resources from her family to pursue her education.

- *Informational* : She is not sure where to go for information on where she can take classes, what the experience and credibility is of online degrees, or how to apply for financial aid. She becomes overwhelmed when searching online for college information.

Goals and Motivations: Francine has enjoyed being a mom but, now that her kids are all in school, she keeps returning to the idea of earning her degree. She is very bright and likes the idea of taking classes again, particularly in a science field, but is not sure she can do so given all the other demands on her time and schedule. She is nervous about taking time and money away from her family; she is also unsure about taking classes online. She wants to earn her degree to set an example for her daughters and to be able to provide additional income as they get older and, hopefully, attend college as well.
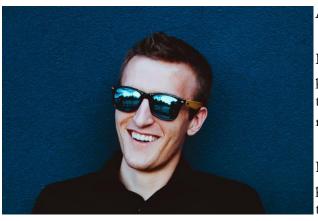
Francine has some credits from when she took classes after graduating high school over 10 years ago. She is worried about being academically unprepared, about being the oldest one in the classroom, and about being able to keep up with the workload given her other life commitments. She also doesn't want to burden her family financially, although she is aware of the financial payoff. She thinks she might be able to make it work if she can find the right program, exibility, and support with an online program.

Discussion: Resources available (Refer to appendix for contact to resources):

- Part-time option is available for flexibility
- Online class options for a better balance, no commute
- Many financial aid opportunities are available:
    - Scholarships
        - The [Idaho Adult Opportunity Scholarship](#) is designed specifically for Idaho adults returning to college. It awards up to $3500 per year—and is renewable for up to 4 years.
        - Idaho has a list [online of state scholarships](#) for all types of students—including adults returning to finish their degrees.
        - Private scholarships
        - [National Scholarships](#)
- Grants
    - [Pell Grant](#)

- ○ [Field-specific grants](#)
  - ■ Health
  - ■ STEM
  - ■ Federal TEACH Grant
- ○ Private Sector Grants
  - ■ [Idaho Community Foundation](#)
- Building confidence and finding the best career. Many tools are available through the Idaho Dept of Labor, Next Steps Idaho (Future Finder), and other interest quizzes.
- Programs such as TRIO, having a dedicated admissions, financial aid, and academic advisor will help Francine along the way

Post-9/11 Veteran
Student Cecil

Age : 31

Family/Living Situation : Married. Wife is pregnant and works as a hairstylist. Cecil left the military 6 months ago and is still reacclimating to life outside of the military.

Professional Experience : Currently in a professional role at a local bank. Gained technical experience repairing helicopters in the Army. Local work in the aviation industry was unavailable, but his management and leadership experience with the Army, combined with some of his college coursework, helped him get a job at a local bank.

Education Experience : Some college, no degree; all from a reputable online institution he attended during his time in the military. He took some breaks due to deployments and other military obligations. He is still eligible for VA benefits/the GI Bill.

Resources :

- *Technological* : Has an old laptop and internet access at home. He uses his cell phone extensively for business and personal reasons.

- *Financial* : His salary covers basic expenses, but he will need financial assistance to attend college. The coming baby adds financial stress.

- *Informational* : Gets information on college options from a mix of resources targeted to veterans (online, physical publications), from his military buddies, and from general online research. He spends a lot of time looking online but not necessarily nding information he feels he can trust.

Goals and Motivations: Cecil has always wanted a degree. He is goal oriented and self disciplined. He made some progress toward a degree during his time in the military but has not yet completed a program. His urgency to do so has increased now that he and his wife are expecting a baby. He would like to earn his degree to achieve a personal goal, to better provide for his growing family, and to advance his career options over the long-term.

He has completed a significant number of college credits but needs guidance in figuring out how to transfer as many credits as possible to a program. He is looking for a degree that gives him a career but also allows him to complete the program as cost-effectively and quickly as possible. He is very proud of his military service and optimistic about his life after the military. He knows getting a plan in place is critical for meeting his personal, career, and financial goals.

Discussion: Cecil has a lot going for him. He has prior work/leadership experience, is motivativated and financially, he has the GI Bill that can help him get started. For most veteran students there are a plethora of academic, career, and financial resources available.
Mission 43 is an organization that works directly with veterans, servicemembers, and spouses to assist them in finding an education path to best fit their lifestyle and career goals. This organization helps with the following:

- Education: Mission43 provides upfront education and benefit counseling, but through the partnership with Guild Education, members are connected with a network of top-rated, regionally accredited, online programs for the non-traditional student.

- Each Guild student will have a Success Advisor by their side as an accountability partner from the beginning to graduation

- Employment: Through [Hire Heroes USA](#) veterans and their spouses get the resources they need to succeed in their transition to the civilian workforce.
- Community Engagement: [43INC](#) sets the conditions for leaders, risk-takers, and professionals to Innovate + Network + Connect in our Idaho communities

Funding:

Scholarships

- There are an array of scholarships available for veterans and their families
- A comprehensive list can be found in the "Resources Guide"
- [Idaho Armed Forces Scholarship](#)

GI Bill/Post 9/11 Benefits

- [GI Bill benefits](#) typically cover the cost of tuition and fees. Depending on the type of Bill, students may be eligible for book and living expenses stipend

Preparation:

- [Veterans Upward Bound: TRIO Program](#)
  - Veterans Upward Bound is one of several TRIO programs and is designed to help veterans prepare for and succeed in post-secondary education
    - Free assessments
    - Career Planning
    - Tutoring services
    - Study skills preparation

Additional Resources:

[Veteran Vocational Rehabilitation Program (VR&E)](#)
The VR&E process is designed to assist Veterans with service-connected disabilities to obtain suitable employment and/or achieve independent living goals.

- Job training & Education
- Employment accommodations
- Job seeking skills coaching

Veteran Services Centers

Each state school has a veteran service office or representative that assists veteran students with benefit processing and connecting them with appropriate resources. In addition, the [Idaho Division of Veteran Services](#) provides a comprehensive list of resources for veterans locally in their site.

Boise State University
College of Southern Idaho
College of Eastern Idaho
College of Western Idaho
Idaho State University
Lewis-Clark State College
North Idaho College
University of Idaho

Traditional Rural Student
Otto

Age : 18

Family/Living Situation : Currently living with immediate family, which includes parents and several siblings. Otto is the oldest child.

Professional Experience : Otto has worked in the food industry during high school. He does not want to stay in it after he graduates.

Education Experience : Otto is graduating from high school this year. He knows he will need to work full-time, but he is hoping he can work while pursuing training or a certificate in an engineering or technical field.

Resources :

● *Technological* : Otto loves computers, electronics, and coding. He is extremely skilled in this area.

● *Financial* : He will likely remain living at home for financial reasons after finishing high school. He would like to get a better job, save up money, and eventually move out.

● *Informational* : Otto understands the pressure and reasoning to get a traditional college degree, but he is more interested in immediately pursuing his passion and skills in the engineering/technology field. He knows there are good technical jobs, and he knows he needs specific training through a program to get one--but he's unsure what those programs require and cost or which programs are accessible to him at the nearby community college.

Goals and Motivations: Otto is motivated to continue his education after high school given his strong skills and interest in the engineering/technical field. His family has talked about sending him to a 4-year institution, but there is only a community college nearby and he and his family don't think they could afford a 4-year institution anyway. He is happy to stay in his hometown, work, and support and remain connected to his family, but he knows doing so limits his choices. He would like to earn a certificate to make his family proud and expand his employment options, but he is not willing to burden his family by doing so.

Otto is a very fast learner but has no academic experience at the postsecondary level. He is not worried about being unprepared for a certificate program; instead, he is more interested in

completing something quickly and without too much expense. He has heard good things about the local community college in the area but isn't sure what he needs to do to attend classes there.

Discussion: As a traditional student, Otto has early access (prior to HS graduation) to many programs and scholarship applications.

First issue: Otto must explore his options prior to making a career/education track decision. The following sites can help him narrow down his options:

[Idaho Career & Technical Education](#)
- o   [Next Steps Idaho site](#)
- o   [FutureFindr](#)
- o   [Other Interest and Value Quizzes](#)

Second issue: Preparation

Otto is more prepared for college than he thinks. He may need a mentor's help to get him started.
Perception of Academic Preparation:

"Research into career counseling and high school mindset has shown that high-achieving rural students are more likely than [their] urban and suburban counterparts to assume that they are underprepared for college, despite having done well in high school and on standardized tests, such as the ACT. One key driver of this mismatch is the lack of peer and community role models that have attended college."

[TRIO program](#)

Mentorship program: [Gear up](#)

Source: "Voices from the Field: 6 Current Challenges in Recruiting and Supporting Rural Students." EAB. 2018. https://eab.com/research/resource/enrollment/6-current-challenges-in-recruiting-and-supporting-rural-students/ . Retrieved February 3, 2020.

Third Challenge: Funding his education, keeping the cost low

Otto would like to keep the cost of [his education](#) as low as possible and does not want to add an additional burden to his family. As a high school senior, he may be eligible for the following opportunities:

Scholarships

- [Idaho Resident Scholarships](#)
- Idaho has a list [online of state scholarships](#) for all types of students
- Private scholarships
- [National Scholarships](#)

- Career & Technical Education Scholarships (CTE)
  - Otto is interested in pursuing something technical or in the STEM field. Idaho offers a variety of [CTE scholarships](#) to encourage students to pursue technical training.
- Work-study
  - Otto may be able to take advantage of the work-study program which allows him to work on-campus and earn tax-free wages while enrolled in school.
- Grants
  - [Pell Grant](#)
  - [Field-specific grants](#)
    - STEM
  - Private Sector Grants
    - [Idaho Community Foundation](#)

End of phase notes: Staff is provided the directory of resources that are meant to be used to help guide and connect prospective students with the right contact in each Idaho school.

<p style="text-align: center;">Appendix A:</p>

Directory of Resources

	Resource	Website
Idaho Colleges and Universities		
	Boise State University	https://www.boisestate.edu/
	Boise State University Online	https://www.boisestate.edu/online/
	Boise State University Veterans Services Center	https://www.boisestate.edu/veterans/
	Idaho State University	https://www.isu.edu/
	Idaho State University Veteran Student Services Center	https://www.isu.edu/veterans/
	Lewis-Clark State College	https://www.lcsc.edu/
	Lewis-Clark State College Veterans Services	https://www.lcsc.edu/veterans/
	University of Idaho	https://www.uidaho.edu/
	University of Idaho Veterans Assistance Office	https://www.uidaho.edu/current-students/veterans-assistance
	College of Eastern Idaho	http://www.cei.edu/
	College of Eastern Idaho Veterans Services	http://www.cei.edu/financial-aid/veterans-services
	College of Southern Idaho	https://www.csi.edu/
	College of Southern Idaho Veterans Services	https://csi.edu/veteransservices/index.asp
	College of Western Idaho	https://cwi.edu/
	College of Western Idaho Veterans Services	https://cwi.edu/future-students/veterans-services
	North Idaho College	https://www.nic.edu/
	North Idaho College Veteran &	https://www.nic.edu/websites/default.aspx?d

	Military Family Services	pt=64
Statewide		
	Idaho Career and Technical Education	https://cte.idaho.gov/
	Idaho State Board of Education	https://boardofed.idaho.gov/
	Idaho State Department of Education	https://www.sde.idaho.gov/
	Next Steps Idaho	https://nextsteps.idaho.gov/
	IDeal	https://www.idsaves.org/home.html
	Idaho Opportunity Scholarship	https://boardofed.idaho.gov/scholarships/idaho-opportunity-scholarship/
	Idaho Opportunity Scholarship for Adult Learners	https://boardofed.idaho.gov/scholarships/idaho-opportunity-scholarship-for-adult-learners/
	Idaho Department of Labor	https://www.labor.idaho.gov/dnn
	Idaho Department of Vocational Rehabilitation	https://vr.idaho.gov/
	Idaho Division of Veterans Services	https://www.veterans.idaho.gov/
	Mission43	https://www.mission43.org/
Federal		
	U.S. Department of Education	https://www.ed.gov/
	Student Loans	https://www2.ed.gov/fund/grants-college.html
	Federal Student Aid	https://studentaid.gov/
	Understanding Financial Aid (Types of Aid)	https://studentaid.gov/understand-aid/types
	How Financial Aid Works	https://studentaid.gov/h/understand-aid/how-aid-works
	Estimate Your Aid (FAFSA4caster)	https://studentaid.gov/understand-aid/estimate

	Information for Parents of Students	https://studentaid.gov/resources/prepare-for-college/parents
	FAFSA (Free Application for Federal Student Aid)	https://studentaid.gov/h/apply-for-aid/fafsa
	U.S. Department of Education - Career and Technical Education	https://www2.ed.gov/about/offices/list/ovae/pi/cte/index.html
	Programs and Initiatives	https://www2.ed.gov/about/offices/list/ovae/programs.html
	U.S. Department of Labor	https://www.dol.gov/
	Employment and Training	https://www.dol.gov/general/topic/training
	mySkills myFuture	https://www.myskillsmyfuture.org/
	U.S. Department of Veterans Affairs	https://www.va.gov/
	Education and Training Benefits	https://www.va.gov/education/
Librarians' Corner		
These readings can provide additional research, information, and historical context on American higher education and/or Idaho's postsecondary landscape.	Winters, John. "Idaho's Education Earnings Gap." Thomas B. Fordham Institute. January 2020. https://www.bluum.org/idahos-education-earnings-gap/	"The Facts: Facts about Idaho's public education system." Idaho State Board of Education. 2019. https://boardofed.idaho.gov/resources/fact-book/

	"Profile of Post-9/11 Veterans: 2016." U.S. Department of Veterans Affairs. Prepared by the National Center for Veterans Analysis and Statistics. March 2018. https://www.va.gov/vetdata/docs/SpecialReports/Post_911_Veterans_Profile_2016.pdf	Parker, Kim; Igielnik, Ruth; Barroso, Amanda; and Cilluffo, Anthony. "The American Veteran Experience and the Post-9/11 Generation." Pew Research Center. September 10, 2019. https://www.pewsocialtrends.org/2019/09/10/the-american-veteran-experience-and-the-post-9-11-generation/
	Jesse, David. "60 Miles from College: Lack of Education, a Way Out of Poverty, Could 'Kill Rural America.'" USA Today. January 27, 2020. https://www.usatoday.com/in-depth/news/education/2020/01/25/college-near-me-poor-rural-michigan-poverty-community/2776721001	"The Overlooked Value of Certificates and Associate's Degrees: What Students Need to Know Before They Go to College." Georgetown University Center on Education and the Workforce. 2020. Online interactive and full report at https://cew.georgetown.edu/cew-reports/subba/
	Tanner, Buffy; Bergman, Matt; and Robinson, Tracy. "Taking Initiative to Bring Back Adults." The Evolllution. February 3, 2020. https://evolllution.com/attracting-students/retention/taking-initiative-to-bring-back-adults-2/	