



Higher Education Connector Training: Phase 2

Phase 2: Higher Education in your Community

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. What are the four most common challenges:

- _____
- _____
- _____
- _____

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

- _____
- _____

3. 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 ____ percent non-traditional students

4. 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, flexibility, and support with an online program.

List Two Resources available for Francine:

- _____
- _____

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 finding 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.

List Two Resources available for Cecil:

- _____
- _____

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.

List Two Resources available for Otto:

- _____
- _____

Appendix A:

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 & Military Family Services	https://www.nic.edu/websites/default.aspx?dp t=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.idsave.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	https://studentaid.gov/understand-aid/estimat

	(FAFSA4caster)	e
	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/pi/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	
	<i>These readings can provide additional research, information, and historical context on American higher education and/or Idaho's postsecondary landscape.</i>	<p>Winters, John. "Idaho's Education Earnings Gap." Thomas B. Fordham Institute. January 2020. https://www.bloom.org/idaho-education-earnings-gap/</p> <p>"The Facts: Facts about Idaho's public education system." Idaho State Board of Education. 2019. https://boardofed.idaho.gov/resources/fact-book/</p>

	<p>"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.</p> <p>https://www.va.gov/vetdata/docs/SpecialReports/Post_911_Veterans_Profile_2016.pdf</p>	<p>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.</p> <p>https://www.pewsocialtrends.org/2019/09/10/the-american-veteran-experience-and-the-post-9-11-generation/</p>
	<p>Jesse, David. "60 Miles from College: Lack of Education, a Way Out of Poverty, Could 'Kill Rural America.'" USA Today. January 27, 2020.</p> <p>https://www.usatoday.com/in-depth/news/education/2020/01/25/college-near-me-poor-rural-michigan-poverty-community/2776721001</p>	<p>"The Overlooked Value of Certificates and Associate's Degrees: What Students Need to Know Before They Go to College."</p> <p>Georgetown University Center on Education and the Workforce. 2020. Online interactive and full report at https://cew.georgetown.edu/cew-reports/subba/</p>
	<p>Tanner, Buffy; Bergman, Matt; and Robinson, Tracy. "Taking Initiative to Bring Back Adults." The Evollution. February 3, 2020.</p> <p>https://evollution.com/attracting-students/retention/taking-initiative-to-bring-back-adults-2/</p>	