

Request for Proposals

by the
Tennessee Appalachian Center for Higher Education (TnACHE)

Program Years 2004-05

Overview

The Tennessee Appalachian Center for Higher Education invites proposals from ARC-targeted public high schools in East Tennessee.

The purpose of the Tennessee Appalachian Center for Higher Education is to encourage and assist high-school students to continue their education by enrolling in post-secondary education. TnACHE offers competitive grants to schools, provides technical assistance and training to school grantees, and serves as a community resource center offering information and data related to activities that improve higher education access. Programs will especially target those individuals who do not consider college to be an option.

The TnACHE focuses on future higher-education access efforts as identified by a significant study called the *Appalachian Access and Success Project*. A copy of *Research Update*, an abridged version of the project, presents the outcomes, conclusions, and recommendations of the study and is available upon request. Both the abridged version and the full study can be found online (in PDF format) at www.oache.org.

In order to address the problems facing Appalachians as related to access to higher education, funds have been made available for Tennessee public high schools to implement new or expanded strategies for improving both access to and success in college for traditional and nontraditional students. The center serves as the agency through which these grants are made available.

TnACHE will have funds available to award for fiscal year 2004-05. The amount of the grant award will be prorated based upon the number of students served, but may not exceed \$10,000 per year for public high schools or consortium programs of public high schools. Proposals will be evaluated and approved by the TnACHE Board of Directors and monitored through the center. Proposals must provide a 20% annual match of either cash or in-kind services. Proposals must support new or expanded strategies as indicated in the attached model structure and must not be used to supplant any current activities. Because these grants are intended to support activities that improve access and success to higher education, budget requests for equipment will be carefully scrutinized and money for salaries for program directors or teachers is not permitted.

TnACHE focuses on higher-education access efforts as identified by significant studies, particularly *Appalachian Access and Success Project* (Institute for Local Government Administration and Rural Development, Ohio University/Shawnee State University, 1992, <http://www.oache.org/A-Sstudy.html>). This study reveals a significant disparity between the proportion of the population who sees the need for, and aspires to, higher education versus the number actually participating.

In an effort to address the barriers delineated in the study, TnACHE makes funds available to Tennessee public high schools on a competitive basis to implement expanded strategies for

improving access to college for high school students. **Programs especially target those individuals who do not consider college to be an option.** Funds to schools are used to explore student career interests; inform them about college and financial aid options; and build self-confidence in their ability to succeed in higher education and life. Activities funded by Access Program grants to schools include but are not limited to the following:

- ◆ campus visits to colleges, universities, and technical schools;
- ◆ parental involvement pertaining to college selection, costs, and financial aid;
- ◆ active participation in college and career fairs;
- ◆ motivational speeches by college students;
- ◆ teacher and staff visits to schools and industries;
- ◆ networking with business alliances and partnerships;
- ◆ guest speeches by respected, well-known, successful adults who have overcome barriers to post-secondary education;
- ◆ assigned essays that inform students of college costs, programs, and economic advantages;
- ◆ display in common area of school with names of students who have applied to college; and
- ◆ program display/grantee participation at annual OACHE/TnACHE fall conference.

These activities focus on three goals:

- ◆ building confidence and self-esteem;
- ◆ helping students and their parents explore college opportunities and career possibilities; and
- ◆ demystifying the college experience.

School Programs (Partner School Access Program)

The program which was first successfully implemented in Ohio and West Virginia awards Partner School Access Program grants on a competitive basis to schools. These grants are specifically designed to increase the college-going rate. Selection criteria used to evaluate proposals are based on the quality of the written proposal and the likelihood of the activities selected leading to achievement of the objective which is increasing the college-going rate of students at the high school. Also considered are issues of need, current accurate college-going rates, unemployment, and poverty level as well as the documented enthusiasm and commitment expressed by the school coordinator, the staff, the school principal, county/district superintendent and neighboring community.

Proposal Submission

All proposals should include Forms A-01 and A-02 and should be no longer than 10 pages exclusive of title page, attachments, and exhibits. Applications should contain all the components in the attached Model Program **and** should take care to fully explain *all* activities that exceed the components of the attached Model. An original suitable for copying **and** two copies of the proposal **must be postmarked no later than May 28, 2004**.

Send proposals to:

Karla Kirby
Project Director
Tennessee Appalachian Center for Higher Education
c/o University of Tennessee
UT Conference Center
600 Henley Street, Suite 312
Knoxville, TN 37996-4135

For further information contact Dr. Terry L. Lashley, TnACHE Principal Investigator, at 865-974-2565 or e-mail tlashley@utk.edu.

Components of Model Career and Post-Secondary Exploration Program

1. Computer Information Systems - Computer systems and software for students **and** parents to research/explore careers, programs, post-secondary schools and scholarships. Examples include *Education and Career Opportunities (ECOS)*, *DISCOVER*, *CHOICES*, *TCIDS*.
2. Field Trips - Provide opportunities for student and staff members to visit and observe different post-secondary institutions, businesses, and career settings.
3. Business Alliance - Organization formed to connect community, area businesses, and corporations to provide seamless communication with schools. This organization is instrumental in creating career and job fairs for students to inform them of careers and post-secondary needs and options.
4. Monthly Newsletter - Written by students with staff assistance and mailed to each student's home to notify parents of calendar events, special meetings, and current activities and accomplishments at school.
5. Monthly Parent Meetings - Planned and prepared by the principal and staff to provide information on school policies, upcoming events, and post-secondary procedures, including financial aid, admissions, and college placement exams. Parents have the opportunity to ask questions as well as offer input on any procedure or controversy.
6. Video Library - Created and updated with funds to provide visual prompt for research.
7. College Fairs - Funds are utilized to transport students to college fairs outside the local district and to establish contact with post-secondary institutions for future reference.
8. Career Fair - This program should be set up in the fall to include representatives from post-secondary schools, businesses, and corporations to speak to students in a professional manner. This works as an all-day event with scheduled speakers instead of regular class periods. Morning and afternoon periods should be scheduled to allow for reflection and evaluation.
9. Job Fair - A late spring event should be planned. Area businesses and corporations set up displays in the morning for discussions with juniors, and then interview seniors in the afternoon as part of a requirement in English classes.
10. Staff Visits - Staff members are encouraged to visit and observe other colleges and businesses to become more informed of various career options for students. A series of visits should be scheduled so **every teacher** becomes involved.

Selection Criteria for Partner School Access Programs Proposals to Improve Access to Higher Education

Proposals must begin with a summary page (Form A-01) and followed by the application form (Form A-02) with letters of commitment from the school superintendent, principal, and the person who will be coordinating the program. End the proposal with a detailed program description as outlined below, building upon the attached “Career and Post-Secondary Exploration and Experience” model. Please note that applications will be evaluated against the following criteria:

- 1) Description of the Proposal
 - ◆ Demonstrated need of school district, including: educational attainment, poverty level, and unemployment rates.
 - ◆ Resume of school coordinator.
 - ◆ List of names/titles of all faculty, staff, teachers, or other personnel involved in program.
- 2) Program Support
 - ◆ Documentation of total school buy-in (*see first paragraph under School Programs, RFP p.2*).
- 3) Methodologies Used to Improve Access to Higher Education
 - ◆ Activities to be used to improve access to higher education.
 - ◆ Procedure to accurately report college-going rate for current/future graduating classes.
 - ◆ Collaboration with other agencies/businesses, including colleges and universities.
- 4) In-Service Activities
 - ◆ Description of in-service activities necessary to execute the program.
 - ◆ Explanation of how these activities are to be developed and implemented.
- 5) Timetable for the Program
 - ◆ Detailed schedule of the program to include names of persons responsible for various activities, nature of activities, and the various locations for site visits.
 - ◆ Calendar of events for submission to the TnACHE Director.
- 6) Evaluation of Program
 - ◆ Description of evaluation method used to judge the effectiveness of the program.
 - ◆ Method of data collection and documentation.
- 7) Capacity Building Plan
 - ◆ Information regarding continuation of the program beyond the funding period.
 - ◆ Strategic plan to implement the continuation.
- 8) Itemized Budget
 - ◆ Itemized budget for the program indicating source of matching funds.
 - ◆ Detailed narrative explaining projected expenditures.

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(TnACHE)

**FORMS TO BE SUBMITTED
WITH APPLICATION
(Forms A-01 and A-02)**

Program Years

2004-05

Summary Page

Tennessee Appalachian Center for Higher Education
2004-05 Access Proposal

School Name:

Address:

County/District:

School Program Coordinator's Name:

Program Title:

Funding Requested: (*Prorated based upon number of students served, but not to exceed \$10,000 per year.*)

Program Year 2004-05 \$ _____

Summary of Program to include Itemization of Activities with Bullets:

(Include additional sheets if needed.)

Submitted by:

Date:

Title:

FORM A-01

Application

Career and Post-Secondary Exploration and Experience

1. Funding Requested: Program Year 2004-05 \$ _____
Are you applying for a continuation award? Yes or No
2. School name sponsoring/administering the program: _____
3. School County/District: _____
4. Approximate number of students who will be served by the program: _____
5. Contact Information (Program Coordinator): Mr. Ms. Dr.
Name: _____
Title: _____
Department/Division: _____
School Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____ Fax: _____ E-mail _____
Home Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____ Fax: _____ E-mail _____

6. NUMBER OF HIGH SCHOOL GRADUATES ATTENDING HIGHER EDUCATION INSTITUTIONS

Academic Year	Size of 9 th Grade Cohort*	# Enrolled Beginning of Senior Year	# Graduating from High School	# Attending 2- or 4-yr. Institutions	Percent Attending 2- or 4-year Institutions
Class of 2003-04					
Class of 2002-03					
Class of 2001-02					
Class of 2000-01					

*Number of students who were enrolled during their ninth grade enrollment period.

7. **Certification and Signature:** To the best of my knowledge, the information contained in this application is accurate and I understand that our county/district is expected to provide a **minimum 20%** match in dollars or in-kind service:

Name of Coordinator (print): _____

Title (print): _____

Signature and Date: _____

FORM A-02

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Program Years 2004-05

As part of the application process, each school is required to:

- 1) Complete Forms A-01 and A-02.
- 2) Include **one** letter of commitment with **signatures of approval from both** the school principal **and** county/district superintendent.

The letter of commitment **must** address the following items:

- ◆ Abilities and commitment of the coordinator.
 - ◆ How the school or county/district will provide the **minimum** 20% match, either in dollars or in-kind services. (Please explain.)
 - ◆ The understanding that **quarterly and annual reports** of activities and expenditures are vital components of the program and must be submitted by designated deadlines.
 - ◆ Why the school or county/district is interested in increasing the college-going rate.
- 3) Include letter of commitment from program coordinator.
 - 4) Show evidence of total school buy-in by staff, administrators, and community.
 - 5) Submit the 1-page resume of the school program coordinator.
 - 6) Compile a chart identifying area businesses that will be involved in the school business alliance/advisory council.

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Model Program

Career and Post-Secondary Exploration and Experience

The Purpose: To provide a program for students that will help them plan, explore, and experience the various possibilities for selecting careers in order to promote the importance and opportunities of post-secondary education and increase the number of students participating in college.

The Plan: Schools will create or expand a program to promote and help students and parents through the processes of career exploration, post-secondary school selection, financial aid, and admission. The school will implement the program with funding from the Tennessee Appalachian Center for Higher Education, matching funds from the school, and assistance from the school's business alliance/advisory council. The program will include all high-school-age students in the building (i.e., 9–12 or 10–12). The career exploration and post-secondary school program will be infused into the high school curriculum, with each year providing further steps in the process.

Parents will participate in monthly meetings to have their questions and concerns about college answered. Topics addressed will include assistance in dealing with:

- ◆ application procedures;
- ◆ selection of a suitable college;
- ◆ timely completion of applications for admission and for financial aid, including grants, scholarships, and loans; and
- ◆ college entrance exams.

The Process:

- I. Freshman Year: Freshmen are introduced to the program by using career information software that provides simple career interest surveys, information on a wide variety of careers that match the students' interests, and data on all the post-secondary schools in the region. Students also participate in career fairs at the high school and vocational school, as well as 3 to 4 field trips to local businesses and corporations. This begins the career exploration process for students.

- II. Sophomore Year: Sophomores continue to use the career information software in English classes as part of a project in the career decision process to further their knowledge of the different careers available and their options. In addition to career fairs, students will participate in

field trips to different businesses and manufacturers to experience different jobs/occupations. A selection of career and college videotapes will be acquired to further enhance the exploration. Sophomores will take the ACT PLAN test as an aid in forming career plans and identifying opportunities.

III. Junior Year: Juniors will have access to all previously mentioned materials. They will be able participate in field trips to colleges, universities, technical schools, or other post-secondary training facilities, as well as different work sites in order to be exposed to as many career and post-secondary options as possible. In the spring, juniors will be assigned a research project pertaining to their career and post-secondary selections. Videotapes, computer software, and ACT/SAT prep classes will be available. Evening meetings will be offered to parents to answer their questions and provide other assistance as needed in the process.

IV. Senior Year: Seniors continue to use the resources available to the other classes. Scholarship information will be available online. Appointments, to which parents will be invited, will be made with each senior to discuss their opportunities and ideas during the fall semester. Deadlines will be set to help encourage students to stay on task and complete the process. Students will also have the opportunity to become part of a mentor program, working with a business or corporation in the community in an effort to begin training for a specific career and start earning money for post-secondary education.

This model was developed by Mr. Patrick Cadle, a counselor at Newcomerstown High School, Newcomerstown Exempted Village Schools in Appalachian Ohio. As a result of this model program, Newcomerstown High School increased its college attendance rate from 28 percent to 80 percent of the senior class over a five-year period.

Model Program
Career and Post-Secondary Exploration and Experience

S A M P L E B U D G E T

A.	College Visits	\$5,000
	1. Bus Driver Costs	
	2. Bus Mileage Costs	
B.	Substitute Teachers	\$2,000
	1. Replace regular teachers who accompany students on college visits.	
	2. Provide release time for in-service meetings/workshops.	
	3. Oversee classroom while regular teachers accompany students on business/industry field trips.	
C.	Materials	\$1,000
	1. Software and textbooks for college testing.	
	2. Various media pertaining to colleges, careers, financial aid, scholarships, college entrance exams, etc	
D.	Postage	\$500
E.	Travel	\$500
	1. Participation in annual OACHE/TnACHE conference.	
	2. Participation in coordinator meetings or TnACHE workshops	
F.	Discretionary	\$1,000
	1. May be transferred to above accounts as needed.	
	2. May be expended for items other than above categories upon written permission from TnACHE.	
	3. Will be returned to TnACHE if not needed.	
TOTAL BUDGET*		\$10,000*

* The county/district is required to provide a **minimum** match of 20% (up to \$2,000, depending on requested amount) in actual dollars or in-kind service, which must be identified in the county/district superintendent's letter of commitment.

This form is intended as a guide. It may be modified for individual use.

Selection Criteria Checklist for Partner School Access Programs

Did you remember to . . .

- . . . demonstrate the need -- educational attainment, poverty level, unemployment, etc.? (see page 5, #1)
- . . . include the resume of the coordinator?
- . . . list all personnel who will be involved in the program?
- . . . include a commitment letter from the superintendent and principal?
- . . . include a commitment letter from the program coordinator?
- . . . show evidence of total school buy-in?
- . . . list activities to improve access?
- . . . provide a procedure to accurately report your school's college-going rate?
- . . . include a listing of business alliances?
- . . . include a description of in-service and implementation?
- . . . include a timetable for program activities with person responsible?
- . . . provide an evaluation description and data collection method?
- . . . explain how the program would continue beyond funding by TnACHE?
- . . . include an itemized budget with narrative?
- . . . indicate the source of your school's 20% match?

Dr. Terry L. Lashley, Director
Tennessee Appalachian Center for Higher Education
c/o The University of Tennessee
UT Conference Center
600 Henley Street, Suite 312
Knoxville, TN 37996-4135
Telephone: 865-974-2565 Fax: 865-974-6436
tlashley@utk.edu