



Education Projects

This document provides specific guidance for **projects related to education** per ARC's Strategic Plan, Goal 2.1. Applications may involve multiple activities as part of a single project; ARC encourages applicants to review the specific guidance for each type of activity included in an application.

All application guidance is grounded in the goals and principles of [ARC's current strategic plan](#), which emphasize strategic focus, collaboration, sustainability, and measurable impact in ARC investments.

ARC investment in education enhances individuals' overall educational experience and leads to higher levels of educational attainment and/or achievement in the Appalachian Region. These investments support education programs at any academic level from early childhood through K-12, higher education, and adult education.

The intent of ARC investments in **education projects** is to upgrade, enhance, or expand existing programs or to establish new programs, not to maintain ongoing operations. Supported projects typically focus on programming that enables students to reach higher levels of educational attainment or achievement (e.g., enrollment in, or completion of, higher education; improved test scores; or other related measures that indicate a higher likelihood of success in education and training programs) after completion of the proposed program.

Generally, ARC categorizes education under Goal 2 of its strategic plan; however, education activities may be components of projects under other goals.

* Though education and traditional workforce development projects are similar in many ways, and indeed fall under the same overarching goal, their primary distinction lies in both the nature of activities as well as intended impact. A careful consideration of the objectives associated with ARC's Goal #2 may lend additional insight.

Examples of eligible education projects include, but are not limited to:

- Equipment purchases for early childhood learning centers or K-12 course material and other offerings that will replace outdated teaching resources
- Start-up costs for an innovative educational program aimed to supplement basic K-12 curriculum, such as one for reading/basic skills or a STEM instructional program, or start-up costs for a new or expanded early childhood education program
- Teacher training programs to improve instructional ability or to qualify for teaching advanced level or specialty courses
- Technology upgrades for a building, grade level, or institution that will enhance and improve overall instructional effectiveness
- Construction, repair, or renovation of a building that will be used for childcare and educational purposes
- Research and related planning efforts, e.g., feasibility studies to assess the likelihood of an education project's success as well as associated costs or other resources and market analyses to evaluate the need or demand for a specific education project

Key Principles of ARC Education Investments

As outlined in ARC's strategic plan, activities should be strategic, sustainable, collaborative, and impactful.

Strategic:

- The subject area and/or grade level(s) of focus should be identified as a specific area of need in economic development plans for the targeted geography.

More Information

For general guidance on how to develop a complete and competitive application for ARC project funding, all applicants should refer to the application framework and instructions detailed in the [Checklist for ARC Non-Construction Project Applications](#) form or the [Checklist for ARC Construction Project Applications](#) form, as appropriate, available in the applicant resources section of our website.

Applicants should also consult their ARC State Program Manager*, their state's Appalachian Development Plan* and Annual Strategy Statement* for additional information.

*This information can be found [HERE](#) by navigating to the page and clicking on the appropriate state link.

- It is imperative that applicants also cite data and other research that demonstrates evidence of need for a proposed project and include this information in the strategic rationale. Please refer to the “Additional Resources” section at the end of this document for links to sources that may be helpful.

Collaborative:

- Applicants should describe partnerships with local and regional employers, other educational institutions or agencies, and/or with social service providers if relevant to the proposed program.
- Partnerships should be documented through letters of commitment that specify each individual/organization’s role(s) and responsibilities and membership/participation on any relevant steering committees, if applicable (e.g., a curriculum development committee).

Sustainable:

- Proposed projects should have a funding strategy that does not rely solely on grants to maintain operations after the ARC grant period has ended. The funding strategy could include tuition or fees for service, support from local industry, and/or funding from an institution’s annual budget.
- Applicants may be asked to submit a business plan that outlines a post-ARC project operations strategy.

Impactful:

- As detailed in ARC’s Guidance on Performance Measures, <https://www.arc.gov/resource/guide-to-arc-project-performance-measures/>, projected outcomes should be an absolute number, not a range or percentage.
- The primary impact or outcome to be measured for many education projects will be the number of those being educated that demonstrate completion of a meaningful milestone. For early childhood and elementary school programs, that could be the number who achieve a particular benchmark score on a test or other related measure. For higher education programs, it could be continuing enrollment at the end of the project period or beginning the next stage of education, such as graduating high school and beginning postsecondary education.
- In some programs, the primary goal (e.g., postsecondary enrollment) will be obtained after the completion of the ARC project. This is allowable and ARC will accept projections for up to three years beyond the project end date.
- For projects with longer term outcomes, a meaningful intermediate projection should be developed. Examples of intermediate goals include the number of individuals still enrolled and working towards completion of a degree or certificate at the end of the project period, or the number of individuals that have received specific certifications or completed certain portions of the education program.

Other Considerations:

- Proposed education projects should align with existing curricula standards and/or complement other existing programs. For example, a K-12 math enhancement program should be aligned with, and meet, the specified state standards. A new adult basic education program should not be duplicative of other educational programs serving the same population.
- Applicants should provide letters of support from key administrators such as K-12 principals and superintendents; college deans and department chairs; and, where appropriate, development or fundraising offices and foundations that will be tasked with sustaining the program beyond the life of the grant.
- Proposed education projects should align with growing employment needs in the projects service area or emerging needs through bridging partnerships in the education space and the community development and/or workforce space.

Basic Agency Requirements (For Construction Projects Only)

ARC does not administer any construction projects, including those involving infrastructure for education. ARC operates in partnership with federal and state agencies under an MOU to manage federal construction grants throughout the region.

It is the applicant’s responsibility to secure a letter from the appropriate federal or state agency, known as a basic agency letter, confirming their willingness to administer ARC funds for any proposed infrastructure project. A list of eligible basic agencies can be found at <https://www.arc.gov/basic-agency-partners/>.

Grantees are encouraged to reach out directly to their basic agency to ensure the proposed implementation scope and schedule is acceptable to the basic agency prior to submitting the construction grant application.

Additional Resources:

- ARC State Program Managers https://www.arc.gov/state_partner_role/state-program-manager/
- ARC State Strategy Statements <https://www.arc.gov/state-plans-strategies/>
- ARC's Workforce Development Investment Priority <https://www.arc.gov/investment-priority/building-appalachias-workforce-ecosystem/>
- US Department of Education to access information on State and subject specific offices <https://www.ed.gov/>
- Academic and professional associations such as:
 - The Community Colleges of Appalachia <https://www.ccofapp.org/>
 - The American Association of Community Colleges <https://www.aacc.nche.edu/>
 - Skills USA <https://www.skillsusa.org/>
- Research Report: Private Sector Support in Appalachia <https://www.arc.gov/report/private-sector-employment-in-appalachia/>
- Specific to Service Area of a Project: Search social service providers and non-profit organizations serving the targeted communities and/or populations (i.e., <https://www.unitedway.org/find-your-united-way/>)
- Harvard Workforce Almanac, which includes maps of workforce training providers across all organizations <https://workforcealmanac.com/>