

Rural Resilience



**RURAL SCHOOLS
COLLABORATIVE**

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Resilient Rural Communities



A Letter from the Chair

Rural communities are a vital part of the national infrastructure—providing energy, food, water, open spaces, and innovation. And, at the center of rural communities are their schools—often one of the largest employers, meeting places, and central hubs.

While the challenges of consolidation, funding, and remote living exist, so too do opportunities. Rethinking rural education through a community-based approach and strong partnerships supports the long-term vitality of rural places. And, teachers are at the heart of these efforts.

The last couple of years have been extraordinarily challenging, but rural communities have always been creative and resilient. Rural Schools Collaborative's grassroots network of caring community advocates continues to grow, as does our local impact.

Thank you to everyone who has been a part of RSC's journey—our collaboration strengthens rural communities across the nation.

NATE MCCLEDDEN
VP of Strategy & Innovation,
Getting Smart
Chair, RSC Board of Directors

Our Work by the Numbers

More than **\$1 MILLION**
granted to support rural communities

\$715,000 awarded to partners through
letters of support and resource sharing



VOICES FROM
the **FIELD**

Over **3,000** streams
of our podcast

Over **250,000**
people reached across
Rural Schools
Collaborative Channels

Over **730** attendees
at the 2021 National
Forum to Advance
Rural Education

► RSC team visits Glenwood School in West Plains,
MO—a Teton Science Place Network School and
Grants in Place recipient.

*Pictured left to right: Bridget Larsen, Savannah
Franklund, Taylor McCabe-Juhnke, John Glasgow,
Lucas Brown & Amy Kaufman*



Joe Hennessey



NEW ENGLAND

Dover-Foxcroft, ME

Joe Hennessey, a high school English teacher from Piscataquis County, Maine, believes that rural schools offer students and the community a one-of-a-kind educational experience. Rural places, with their rich histories and vibrant landscapes, invite students and community members to pursue growth by learning through place.

“This school itself is a pillar of the community—it’s that upon which the other parts of the community are based. These are tremendously important institutions. They’re not just brick-and-mortar buildings. They’re social-emotional institutions, and a lot of people find affirmation in that work.”

The area’s remoteness and small class cohorts give students the opportunity to develop strong cooperative skills. The region, steeped in tradition, culture, and natural beauty, also inspires transformative education, allowing students “to actually experience the awe and the wonderment of being able to communicate with ideas across generations, civilizations, and eons; and to connect with those ideas and understand how that is still personally meaningful and relevant.”



Regional Hub Partners



Welcome, New Hub Partners



Pacific Northwest

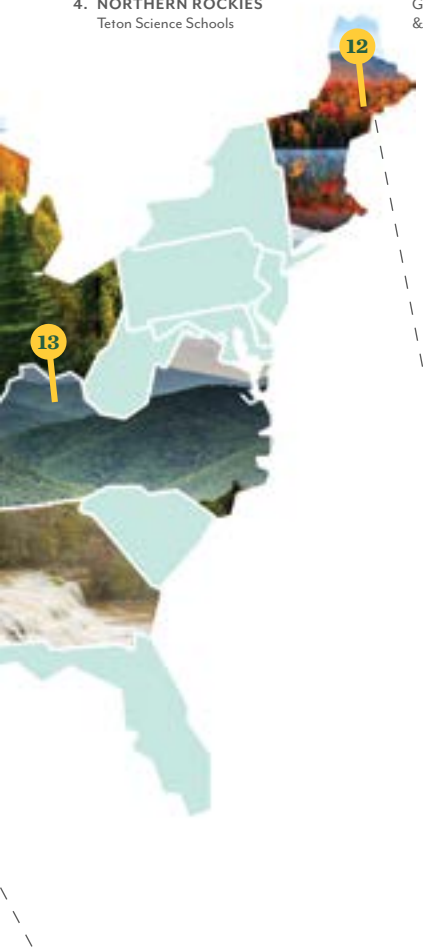
Eastern Oregon University College of Education is inspiring the next generation of diverse rural educators through their growing Teach Rural Oregon initiative.



Southwest

Arizona Rural Schools Association and Northern Arizona University's Rural Resource Center joined together to support rural educators, schools, and communities.

1. **PACIFIC NORTHWEST**
Eastern Oregon University
2. **NORTHERN CALIFORNIA** State University—
Chico & North State together
3. **ARIZONA** Rural Schools Association & Northern Arizona University
Rural Resource Center
4. **NORTHERN ROCKIES**
Teton Science Schools
5. **NORTH DAKOTA**
North Dakota Small Organized Schools
6. **IOWA**
Community Foundation of Greater Dubuque
7. **DRIFTLESS**
University of Wisconsin-Platteville
8. **ILLINOIS**
Galesburg Community Foundation & Monmouth College
9. **INDIANA & GREAT LAKES**
CELL at University of Indianapolis
10. **KANSAS**
Kansas State University Rural Education Center
11. **MISSOURI OZARKS**
Community Foundation of the Ozarks
12. **NEW ENGLAND**
University of Maine
13. **APPALACHIA**
Morehead State University and the National Rural Education Association
14. **ALABAMA & THE BLACK BELT**
The University of West Alabama



“

Collaboration is the cornerstone of our work. I'm proud to be a part of RSC's Regional Hub network so rural advocates can learn from each other, support one another, and stay inspired.”

JAN MILLER

RSC Regional Hub Committee Chair
Dean, College of Education,
The University of West Alabama



Great Plains

Kansas State University's Rural Education Center has a long history of direct and meaningful engagement with rural districts throughout Kansas.



New England

University of Maine's College of Education and Human Development is the state's largest teacher preparation program and provides evidence-based practices for Maine's rural schools.



I AM A
RURAL
TEACHER

Stories

The *I Am A Rural Teacher* campaign is a joint initiative of RSC and the **National Rural Education Association**. This storytelling campaign gives voice to rural teachers and includes podcasts, like this one with Netta Davis, an incredible teacher in Sarah, Mississippi.



“

Teaching is all I want to do,
because I feel a deep need to
serve these young people.”

NETTA DAVIS

Sarah, MS

Listen to Netta Davis' Episode
"Doing History" with Students



VOICES FROM
the **FIELD**

**Celebrating great
teachers in rural places.**



Rural Educators Across Borders

KINLEY ZAM

GAKIDH VILLAGE SCHOOL, BHUTAN

Rural Educators Across Borders is an international collaboration, connecting teachers and sharing stories from educators everywhere. Kinley Zam's story is courtesy of our partnership with Teton Science Schools. Kinley believes in the resiliency of rural communities and the benefits of rural schools, saying, "We can be the best change makers. We learn to innovate. We adjust with the demanding nature of rural life."

Robbin Perkins Askew

ALASKA
Atqasuk, AK

Robbin Perkins Askew teaches in the northernmost school district in the United States. Here, indigenous traditions thrive and children walk through blizzards to go to school. While Robbin began her teaching career in the urban setting of Dallas, she soon realized that she wanted more from herself and the students she served. She found that teaching in a rural school provides more freedom and more opportunity to personally connect with her students, their families, and the surrounding community.

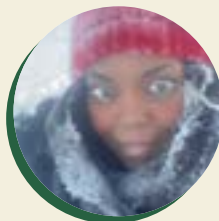
Like many rural places, the school in Atqasuk is the hub of the community, and for this small community that means a lot. It's where people gather to celebrate and to mourn. It provides warmth and hot water to students and families without electricity. And, it serves as the community's technology center. It's a place where students and community members know they will be welcome and safe.

This story came from our I Am A Rural Teacher group on Facebook. We invite you to join in and collaborate with other teachers around the globe!

“

The school is the center for everything. If you are a teacher, because you're a part of the school, by default you become part of that safe place.”

ROBBIN PERKINS ASKEW





4
COUNTRIES

31
STATES

142
INTERVIEWS

188
STORIES

144_k
STORY REACH

Resilient Rural Teachers

“What keeps me inspired to continue teaching is knowing that I am making a difference in my students’ lives not only as a teacher but as a person as well. The moment I hear from a student or a parent on how much of an impact I’ve made brings me joy and is my motivation to keep going.”

DANIEL CARAVEZ

CSU—Chico Rural Teacher Corps Alum,
Rural Teacher in Red Bluff, CA



“Schools are the barometer for the community. If the community is doing well, the school is doing well. It is important that schools stay connected to our communities.”

EMMA RAGE

YEA Council Member,
Rural Teacher in Kensel, ND

“Taking what I learned with the TARTANS program about place-based education and what it means to be a teacher in a rural area, I’ve focused on how we can build up our rural children and teach them to be problem-solvers and impactful citizens in our communities.”

MARIAH GARZEE

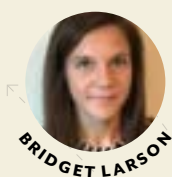
Monmouth College TARTANS Alum
Rural Teacher in Monmouth, IL



I Am A Rural Teacher: Read Jamesha Keithley’s thoughts on teaching rural in Leland, MS
iamaruralteacher.org/stories

20-22 Young Educators' Advisory Council

The inaugural Young Educators' Advisory Council members are outstanding early-career rural educators from across the nation. This council advises RSC on the recruitment, placement, and retention of rural teacher-leaders and contributes to projects, like the Resiliency Guide.



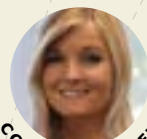
BRIDGET LARSON



NICK FOERTSCH



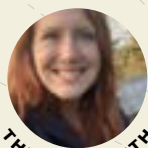
SHAWNTASIA BUTLER



COURTNEY GILLEN



CELESTE HAVERKAMP



THERESSA SMITH



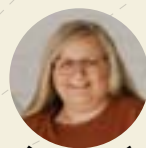
ADREANNA FLINT



BRITTANY WILLIAMS



JOSEFF SMITH



EMMA RAGE



EXCERPTS FROM THE RESILIENCY GUIDE

What's one suggestion you would give a first year, rural teacher?

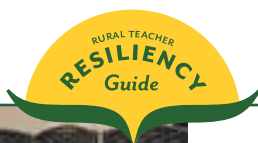
“Don't be afraid to ask for help. Knowing when to ask for help is a useful skill, and it's not always easy, but it can really make a difference your first year.”

THERESSA SMITH

Rural Teacher in Casper, WY

Guidance at All Levels

Teaching in a rural location takes a lot of support. The Rural Teacher Resiliency Guide helps early career rural teachers find their stride in their new position, strike a balance, and make connections.



Teachers

Advice from teachers, for teachers. The Resiliency Guide supports early career rural teachers by sharing information and advice from current teachers regarding some of the most common questions and situations new teachers are navigating.

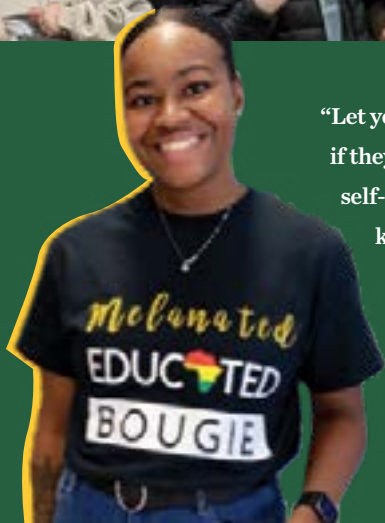
Administrators

In the Resiliency Guide, our Young Educators' Advisory Council provides suggestions to administrators on ways to engage with and support new and early career rural teachers.



Community

By supporting local teachers, community members can strengthen the success and capacity of their rural schools. The Resiliency Guide gives community members ideas on how they can engage with their teachers so that everyone thrives.



“Let your kids know that they deserve self-care too, and if they need to take a minute or two, they can. Practice self-care with them so that they see what it looks like and know how to advocate for themselves and ask for it when they need it.”

SHAWNTASIA BUTLER
Rural Teacher in Morehead, KY

Why Teach Rural?

Incredible teachers reflect on why they teach rural.



“We’re able to teach our students how to embrace the opportunity that a small town has. We’ve grown as a community by getting out with the students to show them how valuable our place is.”

HALEY RICHARDSON

Black Belt Teacher Corps Alum
Rural teacher in Livingston, AL



“When I moved to Missouri, I really started forming a network here. Everyday I look forward to working with my team. We’ve jumped into place-based learning together, and we’ve really formed a unique bond through it all.”

BRIDGET LARSEN

Ozarks Teacher Corps Alum
Rural teacher in West Plains, MO



“It’s frontier in our case, but for me rural means community, being neighborly, and collaboration. It’s all about relationships.”

STACEY MOSER

I Am A Rural Teacher Spotlight
Two-room school teacher in Fields, OR

Find rural teaching jobs, and more great stories, on the new Teach Rural Job Board! iamaruralteacher.org/jobs



Teach Rural Job Board

It's more than just a job board—here, we celebrate the power of place through regional teacher stories and open opportunities.



More than **925 jobs** have been posted on the new Teach Rural Job Board

REGION SPOTLIGHT
Fort Washakie, Wyoming

The Rocky Mountains contain the Rural Schools Collaborative Southern Rockies Hub. The partnership and work of the Southern Rockies Hub also centers on Three Science Schools, new **DATA DRIVEN**, a collaboration network of 10-12 schools that focus on connecting rural schools and communities through place-based education.



Mark Rice is a seventh and eighth grade science teacher in Fort Washakie, Wyoming. It was obvious to Mark where he wanted to teach because of his love for engaging in the world around him. Wyoming is where he wanted other kids to learn that all of the skills and knowledge that they do develop in school is actually applicable.

[Read more about Mark's experiences in Fort Washakie](#)



3,700
POPULATION

Fort Washakie School
LANDSCAPE HIGHLIGHT



New resource in partnership with the National Rural Education Association
www.nrea.net

Post rural teaching jobs on the new Teach Rural Job Board!
iamaruralteacher.org/jobs/submit



GRAD Partnership for Student Success

The **GRAD Partnership for Student Success** is a new national initiative that encourages communities to use high-quality student success systems to empower schools to graduate all students ready for the future. Rural Schools Collaborative is partnering with our hub regions to launch pilot networks of participating rural schools. Student Success Systems are designed as flexible, data-driven, place-based frameworks. **Learn more at gradpartnership.org**



The University of West Alabama Alabama & the Black Belt Hub

UWA is located in the small town of Livingston, AL in the middle of the Black Belt Region. UWA's Center for Rural Education is a trusted community partner, helping to address issues, such as rural poverty, teacher shortages, and school and community improvement.



North State Together Northern California Hub

NST is one of the largest geographical collectives in the US, covering 10 counties and over 20,000 square miles. NST provides direct resources as well as data and research support with a goal of increasing educational outcomes at all levels for the health and economic well-being of Northern California communities.



Arizona Rural Schools Association Arizona Hub

ARSA provides a unified voice for rural schools in Arizona. Their work supports the integrity of rural school districts and honors the educators who represent Arizona's rural schools and communities.



“Through the implementation of student success systems, our collaboration can sustain positive student outcomes and ensure the equitable recovery of educational institutions in Rural California after the pandemic.”

SUSAN SCHROTH

Northern California GRAD Partnership Director

Matt Jaeger

 IOWA
Bellevue, IA

A high school social studies teacher and coach, Matt is the co-leader of the district's innovative, student-led project-based learning site, Bellevue BIG. This initiative is part of the district's efforts to give students autonomy, career skills, and leadership opportunities through community-focused projects.

Breaking the model of the traditional classroom, Bellevue BIG connects students with the skills and tools needed to complete projects they design, with students tackling projects that range from the design and production of signage for local businesses to building pizza ovens.

Thank you to Jason Neises at the Community Foundation of Greater Dubuque and Tom Meyer, superintendent of Bellevue School District, for partnering on this story.

“

The greatest thing about the Bellevue BIG model is that it is not meant for just the high achieving student, it is meant for all students and is helping all students become passionate about school again.”

MATT JAEGER



Giving in Place: Mark & Celia Godsil



The Celia B. Godsil Grants in Place Fellows program is named in honor of Celia Godsil, a retired rural teacher from Abingdon, IL. Celia and her husband, Mark, have given incredible support for their community and beyond. Celia has a strong belief in the importance of rural teachers and place-based education, leading to their support of the Grants in Place program. Celia and Mark's generosity means that deserving rural teachers and students all across the nation are able to create meaningful, place-based projects that have a lasting impact in their communities.

Over the last three years, The Celia B. Godsil Fellows program has gifted 36 rural teachers funds to carry out unique place-based projects in their communities. Each Godsil Fellow project involved the students and community across 14 states.

Thank you, Mark and Celia!

“Students greatly benefit from place-based education and rural teachers. Once a rural teacher influences their place and students, that impact will stay with them forever. I have seen the impact first-hand, and that is why this work is so important.”

CELIA B. GODSIL



Fellows in the Field: Grants in Place

Check out highlights from a few of the 2022 Celia B. Godsil Grants in Place Fellows! These incredible rural teachers and students are why we do what we do.

In Pinedale, Wyoming, students worked with Camille Dudrey and Dylan Bear on a Fuel Reduction project. Working alongside local park rangers, they cleared brush to reduce the risk of severe wildfires in their area. Further helping their community, students prepared presentations to share their experiences and information about what others can do to reduce the risk of severe wildfires.



Pinedale, WY



Mad River, CA

Andy Felt, of Southern Trinity High School, Mad River, California, is getting his students out of the classroom with his project, "Hiking Historic Homesteads." Students have the opportunity to research historic homesteads, chart hiking routes, and document the journey as well as map landscape changes. Their explorations of place have inspired them to share their findings in a book, which they are hard at work on.

Abigail Parker, of Coloma, Wisconsin, created a pollinator garden at her elementary school with the help of her kindergarten students and community members. Students pitched in to plant, grew caterpillars in the classroom, released butterflies, and got crafty making garden decorations. They are already planning their next expansion, encouraging pollinator growth in support of their existing fruit trees.



Coloma, WI

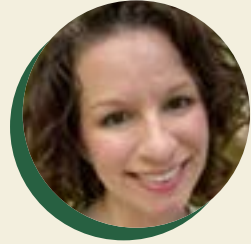
Haley Salitros Lancaster

INDIANA & GREAT LAKES
Vincennes, IN

Rural Schools Collaborative, in partnership with the National Rural Education Association, honored Haley Salitros Lancaster as the 2021 National Signature Project Awardee. The award funded an installation of a wayside sign at the George Rogers Clark National Historical Park. The wayside sign was researched and designed by a group of 9th-12th grade Lincoln High School students who work closely with the National Park Service Site.

In March of 2022, the design was approved by Park Superintendent, Frank Doughman. The first official wayside sign was installed in July of 2022. Students celebrated their accomplishment and addition to history with a public unveiling ceremony in the fall of 2022.

Thank you to the National Rural Education Association for co-sponsoring the National Signature Project!



“

Teachers have the responsibility to make their community a place where people want to teach. The history of the Midwest is that it was founded by people who came from elsewhere. Part of that tradition is bringing people in to help build that community we want to see.”

HALEY SALITROS LANCASTER



Over **75** rural schools this
year received grants from
Rural Schools Collaborative.



→ New Rural Teacher Pathways

Rural Teacher Corps community grows to 22 programs

Rural Teacher Corps are programs that intentionally **recruit, prepare, and retain** rural teachers. Based on work from the Community Foundation of the Ozarks, these programs are critical to addressing the rural teacher shortage. Since 2015, Rural Schools Collaborative and our partners have worked to ignite and sustain regional Rural Teacher Corps efforts. Our new Catalyst Grant initiative, supported by a generous anonymous donor, awards \$25,000 planning grants to help our regional hub partners launch new Rural Teacher Corp efforts. This important initiative trains and supports visionary teacher-leaders who are rural-ready and community-driven.

PERSPECTIVE FROM THE FIELD

“Rural school districts are struggling to attract and retain their teachers. The future and quality of education for our students is at stake. We need to work hand-in-hand to make sure that our students are equipped with the best education.”

GEMMA GOMEZ

Elementary Teacher in
Salome, Arizona



Rural Schools Collaborative's
Catalyst Grant Initiative will provide
\$300,000 to launch **12** new Rural
Teacher Corps programs by **2024**.



“The voices of your teacher corps participants are the strongest ones. When we give them support, they do a fantastic job of lifting up rural schools and the community.”

TAMMY LA PRAD

Assistant Professor and Co-Chair,
Educational Studies Monmouth College,
RSC Board of Directors

2022 Catalyst Initiative Grantees

In partnership with RSC, each of these four organizations were awarded **\$25,000** planning grants to launch a Rural Teacher Corps effort in their region:



CELL at the University of Indianapolis, IN



Community Foundation of Greater Dubuque, IA



University of Mary, ND



Eastern Oregon University, OR



► *Our 2021 Catalyst Grant Recipients, Morehead State University in Kentucky, launched their Appalachian Future Educator Scholarship Program, featured here.*

Thank You To Our Donors

\$100,000 OR MORE

The Bill & Melinda Gates Foundation
The Catalyst Fund
Community Foundation of the Ozarks, MO
Galesburg Community Foundation, IL
Gary and Jana Funk, Philadelphia, PA

\$50,000 OR MORE

Celia and Mark Godsil, Abingdon, IL
Johns Hopkins University
Monmouth College, Monmouth, IL
National Rural Education Association
Teton Science Schools, WY

\$20,000 OR MORE

Association of Illinois Rural and Small Schools, IL
Big Idea Program, Glenstone Square, Springfield, MO
James T. and Jean Beddow, Sioux Falls, SD
Compeer Financial Fund for Rural America
John and Mary Cooper Charitable Fund, Springfield, MO
Eastern Illinois University, Charleston, IL
Grand Victoria Foundation, Chicago, IL
Great Schools SI Initiative, Southern Illinois University, Carbondale, IL
Michelle and Sascha Mornell, Hillsborough, CA
The University of West Alabama, Livingston, AL



“Nearly all of us can point to a teacher as someone who helped to mold who we are. In rural America, that role is probably outsized. We see the demand for philanthropy highest in our smallest towns because those communities and donors know how important the schools are to the place they call home.”

BRIAN FOGLE

President, Community Foundation of the Ozarks
Treasurer, RSC Board of Directors

\$10,000 OR MORE

Cambridge Foundation, Cambridge, WI
Hood Family Donor Advised Fund, Springfield, MO
Julie and Bruce Leeth, Springfield, MO
North Dakota Small Organized Schools, ND
Rural Community Alliance, Little Rock, AR
Carol Silvey, West Plains, MO
Twomey Foundation, Roseville, IL
West Central Initiative, Fergus Falls, MN

\$5,000 OR MORE

Cambridge Mountain Bike Park Fund, Cambridge, WI
Community Foundation of Greater Dubuque, IA
Dakota Resources, Renner, SD
Dean L. Lund American Family Insurance Agency, Inc.,
Cambridge, WI
Eastern Oregon University, La Grande, OR
Metis Leadership Group, Island Heights, NJ
North State Together, Redding, CA
Parker Griffith Family Foundation, Montgomery, AL
University of Indianapolis, IN
An anonymous, in-kind donation in memory of Dr. Larry Chadwick

\$1,000 OR MORE

Alabama Education Association, AL
Alabama Friends of Rural Schools, AL
American Family Insurance, Madison, WI
Arizona Rural Schools Association, AZ
Ray F. Aton Memorial Fund, Springfield, MO
California State University, Chico, CA
Cambridge WI Farm to School Fund
Central Illinois Rural Schools Collaborative, Charleston, IL
Community Foundation of Macon County, Decatur, IL
Forefront, Chicago, IL
Josh and Stacy Gibb, Galesburg, IL
Graham Local Schools, St. Paris, OH
Lavina Grandon, Valley Springs, AR
Hal and Kathy Funk, Springfield, MO
JKH Enterprises, Springfield, Missouri
Jay and Kim Handy, Madison, WI
Dr. Steven Johnson, Lisbon, ND
Kansas State University, Manhattan, KS
Mike Knutson, Watertown, South Dakota
Larry Lee, Montgomery, AL
The Lumpkin Family Foundation, Mattoon, IL
Dr. Arthur Mallory, Springfield, MO
Tammy LaPrad, Macomb, IL
Taylor McCabe-Juhnke, Galesburg, IL
Northern Arizona University Rural Resource Center
Ohio Small Rural Collaborative, St. Paris, OH
Brian and Denise Reid, Charleston, IL
Rural Conservation Fund, Springfield, MO
Terry Sivesind, Madison, WI
Steve and Laurie Struss, Cambridge, WI
Tracy Family Foundation, Mount Sterling, IL
University of Wisconsin, Platteville, WI
Your Cause, Plano, TX

ADDITIONAL CONTRIBUTIONS

John Aeschlimann, Madison, WI
Deborah Anderson, Oakland, NE
David and Vicki Ardrey, Murphysboro, IL
Kate Baird, Springfield, MO
Jane Bork, Pasadena, CA
Kristen Bovee
Renee and Phillip Carr, Fox, AR, In memory of Rodney Rushing
Rand and Molly Chappell, Charleston, IL
Liliana Coelho, Ithaca, NY
Dakota Wesleyan University, Mitchell, SD
Earling Insurance Financial Service, IA
Bill and Gina Eggeri, Cambridge, WI
Dr. Andrea Evans, Chicago Heights, IL
Donald and Judith Fishburn, Forsyth, IL, In memory of Hal D. Funk
Savannah Franklund, Monmouth, IL
Megan Funk, Philadelphia, PA
Pat Funk, Springfield, MO
Randy and Cheri Funk, Overland Park, KS
Pat Funk, Springfield, MO, In memory of Evelyn Ruckman
Katherine Funk, Springfield, MO, In memory of Hal D. Funk
Katherine Funk, Springfield, MO, In honor of Jana Funk
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J.R. Glasgow, Monmouth, IL
Kelly Goode, New Windsor, IL
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Brent and Jeannie Glover, Harrison, AR
Rick Gregory and Carolyn Herman, St. Louis, MO
Grace and Galen Hasler, Madison, WI
Jefferson County American Federation of Teachers
Local 2143, Birmingham, AL
C.J. Jennings, Brooklyn, NY
Natalie Kessler, Galesburg, IL
Quinton Klabon, Wisconsin Rapids, WI
Kelly and Louise Knauer Fund, Springfield, MO
David Dickenson and Jeannine LaPrad, MI
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Jim and Sally Meier, Waunakee, WI
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Karen Miller, Ozark, MO
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Bryan and Sharon Reber, GA
Winthrop Rockefeller Foundation, Little Rock, AR
Kallie Sandell, Little Eden, MN
Ann Schulte, Chico, CA
Jim Shurts, Madison, WI
Geneva Shoemaker, Albuquerque, NM
Howard Spiegle, Buffalo Grove, IL
The Do Something Fund, Springfield, MO
Paul Theobald, Osmond, NE
Third Cup Fund, Galesburg, IL
Sandra Thomastan, AL
Jon Turner, Ozark, MO
Susan Twomey, Monmouth, IL
Horace Williams, Montgomery, AL
Mark Willhardt, Monmouth, IL
Hailey Winkleman, Carmi, IL
Clarence Wyatt & Lobi Stone, Monmouth, IL



Support our work!

Hub Contacts



Alabama & the Black Belt

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The University of West Alabama



Appalachia

April Miller
Morehead State University



Allen Pratt
*The National Rural
Education Association*



Arizona

Melissa Sadorf
*Arizona Rural Schools Association
Northern Arizona University Rural
Resource Center*



Driftless

Lindsay Hollingsworth
The University of Wisconsin-Platteville



Illinois

Joshua Gibb
Galesburg Community Foundation



Tammy La Prad
Monmouth College



Indiana & Great Lakes

Jeremy Eltz
The University of Indianapolis CELL



Iowa

Jason Neises
*The Community Foundation
of Greater Dubuque*



Kansas

Spencer Clark
*Kansas State University,
Rural Education Center*



Missouri Ozarks

Holly Beadle
*The Community Foundation
of the Ozarks*



New England

Cat Biddle
The University of Maine



North Dakota

Michael Heilman
*North Dakota Small
Organized Schools*



Northern California

Kevin O'Rorke
North State Together



Ann Schulte
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Northern Rockies

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A Message from the Executive Director

Teachers are the unsung heroes of small communities in so many ways. They are friends, cheerleaders, changemakers, and preparers of the next generation.

This year, Rural Schools Collaborative passed the milestone of more than \$1,000,000 in outgoing dollars to support rural communities. It's humbling to be a part of this work. Alongside our rural advocates, we'll keep pushing ahead to give a million more, and a million more.

An investment in teachers is an investment in a resilient rural future.

TAYLOR MCCABE-JUHNKE
RSC Executive Director



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