



Building Bridges to Workforce Development in Florida's Rural Communities

April 27, 2022



Welcome!



Kathy McDonald, MBA
Assistant Director for Network Partnerships

Florida College Access Network
kmcdonald@FloridaCollegeAccess.org

 @kathy_mcdonald

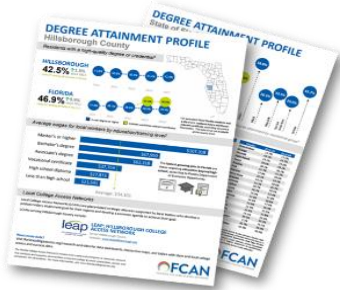
Our mission:

We lead the collaborative movement to ensure every Floridian achieves an education beyond high school and a rewarding career.

Our vision:

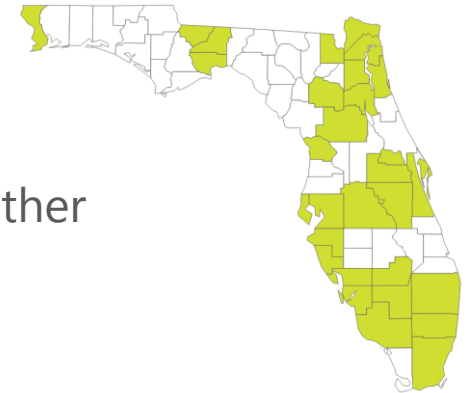
A Florida working together, where education is the pathway to economic mobility for all.

FCAN's Work



Research and Data FCAN publishes research and data on evidence-based practices and policy opportunities to strengthen Florida's talent pool.

Local college access networks (LCANs) LCANs support 82% of the state's population. These organizations are made up of community leaders who come together to create solutions and partnerships to support local talent development.



**COLLEGE
READY
FLORIDA**

Statewide Initiatives FCAN coordinates 4 College Ready Florida initiatives that provides schools and community organizations resources to help students continue their education after high school.



CONSORTIUM
OF FLORIDA EDUCATION
FOUNDATIONS

Statewide Reach. Local Impact. For Students.



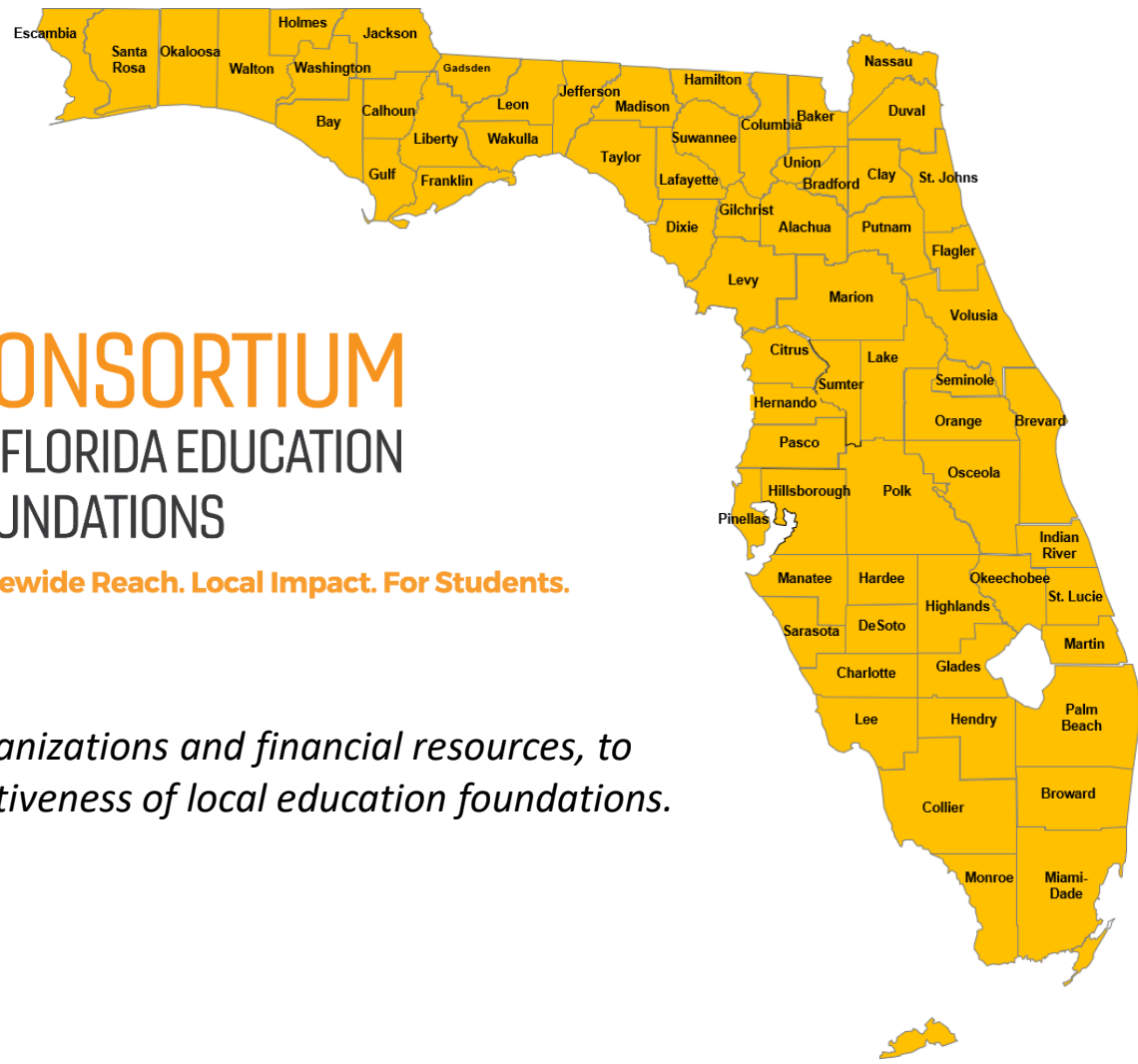
Mary Chance
President and CEO

Consortium of Florida Education Foundations
marychance@cfef.net



@FlaEduFoundtns

FLORIDA
COLLEGE ACCESS NETWORK

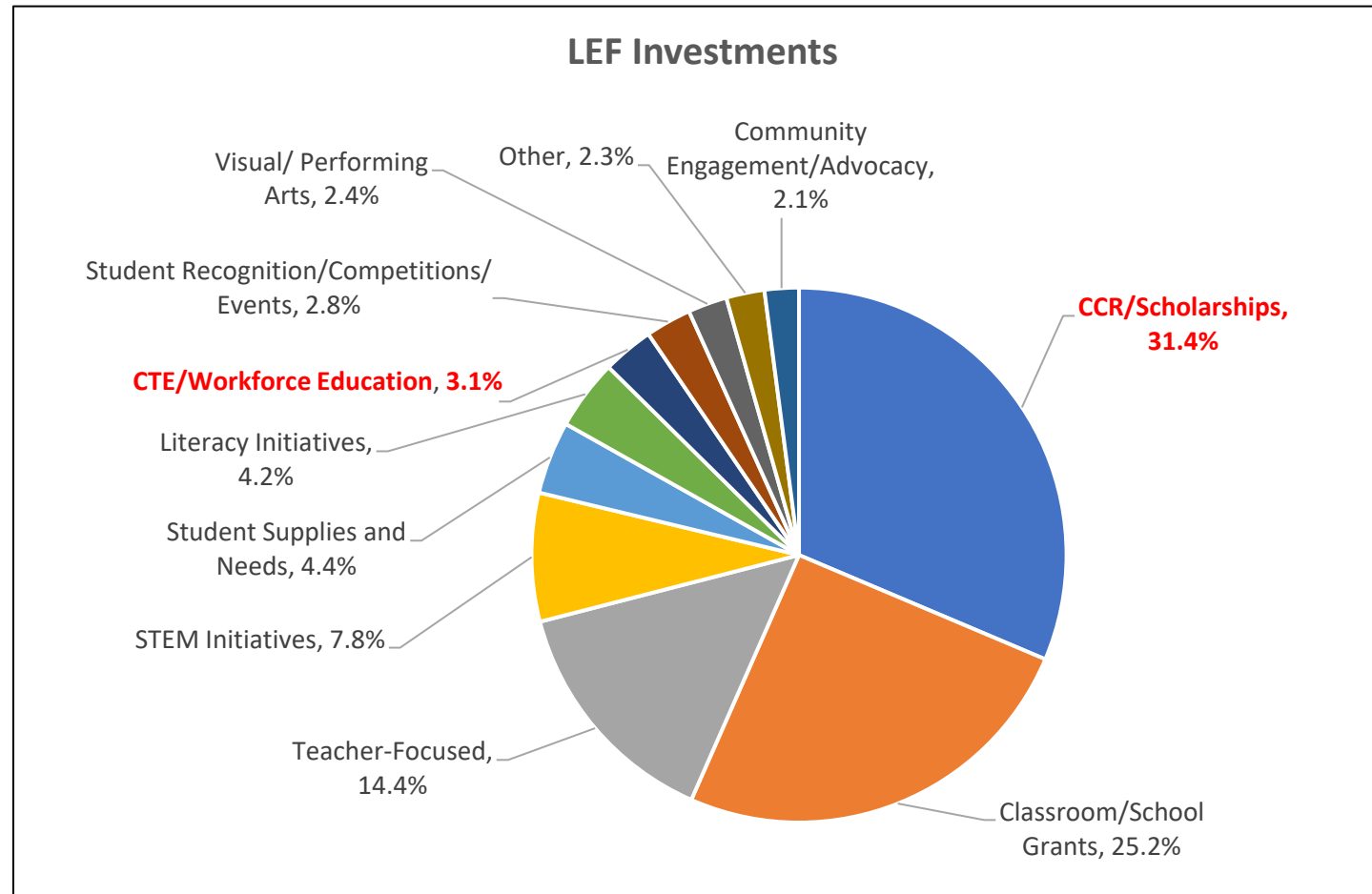


CONSORTIUM OF FLORIDA EDUCATION FOUNDATIONS

Statewide Reach. Local Impact. For Students.

We connect individuals, organizations and financial resources, to build the capacity and effectiveness of local education foundations.

Investments: Where do LEFs Fit in Now?







- About Us
- 1 to 1 Match
- Partner Programs -
- Building Capacity
- News & Reports
- Partner Resources
- License Tag
- Connect Local



WE CREATE STATEWIDE PARTNERSHIPS, INNOVATE LEARNING, AND IMPACT FLORIDA STUDENTS COAST TO COAST THROUGH OUR ALLIANCE OF LOCAL EDUCATION FOUNDATIONS.



Questions & Conversation

- Submit your questions in the box
- Share on social media

Twitter: @FLCollegeAccess
@FlaEduFoundtns
#FCAN
#TalentStrongFL

This webinar is being recorded; all materials will be available within a week of recording





**Poll: What type of organization
are you with?**

Guest presenter



Leslie Daugherty
Senior Education Designer

Education Design Lab

ldaugherty@eddesignlab.org



@LeslieD413



BRIDGES Rural Initiative

BRIDGES: Building Rural Innovation, Designing Educational Strategies



At the Lab, we use human-centered, or learner-centered, design to co-design, test, and build new models and approaches to better address program **affordability**, **relevance**, **portability**, and **visibility** in a rapidly changing knowledge economy.

We co-design, test, and build new models and approaches to better address program **affordability, relevance, portability, and visibility** in a rapidly changing knowledge economy.

1,040

Colleges
+ Universities
+ Organizations

560

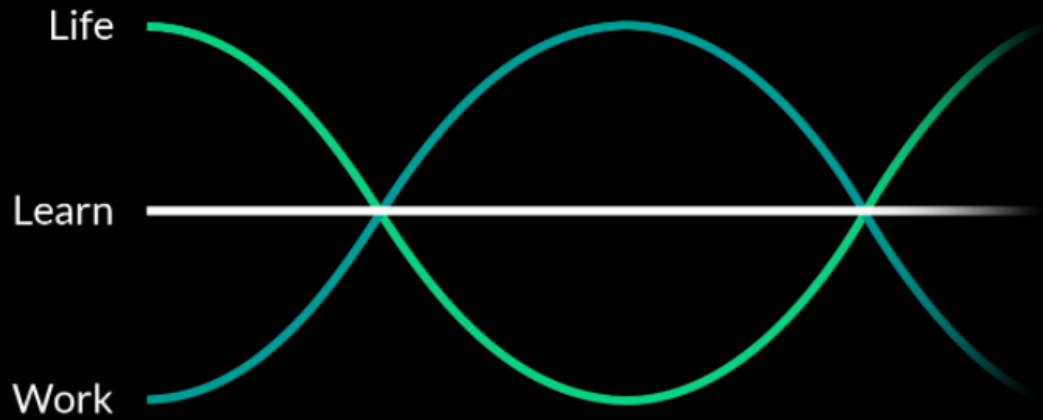
Employers

24

Ecosystems

States, systems, cities

The Weave



The lines between school and work are blurring.

Post-secondary institutions are the key to unlocking skills from degrees to make them more explicit to learners and employers

Our Areas of Work



Design Shorter and Stackable Pathways

- + Lower-cost degrees
- + “Earn + Learn” programs
- + Micro-credentials + pathways



Catalyze the Transition to Skills-based Hiring

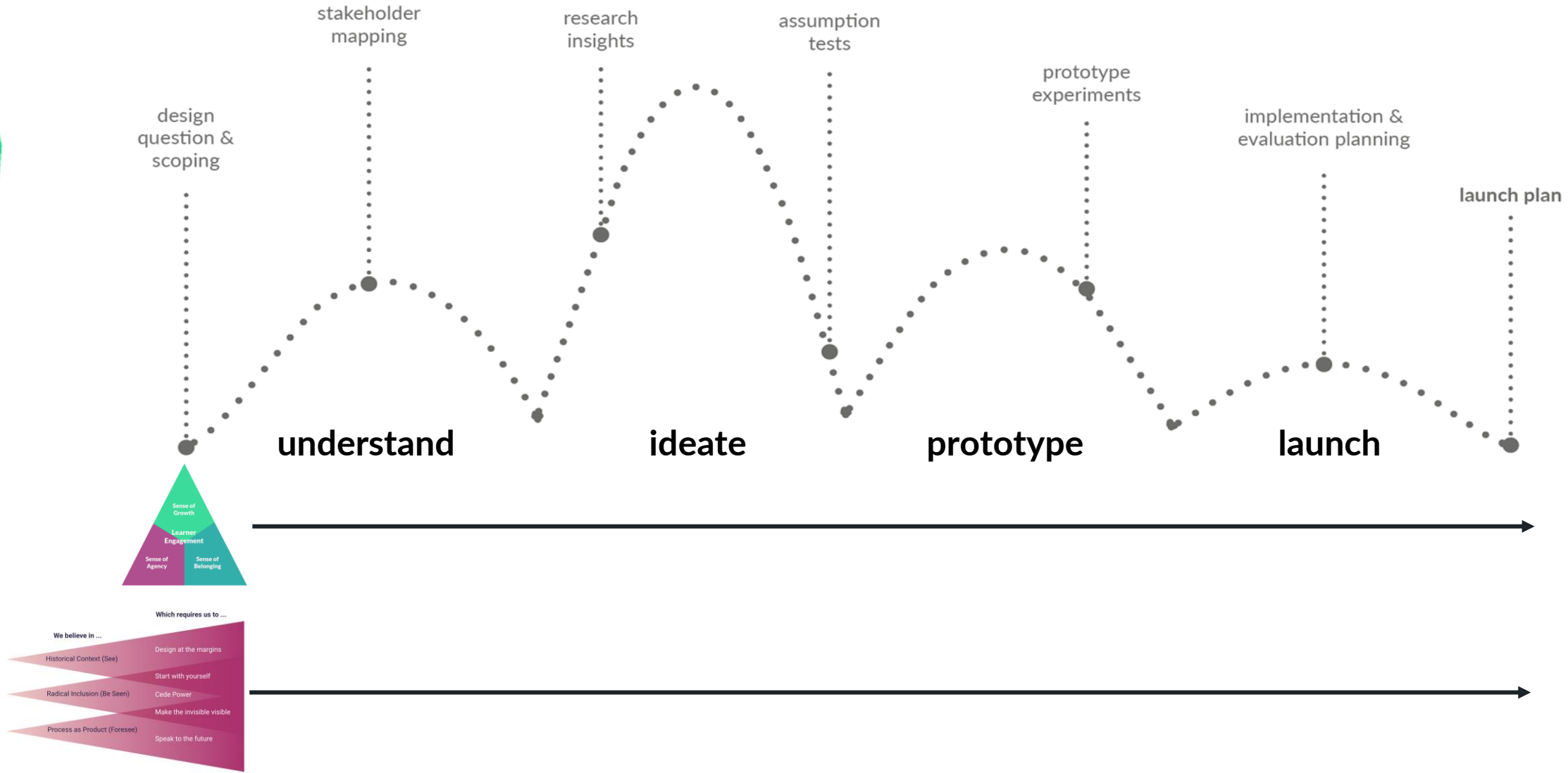
- + Translate degrees to employer competencies
- + Assessments to test + build skills
- + Validate micro-credentials with employers



Train for Human-centered Design + Change Management

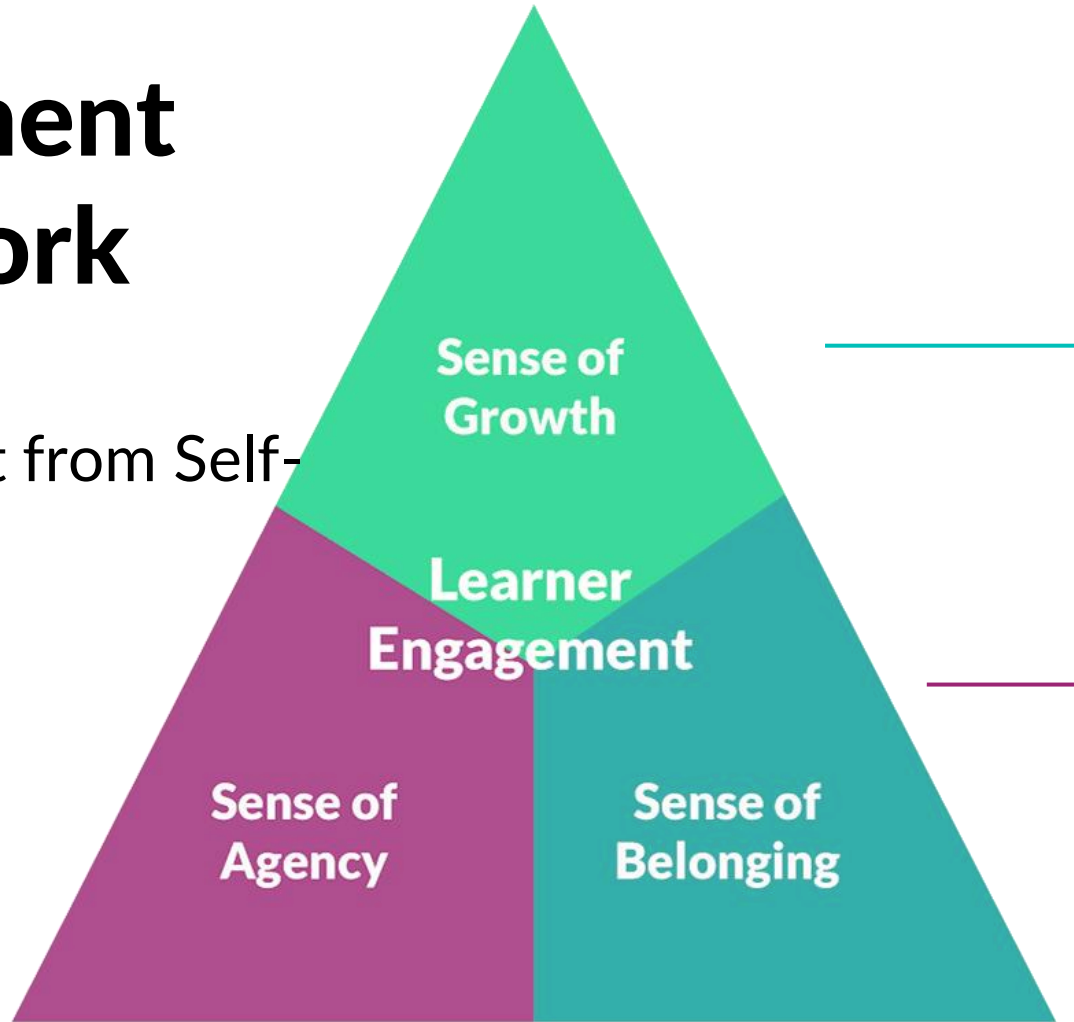
- + Immersive workshops for learning institutions
- + User-centered research
- + Rapid prototyping tools + training
- + Innovation capacity diagnostic + training

The Lab's Design Process



Learner Engagement Framework

Three Drivers of Engagement from Self-Determination Theory



Growth

The learning environment must help learners see how they are growing, show them they are capable of success, and help them progress toward their goals.

Belonging

The learner must feel a sense of belonging, connection to, and support from their learning community in being their authentic self.

Agency

The learner must feel like they're in the driver's seat, with opportunities to make meaningful choices about their learning experience; their learning environment needs to align with their individual goals, values, and interests.

equityXdesign Framework



“If we believe design thinking is the right tool to use to redesign products, systems, and institutions to be more equitable, then we must redesign the design thinking process, mindsets and tools themselves to ensure they mitigate for the causes of inequity.” – Equity Meets Design team

At the Lab, we’re working to layer this equity-centered design framework through every stage of our design process.

“The equityXdesign process is a labor of love created by Caroline Hill from 228 Accelerator, Michelle Molitor from The Equity Lab, & Christine Ortiz from Equity Meets Design.”

Designing Postsecondary Education **with** Learners

Who are the learners we primarily work with?

Frontline Workers

Transfer Students

Single Parents

Non-degreed Adults

First-generation Students

Underinvested Communities



Learners



Institutions



Employers



BRIDGES Rural Design Project

April 2020-June 2023

Our Funder

Ascendium[®]

Ascendium Education Group is a 501(c)(3) nonprofit organization committed to helping people reach the education and career goals that matter to them. Ascendium invests in initiatives designed to increase the number of students from low-income backgrounds who complete postsecondary degrees, certificates and workforce training programs, with an emphasis on first-generation students, incarcerated adults, rural community members, students of color and veterans. Ascendium's work identifies, validates and expands best practices to promote large-scale change at the institutional, system and state levels, with the intention of elevating opportunity for all.

We must broaden our definition of design and designers. We must test our assumptions about human beings. We must wonder “who am I excluding?” and allow the answers to change our solutions.

Kat Holmes

HOW

***"How"* suggests that we do not yet have the answer. It allows us to consider multiple avenues for innovation and reinforces that we are still exploring the problem and solution space.**

MIGHT

"Might" emphasizes that there are many different paths we can go down when thinking about solutions. This allows for open-minded creativity and brainstorming and thinking about the problem from multiple perspectives.

WE

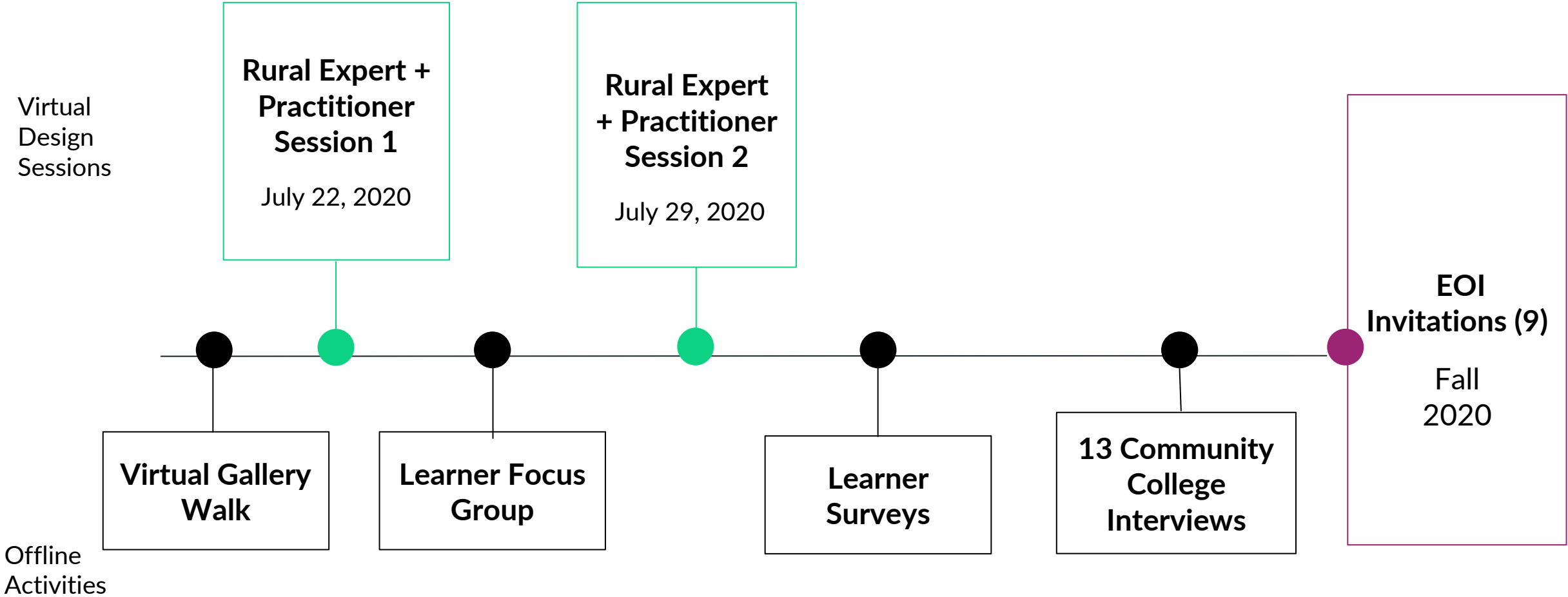
"We" immediately brings in the idea of teamwork. "We" should all work collaboratively to come up with a joint understanding of the problem and put our heads together to come up with a testable approach



The
Design
Question

“How might we strengthen the capacity of rural community colleges to serve as critical economic growth engines for their learners and communities?”

BRIDGES: Getting to the EOI



Mapping the Cohort



Designing Virtually

Gallery Walk Overview

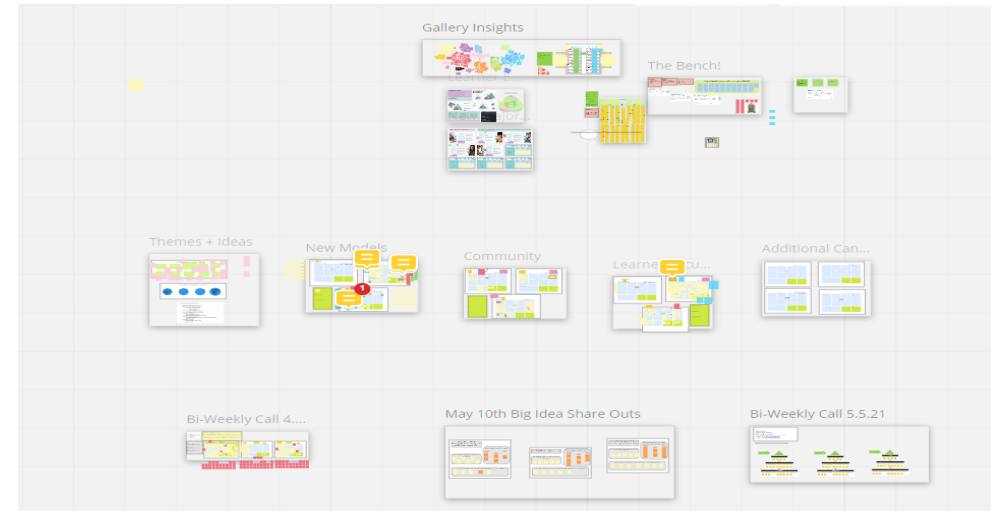
Today you are participating in a **gallery walk**, which will give you a chance to deepen your understanding of opportunities and barriers for Finger Lakes Community College and to provide insights that will inform the school's work as part of the **BRIDGES Rural Design Challenge**. Below you will see three separate galleries:

- Gallery #1: Learners' Experiences
- Gallery #2: Institutional Perspectives
- Gallery #3: Community + Economy

Each of these contains qualitative and quantitative data and insights about different reflections you have on these in the forms provided. This data has been collected through you go through each gallery, jot down anything that stands out to you. If you need a

- What resonates?

- Participate
- MIRO
- YouTube
- Animaker
- Google Forms
- And more...



BRIDGES Rural Prototype Feedback

Thank you for time and expertise as you watch our BRIDGES Rural Prototypes. Please remember that these are pieces of ideas that the teams are thinking through as they work towards Pilot implementation in January 2022.

Idaugherty@eddesignlab.org (not shared) [Switch account](#)

* Required

Which idea are you providing feedback on right now? *

- Learn Anywhere
- Earn + Learn
- Learner Support Systems
- Mobile Marketing + Train in Place
- Living Local, Working Global



Search



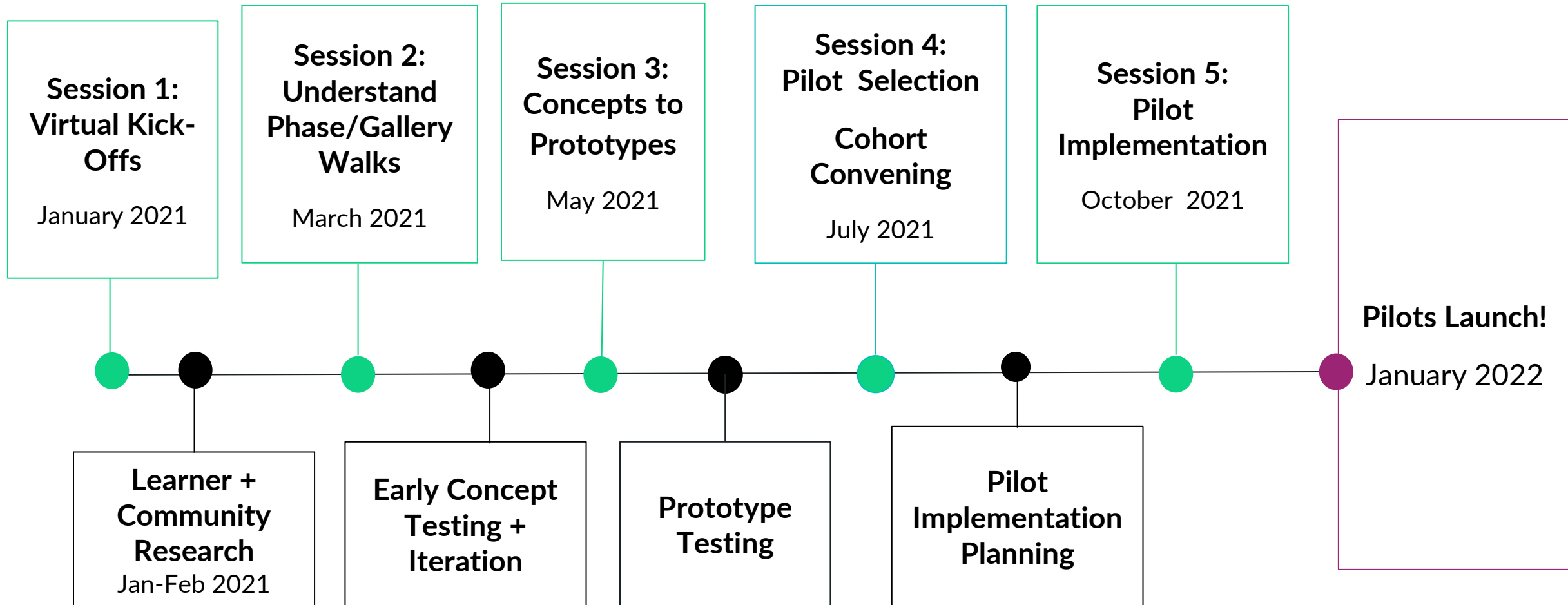
Mobile Marketing Train in Place

Community of Practice

- Creating a space for rural experts + practitioners
- Sharing out ideas + research with others
- Following the cohort, as well as a link to other Lab projects
- And, more...

The screenshot displays a web interface for a community group titled "Rural Higher Ed + Workforce". At the top, there is a dark blue header with the group name and a row of profile icons. Below the header is a navigation sidebar on the left with options: Dashboard, Feed, Discussions, Resources, and Members. A "Manage" button is located in the top right corner. The main content area is divided into two columns. The left column, titled "Announcements", features a post by Miriam Swords Kalk, a Community Facilitator, from a month ago. The announcement text reads: "Expanding our rural higher ed + workforce community! Hi all! We're excited to invite you to a new group within the Education Design Lab Community of Practice – the Rural Higher Ed + Workforce group! We created this group for folks who work in rural higher ed, workforce, and related spaces to collaborate with and learn from one another. The first set of people beyond the Lab's BRIDGES cohort who we'll invite to join here will be those attending the Rural Community College Alliance Conference this week." Below the text are links for "... See More" and "View All Announcements". The right column, titled "Discussions", shows three discussion threads. The first is "Rural Women Everywhere" (October 19-20, 2021) with 0 comments, 0 participants, and 0 resources. The second is "Introduce yourself! Welcome t..." with 3 comments, 3 participants, and 3 resources, and tags for "rural" and "welcome". The third is "RCCA Conference Reflections ..." with 3 comments, 3 participants, and 2 resources, and a tag for "rural".

BRIDGES Rural Cohort Arc of Engagement



BRIDGES Theory of Change

BRIDGES **provides opportunity** to connect rural scholars and practitioners nationwide.

BRIDGES **showcases** rural community colleges as innovative, resourceful, and creative.

BRIDGES **builds a national community of practice** around rural community colleges.

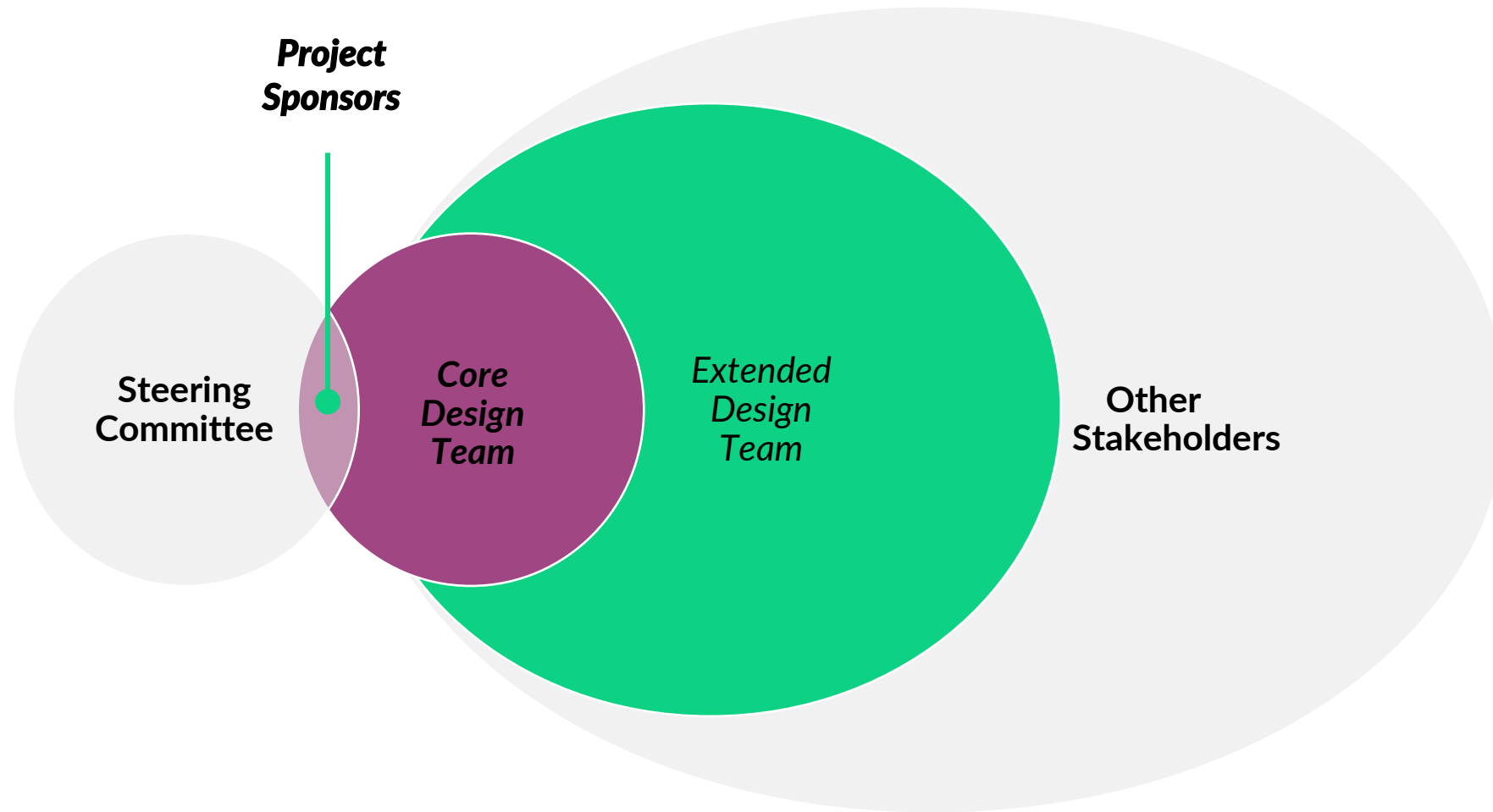
BRIDGES **produces models** that can be adopted by other community colleges.

BRIDGES **impacts learners and communities nationwide** by providing more opportunities for people living in rural areas.



BRIDGES Rural: Understand + Ideate

Creating a Design Team

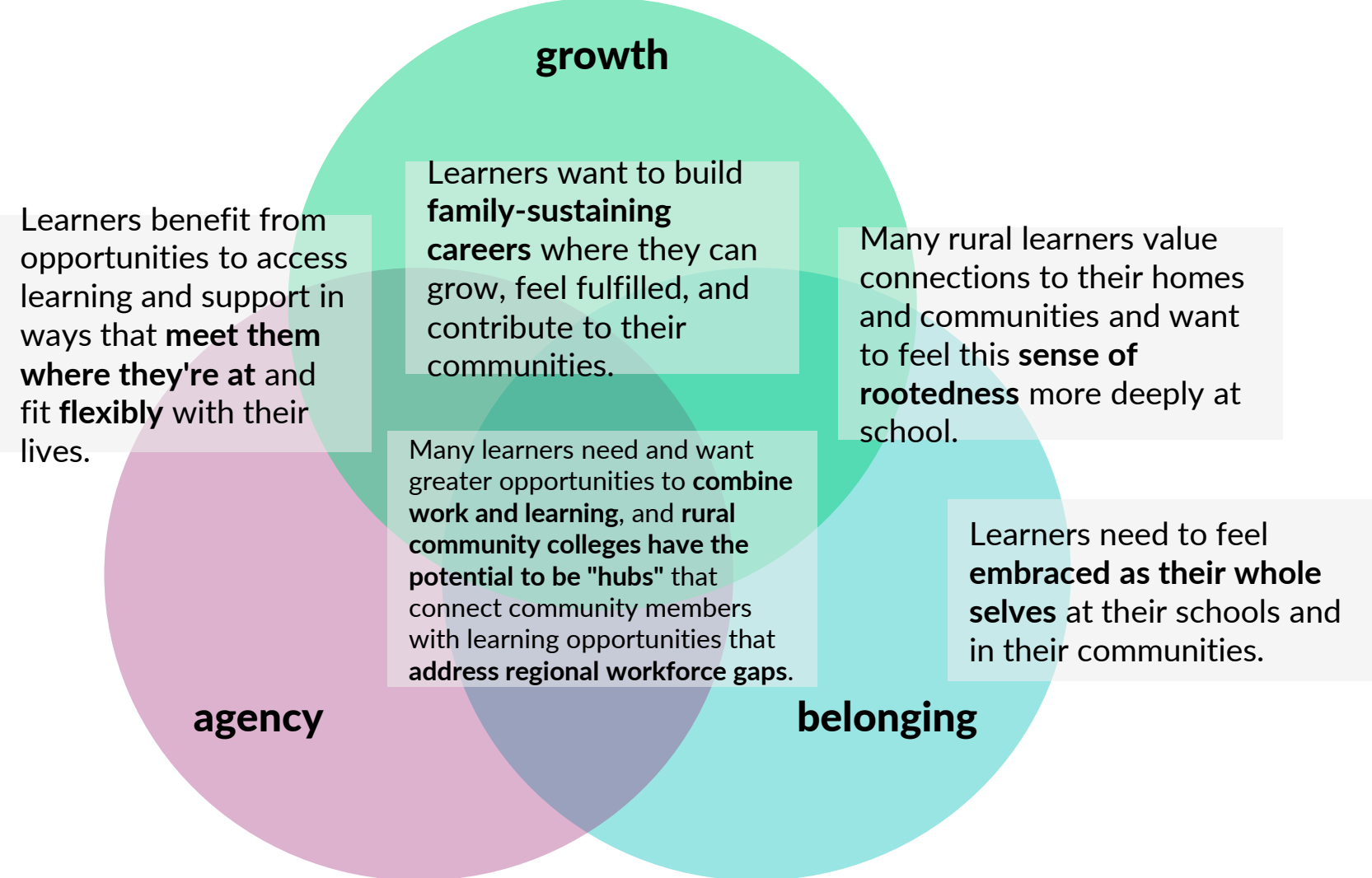


Understand Phase

- Over 450 learners interviewed
- Over 650 stakeholders (faculty, staff, national thought leaders, community members, etc. engaged)
- 400 Gallery Walk Attendees
- 1850 Gallery Reflections



Mapping BRIDGES Themes to Engagement Drivers



Ideate Phase

Theme Synthesis

	Equity, diversity, inclusion, belonging	Asset based and learner-centered approaches	Learners' goals + ROI of education	Relationships + Community	Responsiveness of school to learners' lives	Career Experience
CEI	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
EMCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
FLCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
WSCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
ZSC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
Summer Goals Team Goals	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]

Big Ideas Synthesis

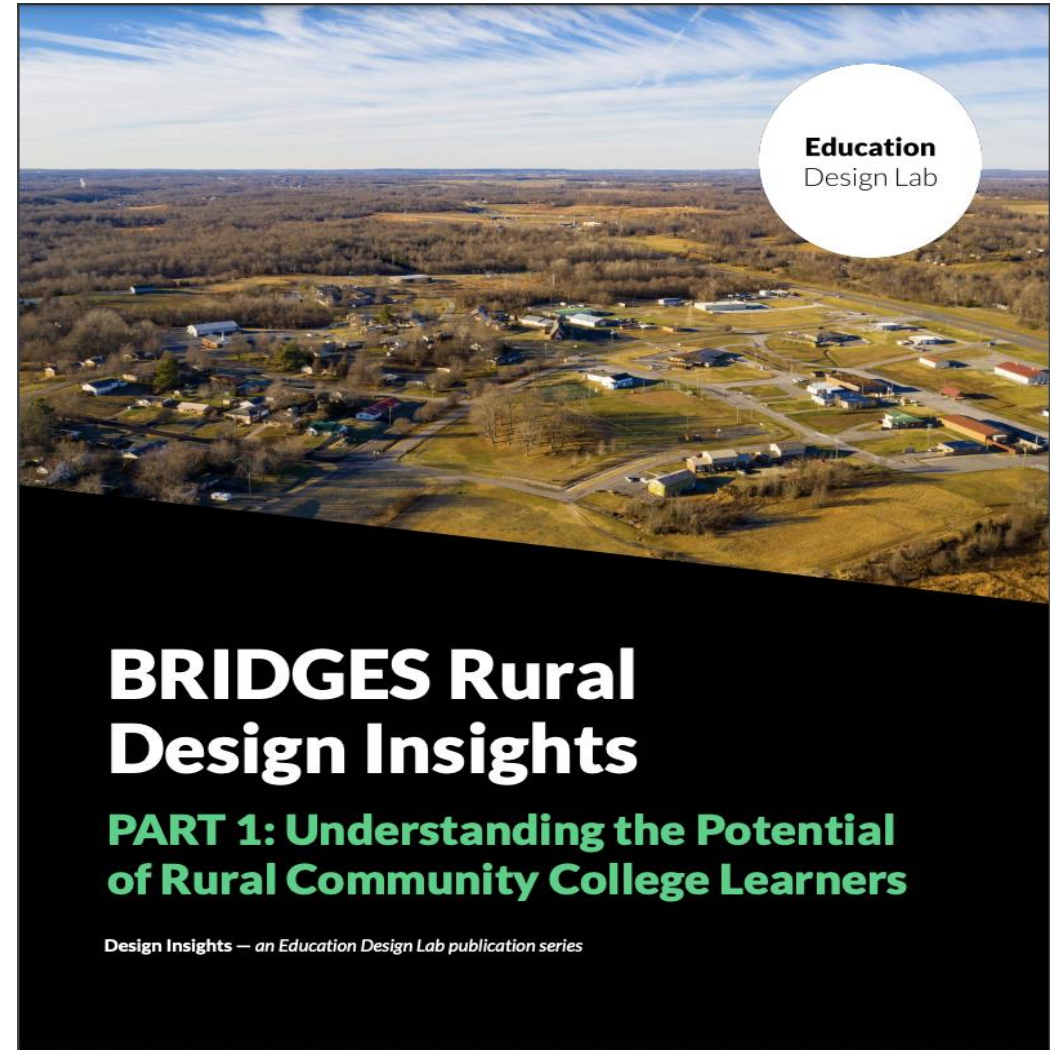
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EMCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
FLCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
WSCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
ZSC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
Summer Goals Team Goals	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]

Quick + Easy Ideas

	Equity, diversity, inclusion, belonging	Asset based and learner-centered approaches	Learners' goals + ROI of education	Relationships + Community	Responsiveness of school to learners' lives	Career Experience
CEI	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
EMCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
FLCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
WSCC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]
ZSC	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]	[Sticky note]

Design Insights Brief #1

- Rural Communities Demonstrate a Deep Commitment to Place
- Experiences of Belonging Vary within Rural Communities
- Rural Communities Benefit from Understanding their Constituents
- Education May Be Seen as a Value and a Threat in Rural Communities
- Future Efforts Should Be Built from the Strengths of Rural Communities – with Rural Community Colleges at the Center





BRIDGES Rural: Prototype + Pilot

Prototype Phase

- 18 prototypes created (including local + national prototypes)
- 150 stakeholders engaged across cohort
- 400+ pieces of feedback received

FLCC PROTOTYPE TESTING

Thank you so much for taking the time to provide Finger Lakes Community College with feedback about three new ideas they are developing as part of the BRIDGES Rural design challenge. Please scroll down to watch a video about each of these ideas and then respond to the questions in the form below each video, thinking about the idea you just learned about. **Be sure to hit submit at the end of each form.**

All three of these ideas are still being developed and considered, so your feedback will help the FLCC team decide how to continue changing these ideas, as well as inform what they eventually turn into a pilot. Thank you again for your time and honest responses!

Idea #1: Learn Anywhere

Please watch the video below to learn about FLCC's idea for learning opportunities that are flexible in terms of time and space of learning.



Thank you for watching this video! Please answer the questions below in response to the video.

FLCC BRIDGES Big Ideas Feedback

Thank you for providing feedback on FLCC's ideas for the BRIDGES Rural design challenge! Please respond to the questions below, sharing your honest thoughts. Your feedback will help the FLCC team launch a high-impact pilot in 2022!

*** Required**

Which idea are you providing feedback on right now? *

Learn Anywhere

Who is my person?

Step Up

What is your role in relation to Finger Lakes Community college? *

Student (current, former, or potential)

Staff

Faculty

National Prototypes

Learn Anywhere: *Learners can take courses virtually, hybrid, or in person at community learning sites.*

Living Local, Working Global: *Rural CCs work with large-scale companies to offer pathways + certifications for local people to work remotely or at a local coworking space + grow their careers.*

Earn and Learn: *Employers fund learners' education while simultaneously providing them with jobs relevant to their fields of study. Learners progress through their pathways and help businesses thrive.*

Communities of Support: *Holistic, comprehensive, end-to-end support for learners through family-friendly campus resource centers and dedicated advisors who serve as resource hubs and help learners build communities of support made up of people from across their lives*

Mobile Marketing + Train in Place: *Community colleges send mobile classrooms + info-laden vehicles to more rural areas to build awareness of their offerings and bring learning opportunities directly into further out communities.*

Design Insights Brief #2

- Future Efforts Should Include a Greater Understanding of the Diversity of Learners within Each Rural Community
- Flexible Learning Options are Essential to Rural Learners
- More Work-Based Learning Opportunities Are Critical to Increase Rural Learner Success
- Rural Community Colleges Can Be Trusted Hubs to Drive Economic Mobility
- Marketing and Outreach must be Targeted to Subregions within the Rural Community College Service Area



Insights to Pilots: Washington State CC

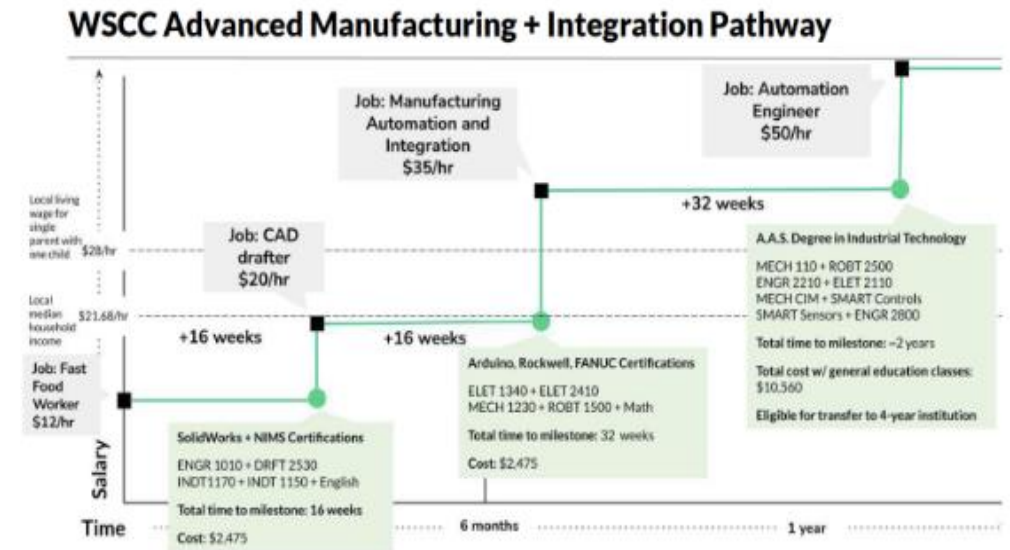
Future Efforts Should Include a Greater Understanding of the Diversity of Learners within Each Rural Community.

- **Pilot design overview:** Strive for Five launched in January 2022. Each learner is assigned a student support coach who will meet with them five times throughout the semester to ensure they are making progress towards their goals. Beginning in Summer 2022 WSCC is launching Evening EdVantage which will include hyflex evening options, as well as reduced tuition and free-access to high-quality childcare.
- **Learners of focus:** Adult learners who are unemployed or underemployed, have children, have low incomes, and/or are first-generation college students
- **Connection to inclusive local economic growth:** This broaden the diversity of family-sustaining career opportunities for people who want to remain local and increase the number of industry-prepared employees in the area.



Insights to Pilots: Washington State CC Early Learnings + Iterations

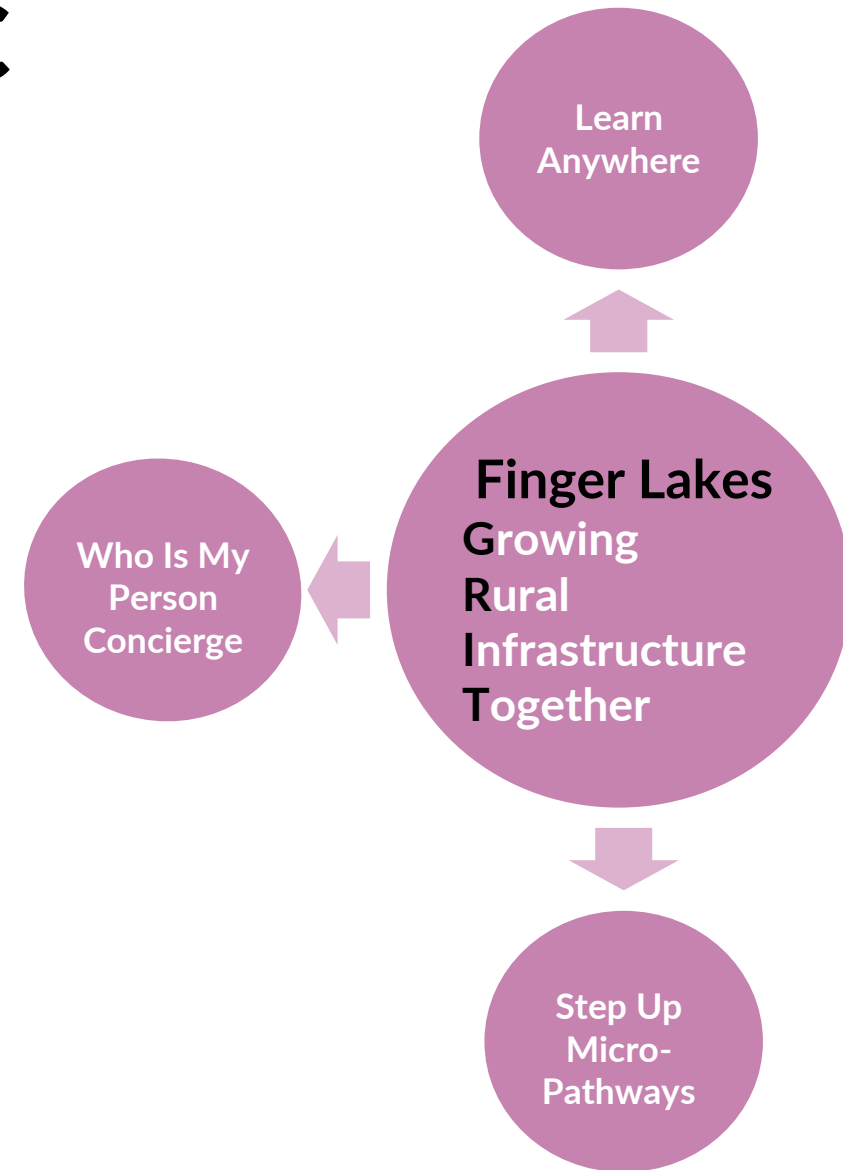
- The **Strive for Five** program is an early version of the WSCC **Evening Edvantage** program set to launch in Summer 2022.
- In the next phase of Strive for Five, WSCC hopes to include **free tuition, books, and free high-quality childcare**, which will launch in summer 2022 and will offer the flexibility of evening options for learners who are occupied during the day.



Insights to Pilots: Finger Lakes CC

Flexible Learning Options are Essential to Rural Learners

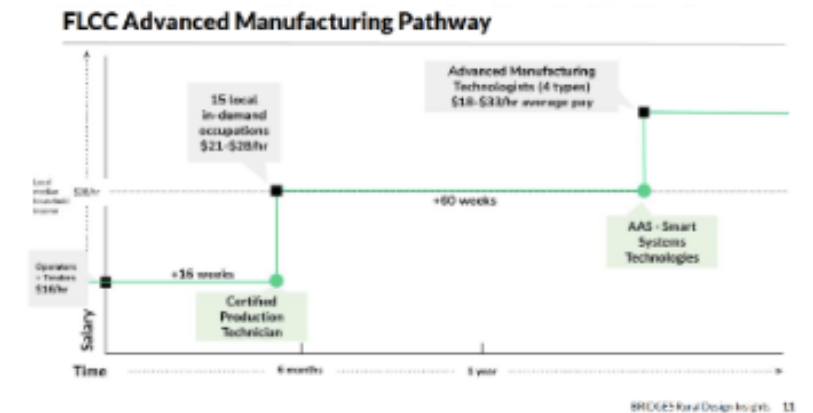
- **Pilot design overview:** Industry-driven micro-pathways provide learners with opportunity, access, and advancement in local in-demand fields of their choice. Learners decide how they learn each week: on campus, at remote learning sites across the community, or online. Centralized support through dedicated coaches addresses learners' needs holistically.
- **Learners of focus:** Adults who are unemployed or underemployed or have low incomes and may face transportation or technology barriers
- **Connection to inclusive local economic growth:** Community members will have more opportunities to learn and work for living wages locally. Employers big and small will have access to a larger number of diverse job candidates with relevant skills.



Insights to Pilots: Finger Lakes CC

Early Learnings + Iterations

- Pilot launched with a full cohort - full means in-person, hybrid, and fully remote are all in “one class”
- First pilot includes students currently unemployed, as well as those looking to upskill in their current position
- Two initial learning sites selected in rural parts of service area for Certified Production Technician micro-pathway: Bloomfield Central School District + Yates County Workforce Development
- FLCC has secured additional funding to expand to at least 3 more learning sites + develop multiple new micro-pathways in the next year



Insights to Pilots: Eastern Maine CC

Rural Community Colleges Can Be Trusted Hubs to Drive Economic Mobility

- **Pilot design overview:** Destination You is a free, 8 week course that connects learners to employers hiring in their communities while helping them create realistic pathways to becoming skilled workers with credentials of value.
- **Learners of focus:** Adults of all ages in the communities surrounding the Katahdin and Penquis Higher Education Centers who are struggling to enter or re-enter the workforce
- **Connection to inclusive local economic growth:** This pilot aims to increase the number of skilled workers available for hire and to connect learners with jobs with livable wages to them.



DESTINATION YOU
YOUR PLAN. YOUR PATH. YOUR SUCCESS.
ARE YOU READY TO EASE INTO THE NEXT STEP OF YOUR EDUCATION OR CAREER PATH?

Eastern Maine Community College

WHAT

- FREE 8-week course
- You'll earn 3 college credits with EMCC
- Join us online and via Zoom
- Create your education and career plan
- Explore careers in your region: *healthcare, education, IT, manufacturing, and more!*
- Connect directly with employers
- Build your own support network

WHERE

- Work with your instructor, classmates, and special guests on Tuesdays and Thursdays from 1-2 PM via Zoom
- Weekly coursework will be completed at your own pace online

MATERIALS

- Access to the internet
- A computer, laptop, or tablet

CONTACT

- For more information visit: emcc.edu/DestinationYou
- For questions please contact Deb Rountree at drountree@emcc.edu or 207.746.5741

WHO

- Students must be Maine residents
- At least 18 years of age
- Looking for the next step in your career or education path
- High school diploma or GED is not required

WHEN

- Oct. 4 - Dec. 10, 2021

Eastern Maine Community College
Great College. Smart Choice.

THANK YOU TO OUR PARTNERS

EMDC EASTERN MAINE DEVELOPMENT CORPORATION

Nearpeer

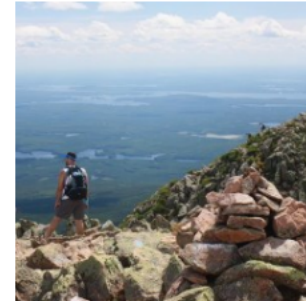
Insights to Pilots: Eastern Maine CC

Early Learnings + Iterations

- First cohort wanted the opportunity to start and stop in different modules of the Destination You curriculum.
- Curriculum needs to be more geographically specific and facilitated locally- not necessarily in-person but with a local facilitator. Currently training 20+ local community members to facilitate the next cohorts.
- Katahdin region has a large number of unemployed males. Working to reestablish the outdoor recreation tourism program to include fast tracked credentials to get students to work within 4-8 weeks.

Outdoor Recreation and Tourism

PROGRAM DESCRIPTION



Let nature be your classroom! The outdoors is filled with career opportunities for the student seeking an active outdoor lifestyle and career. With a heavy emphasis on field based learning, the EMCC Outdoor Recreation and Tourism program prepares students for entry level positions in adventure travel, environmental education, outdoor leadership, wilderness therapy, guiding and wilderness park operations.

The associate in applied science degree in Outdoor Recreation and Tourism program, based in Maine's Katahdin Region, will give students the skills, proficiency, and knowledge needed for successful guiding and outfitting of outdoor excursions and park operations as well as a mastery of principles in management and customer service. The EMCC curriculum emphasizes:

A photograph of two people sitting at a table in a meeting room. On the left, a woman with dark hair pulled back, wearing a dark polka-dot top and a watch, is looking down with her hand to her face. On the right, a man with a grey beard and glasses, wearing a white lab coat and a dark headwrap, is smiling. A water bottle is on the table between them. The background is blurred, showing other people at tables.

Pilot Deep Dive: CEI

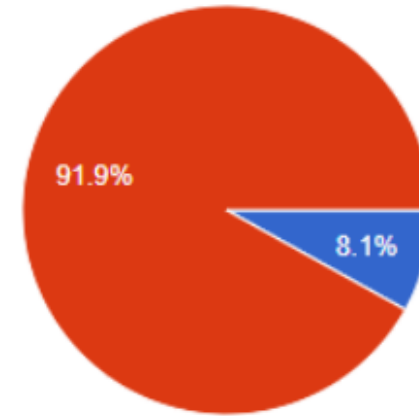
College of Eastern Idaho

Early Learnings + Iterations

Driggs and the Teton Valley need courses ASAP

Early learnings:

- Important to schedule + locate programs to balance learners' and employers' needs in order to support learners combining work, life, and school
- Hybrid courses provide flexible learning opportunities for learners to accommodate seasonal and cyclical workplace shifts
- Each local community needs to be learned from, considered, and connected with to build trust and understanding individually – each has its own particular considerations that must be taken into account in terms of place, time, and pace of learning



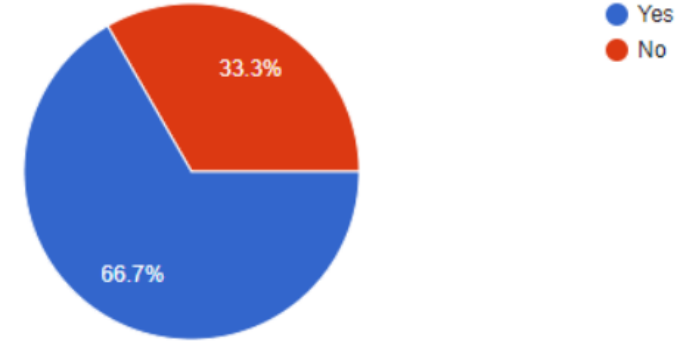
College of Eastern Idaho

Early Learnings + Iterations

There is still a disconnect between employers and learners

Early Learnings

- CEI sent multiple surveys to Teton valley residents to learn more about their training wants and needs, including to local employers to gauge their interest in place-based training for current and future employees.
- Stackable pathways co-designed with employers can support family-sustaining careers + inclusive local economic growth
- Local employers overwhelmingly want their employees to continue their education but do not feel like they have the resources to fund this



College of Eastern Idaho

Early Learnings + Iterations


37% of Teton Valley HS students are Hispanic or Latinx

- Survey information sent out in Spanish to capture the barriers and needs of the hispanic and latinx community members; opportunity to translate many other materials!
- How might CEI faculty + staff diversity better reflect the surrounding communities?
- CEI + local employers need to be responsive to this and work together – e.g. INL collab; can CEI support employers learning Spanish to better connect with potential employees?
- Intentional trust building + connection making with Spanish-speaking communities is important, including highlighting CEI's goal to support their growth and safety

CEI Construction Combine

- 32 Local High School kids attended (Teton HS, Jackson HS, Home School, and SIS)
- 7 different construction trades explored (concrete, plumbing, electrical, drywall, roofing, flooring, framing)
- 4 sheds built; 3 to local veterans and 1 for the high school
- 25+ volunteers- including, local contractors, the mayor, CEI faculty + staff, and community members.
- Multiple kids hired for summer jobs => helped fill local employers' summer worker needs
- Work-based learning opportunity offers authentic, job-relevant skill building and brings college, community, local employers together – how might the Construction Combine concept be replicated/customized for other fields? (e.g. healthcare!)



A photograph of a woman and a man sitting at a table in a meeting or conference. The woman on the left is looking down at a document, resting her chin on her hand. The man on the right is smiling and looking towards the camera. There is a water bottle on the table between them. The background is blurred, showing other people at tables.

What's Next?

Future Design Questions...

How might we expand on the current pilots and prototypes with other rural community colleges throughout the US?

How might we be a convener for other rural programs and practice areas to showcase the work they are doing and help all rural community colleges think about the future of post secondary training + education in relation to the future of work?

How might we continue to facilitate capacity building at rural community colleges to become more intentional in building employer and community partnerships?



Co-Designing Rural Florida

HOW

***"How"* suggests that we do not yet have the answer. It allows us to consider multiple avenues for innovation and reinforces that we are still exploring the problem and solution space.**

MIGHT

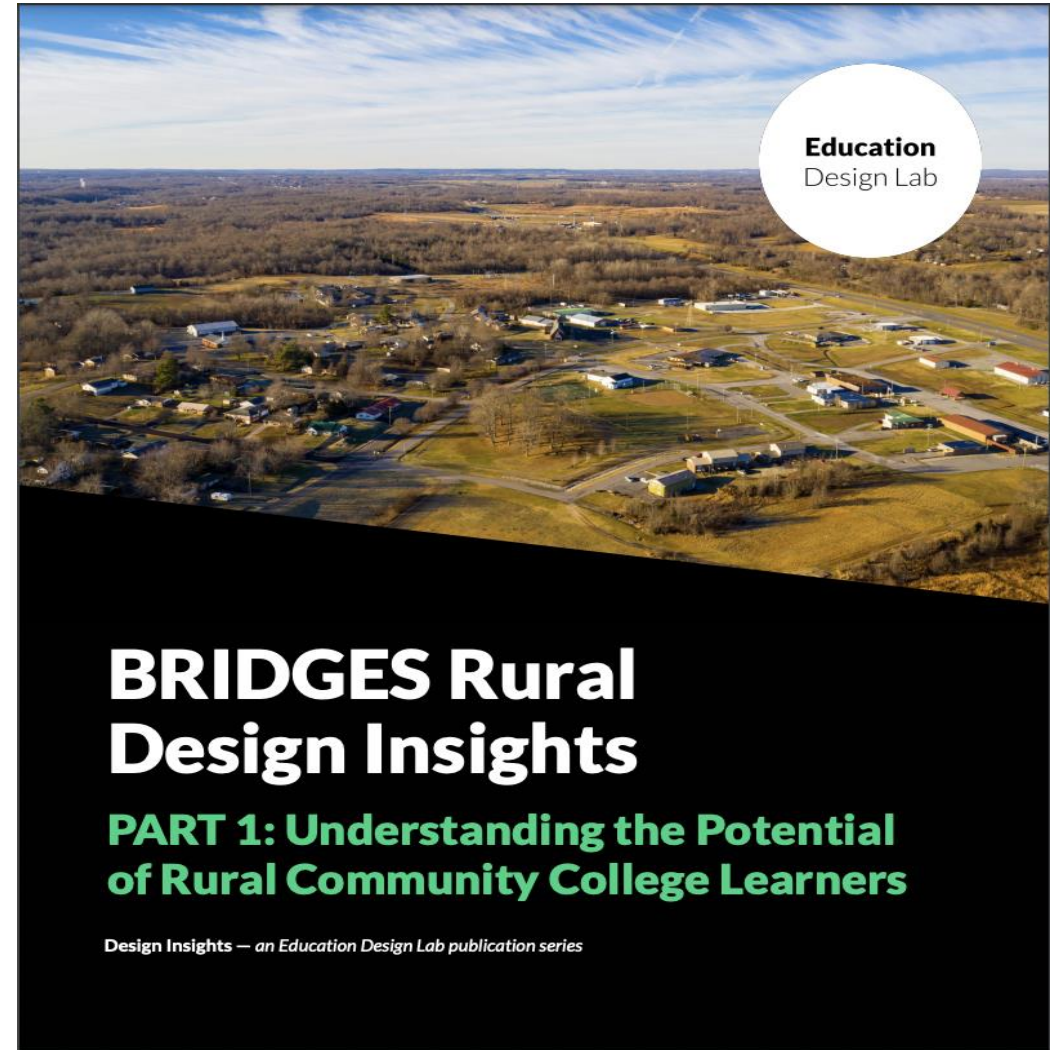
"Might" emphasizes that there are many different paths we can go down when thinking about solutions. This allows for open-minded creativity and brainstorming and thinking about the problem from multiple perspectives.

WE

"We" immediately brings in the idea of teamwork. "We" should all work collaboratively to come up with a joint understanding of the problem and put our heads together to come up with a testable approach

Design Insights Brief #1

- Rural Communities Demonstrate a Deep Commitment to Place
- Experiences of Belonging Vary within Rural Communities
- Rural Communities Benefit from Understanding their Constituents
- Education May Be Seen as a Value and a Threat in Rural Communities
- Future Efforts Should Be Built from the Strengths of Rural Communities – with Rural Community Colleges at the Center



Design Insights Brief #2

- Future Efforts Should Include a Greater Understanding of the Diversity of Learners within Each Rural Community
- Flexible Learning Options are Essential to Rural Learners
- More Work-Based Learning Opportunities Are Critical to Increase Rural Learner Success
- Rural Community Colleges Can Be Trusted Hubs to Drive Economic Mobility
- Marketing and Outreach must be Targeted to Subregions within the Rural Community College Service Area





“How might YOU strengthen the capacity of rural Florida communities to serve as critical economic growth engines for their learners?”



The
Design
Question

How
Might _____,
(name your co-designers)

co-
design _____,
(Re-frame the idea)

to

(Identify the barrier, opportunity, potential approach)

for

Thank You!

To learn more about the Education Design Lab and to sign up for our Innovator Network, please visit eddesignlab.org

 @eddesignlab

 Education Design Lab

 connect@eddesignlab.org

Guest presenter



Marcie Moore

Dean of Business, Engineering,
and Information Technologies

Zane State College

mmoore3@zanestate.edu



@Marcie_Hawkins

ZANE STATE COLLEGE

ZSC

Since 1969

Florida Webinar 2022

Zane State College

- Located in SE Ohio
- Three official service counties
- Roughly 2000 students
- Population decreases
- Roughly 50% of students are Pell-Eligible



Initial Work

- Bi-Weekly Calls began Jan 2021
- Surveys
- Data Gathering
- Gallery Walk



Surveys

- Three surveys
 - Students
 - Employees
 - Community
- Follow up Interviews
- Surveys and Interviews informed Gallery Walk

Gallery Walk

- Three galleries
 - Learners and learners' experiences
 - Employment and economy
 - Community and region
- Participant feedback

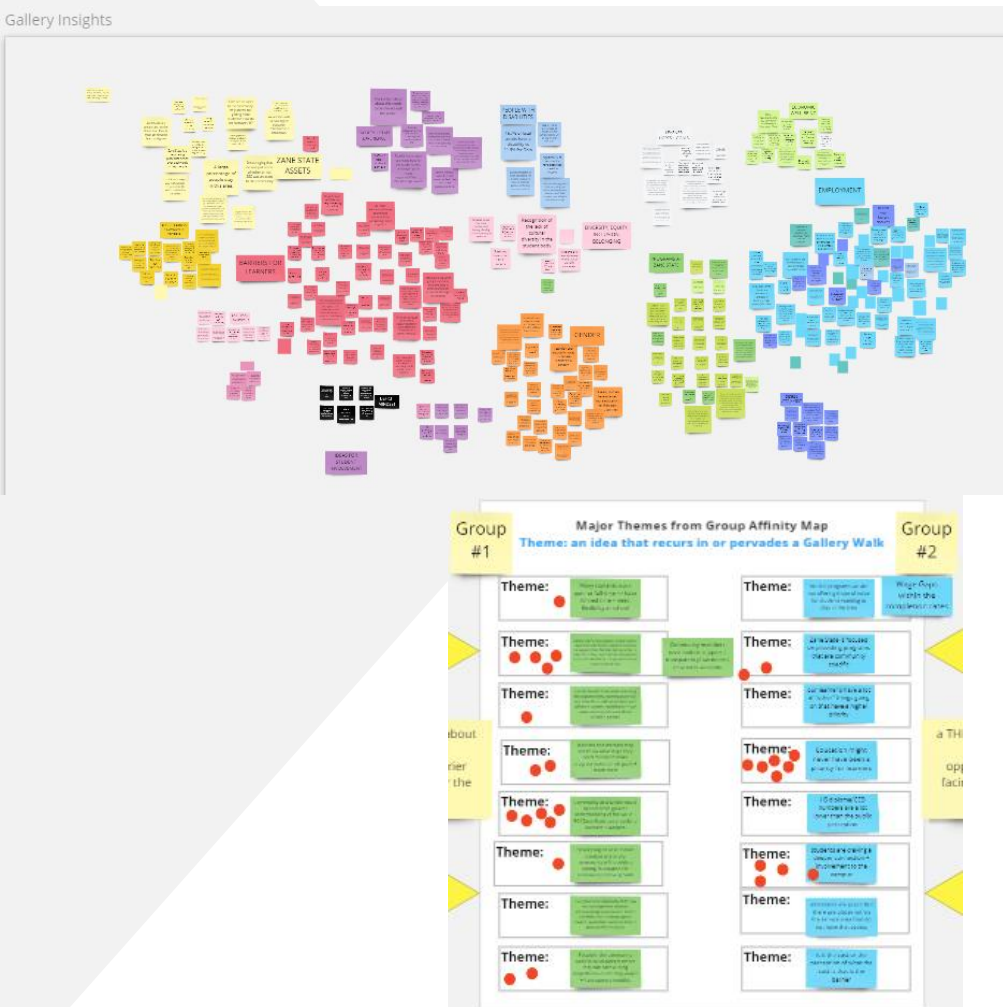
Gallery Walk Themes

- ZSC Assets
- Learner barriers
- Deficit mindset of community
- Faculty and staff experiences
- Diversity, Equity, Inclusion, and Belonging
- Learner hopes and goals
- Local employment
- ZSC Programs



Understand Phase – Zane State College

Gallery Insights



- Over 250 stakeholders (learners, faculty, staff, national thought leaders, community members, etc. engaged)
- 80 Gallery Walk Attendees
- 200 Gallery Reflections

Ideation Phase

- Big Ideas
 - Earn and learn model
 - Work college
 - FFA
 - Appalachian Arts College
 - Recreation and Engagement opportunities
 - Single Parent One-Stop



Ideation Phase

- Earn and Learn Model
 - A chance for students to earn a living wage while attending college
 - Work three days/attend class two
 - Columbus State has a similar program
- Work College
 - Students work at the college in exchange for tuition
 - Would help with staffing needs
 - Could be revenue stream



Ideation Phase

- FFA
 - Community gardens
 - Students could lead this project
- Single Parent One-Stop
 - Provide holistic support to single parents
 - Examples
 - On-site laundry
 - Delivery service
 - Clothes and food pantries



Ideation Phase

- Appalachian Arts College
 - Bring back and celebrate the culture of Appalachia
 - Perhaps locate in Cambridge
 - Utilize existing facilities and resources
- Recreation and Engagement Opportunities
 - Be a community center that engages the whole community
 - Student clubs
 - Recreational activities, perhaps sports
 - The hub for community activities



The “Quick and Easy”

- Student club expansion
- Voice of diversity, equity, and inclusion
- Partner with recovery services
- Early engagement with local children
- Improve green spaces
- Promote tourism opportunities and utilize student resources to help
- Develop meaningful community partnerships for employees



Prototype – Earn and Learn



- Students attend classes two days per week (full-time)
- Students work three days per week (part-time)
- Employer partnerships –
 - Employ students and agree to provide OJT
 - Encourage students to complete their education
 - Assist with recruiting for the program

Addresses the problem of students feeling like they must choose between their education and providing for their families.

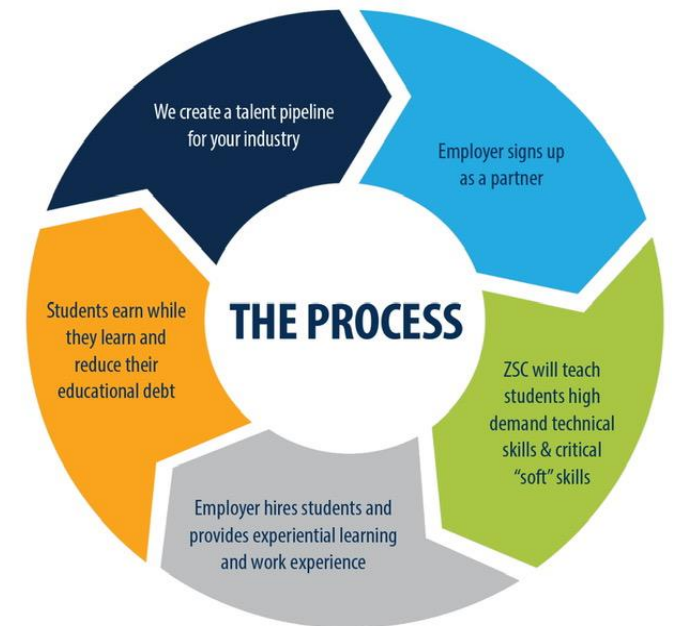
Prototype – Learner Resource Center

YOUR SUCCESS IS
OUR SUCCESS.

- Designed to eliminate/lessen barriers
- Linkages to resources all in one place
 - Tutoring
 - Connection to peers
- Address basic needs and insecurities
 - Partner with other organizations
 - Laundry
 - Carpooling
 - Shared childcare
 - Pantry

Zane State College Earn & Learn

- **Pilot design overview:** Students get an industry-related job where they are paid while taking classes and hired directly upon completion. They attend classes two days a week and work at jobs with living wages in their fields of study the other three days.
- **Learners of focus:** Adults who are underemployed, unemployed, or have low incomes
- **Connection to inclusive local economic growth:** This pilot can help address local workforce shortages and connect community members with opportunities to support their families while pursuing education toward high paying jobs.





First Pilot



Accounting
Benefits

Employer Luncheon

- Held in March 2022
- Manufacturing
- Law enforcement
- Healthcare
- General business



Partnerships

- Chambers of Commerce
- Job and Family Services
- Ohio SE
- Economic Development
- College's Board of Trustees



What's Next?

- Identify Employers
- Identify Programs
- Fall 2022 Launch
- Curriculum Modifications
- Impact of new Industry
- Open Discussion



ZANE STATE COLLEGE

ZSC
Since 1969

Thank you!

YOUR SUCCESS IS
OUR SUCCESS.

Guest presenter



Tracy Burger
Director of Member Development

Consortium of Florida Education
Foundations

tracyburger@cfef.net



**BILL & MELINDA
GATES foundation**

BUILDING COLLEGE & CAREER READINESS CULTURES IN RURAL COMMUNITIES

Preparing students for life after high school is a top priority for many of Florida's local education foundations. Scholarships, mentoring, college readiness and access, and career and technical education programs comprise more than one-third of program investments. Some Consortium members operate college and career centers, acknowledging that with school counselor to student ratios averaging 300:1 outside support is essential to help students focus on their future and access opportunities for education beyond high school.

Florida College Access Network data makes it clear that rural communities typically have some of the lowest college attainment rates, falling well below the state's goal of 60% of working age Floridians having a post-secondary credential, training experience or degree by 2030. The Consortium has member education foundations in nearly every rural school district, each with long-standing connections and deep roots in their community.

Through the Building College & Career Readiness Cultures initiative, the Consortium is tapping into its strong collaborative culture to bring members with expertise in college and career readiness programming together with rural local education foundation leaders for peer-to-peer learning and support focused on improving the college-going rate in rural communities. Technical assistance, research and programming support from Florida College Access Network is a big component of the effort supported by the Bill & Melinda Gates Foundation.



[CHECK OUT WHO'S PARTICIPATING!](#)



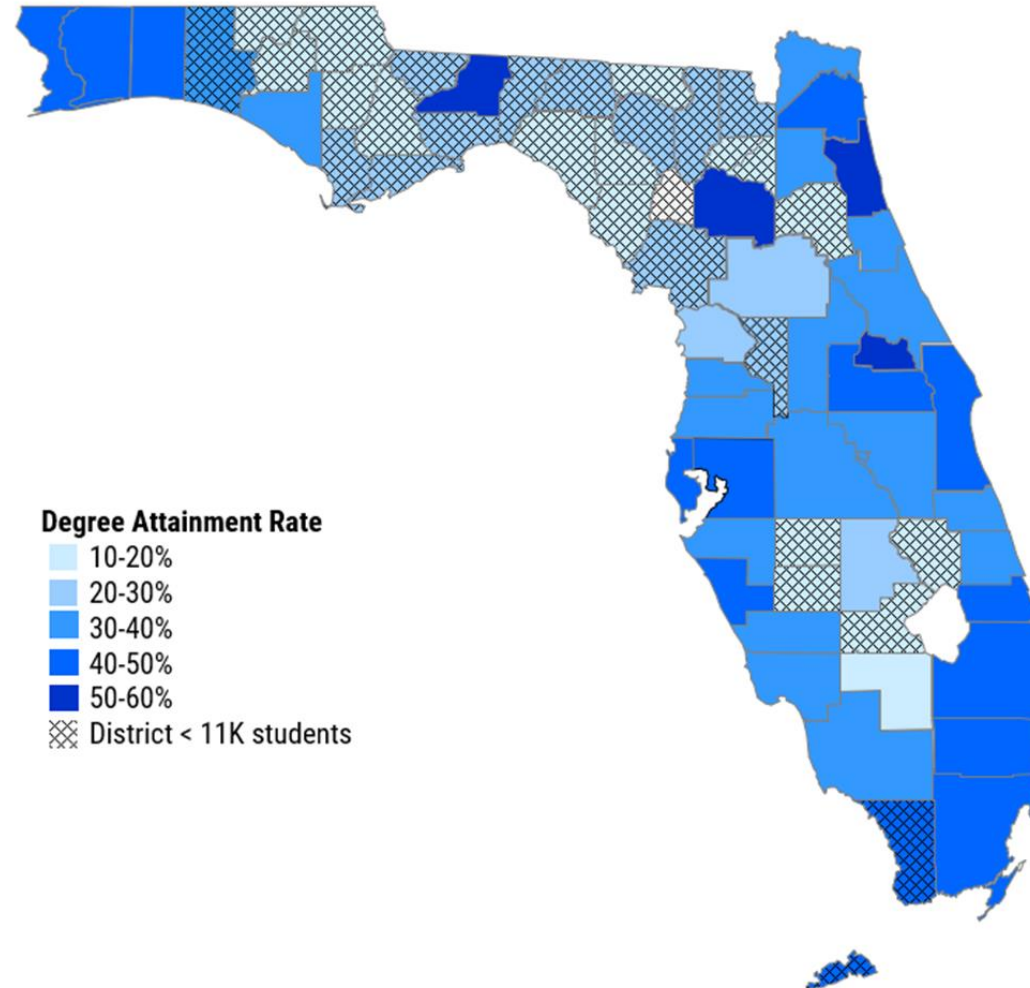
FCAN is excited to partner with the Consortium on this initiative as we strive to increase the number of Floridians receiving a high-quality certificate, credential, or degree. Through this partnership, FCAN looks forward to the growing initiatives within rural communities where our reach may be limited but the Consortium is clearly connected. It speaks to the concept that we are all "better together."

*Charleita Richardson, Executive Director
Florida College Access Network*

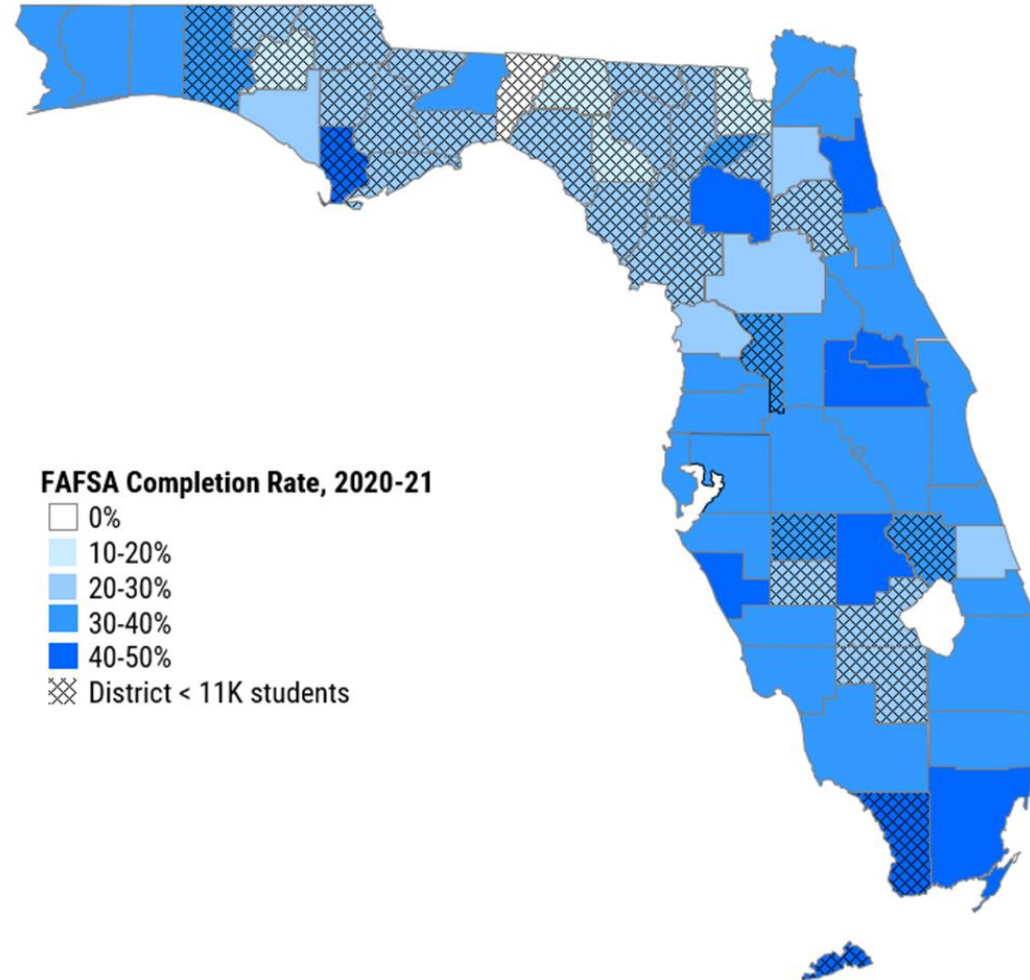
Program Goals

- Build knowledge of the value of dual-enrollment and CTE solutions as pathways for students
- Create more advocates for postsecondary student success
- Share strategies among rural participants
- Show how FCAN initiatives can work in rural communities
- Identify and share leading practices from colleagues
- Create a community culture for collective impact

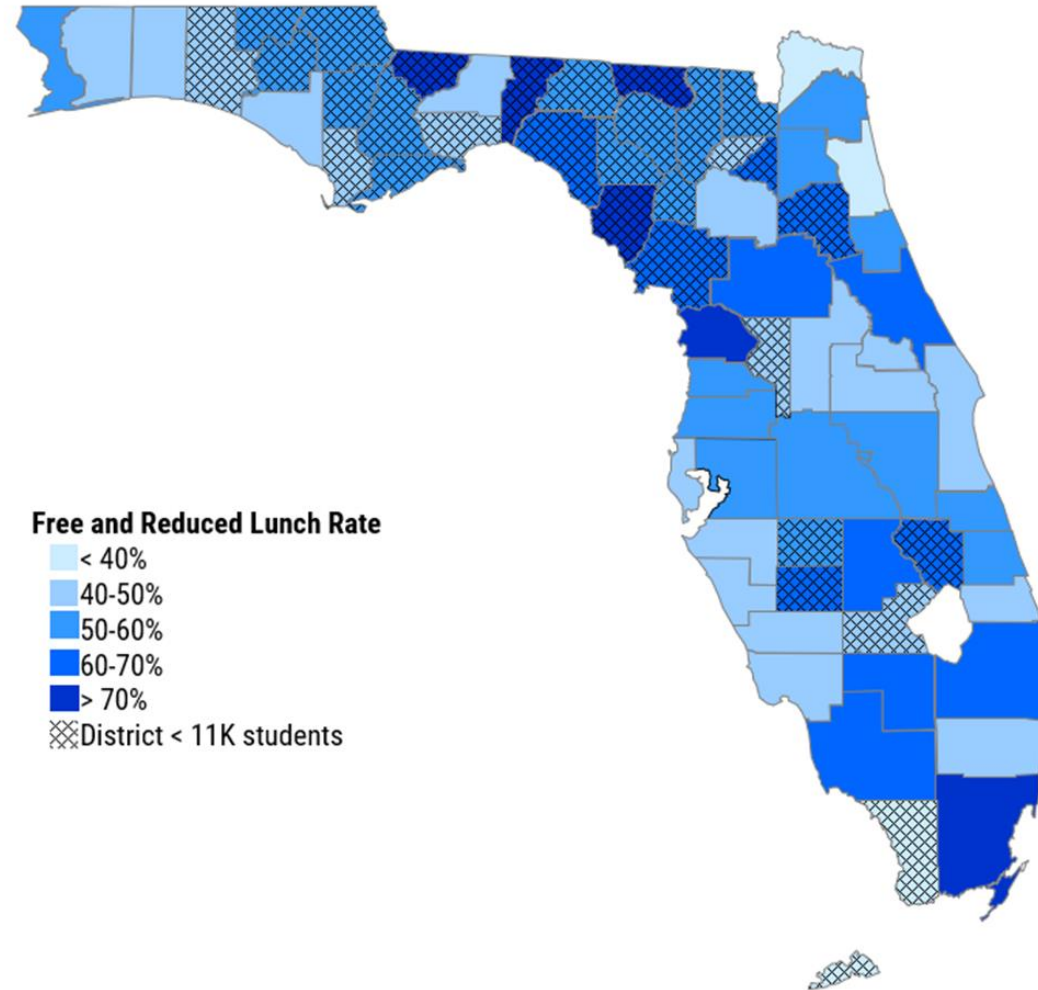
What We Know About Rural Florida



What We Know About Rural Florida



What We Know About Rural Florida



What We Know About Rural Florida

Funding
No College-Going Culture

First
Generation
College

No Local
Champion

No Bench
Capacity

Turnover
District Staff

What We Know About Rural Florida

Local Industry Partners

Engage All Students

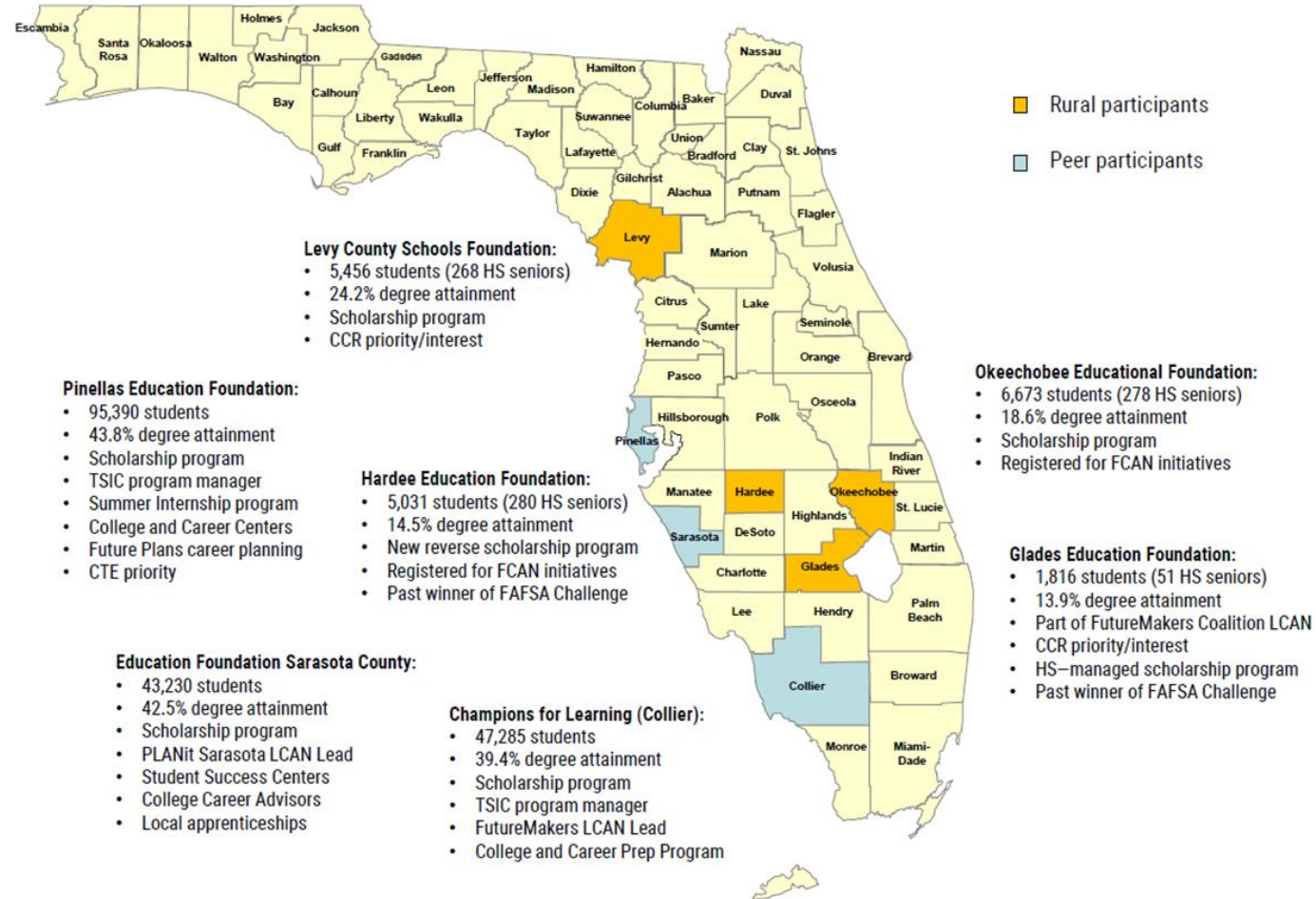
Everyone
Knows
Everyone

Individual
Attention

Scholarships
Big Impact

Follow-Up
Student

Building College/Career Readiness Cultures



Program Expectations

Rural Participants

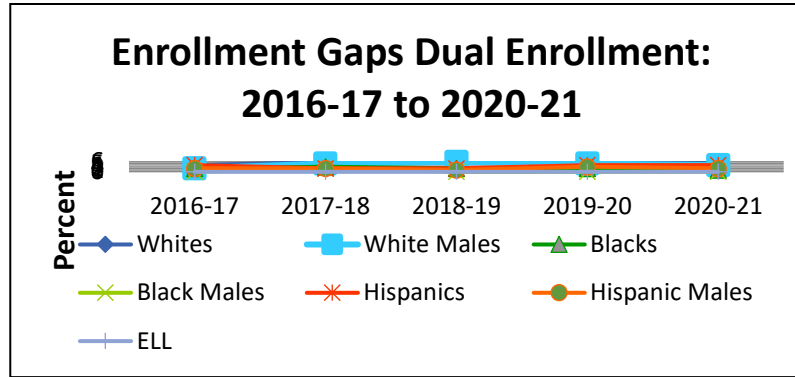
- Form local team (school counselors & leaders, community & industry partners, foundation leaders)
- Participate in Learning Community
- Manage grant funding

Peer Foundations

- Act as supportive coach through one-on-one engagement
- Participate in Learning Community
- Share experiences and leading practices

Learning Community

Local College Access Networks in Florida



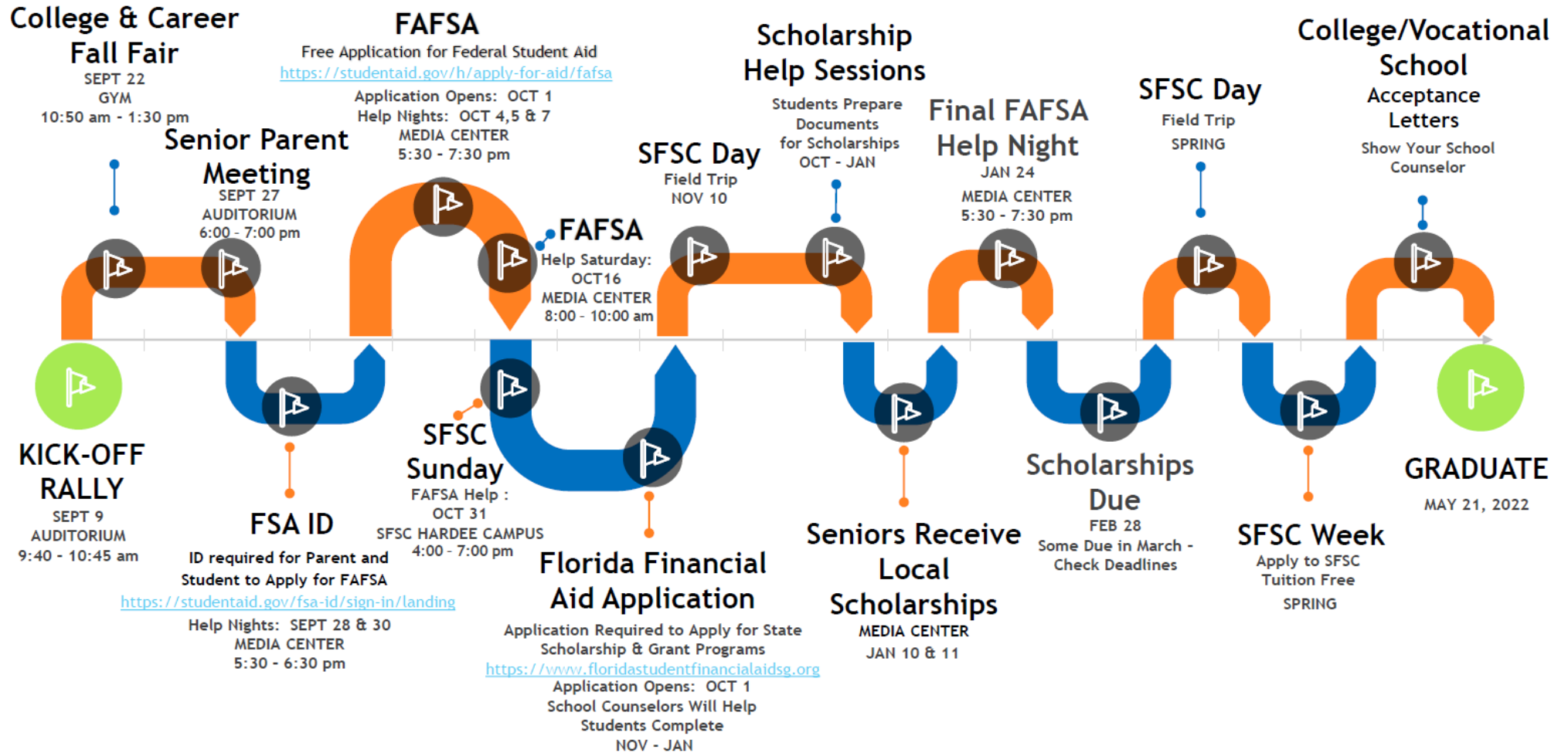
Potential Postsecondary Access and Attainment Metrics
College and Career Readiness

College & Career Readiness and Access:
A Top Focus for Florida's Local Education Foundations

Tips for tackling summer melt



Post-Secondary Pathway Plan



What We Are Learning

- Sharing successes and challenges MATTERS
- Learning from peers and others in the trenches is crucial
- Importance of FAFSA and how to support students
- Difficult to move the FAFSA needle
- Community relationships MATTER

Questions?

Join us!

**Talent Strong
Florida Summit**
Better Together

10 Celebrating
2012-2022
YEARS
FLORIDA COLLEGE ACCESS NETWORK

MAY 10-11, 2022 Embassy Suites by Hilton Orlando
Lake Buena Vista South

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Conclusion

