

# Meeting the College Access and Success Needs of Rural Students

November 27, 2018



# Welcome!



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# Today's Panel



**Dr. Jerry Johnson**

Professor and Co-Director of the  
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and Practice in Rural Education

University of Central Florida



**Dr. Hobart Harmon**

Co-Director of the Institute for  
Research, Innovation, and Practice  
in Rural Education

University of Central Florida



**Dr. Matthew Ohlson**

Assistant Professor

University of North Florida

Director, C.A.M.P. Osprey  
Leadership Mentoring Program

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UCF

**Institute for the Advancement of Research,  
Innovation and Practice in Rural Education**

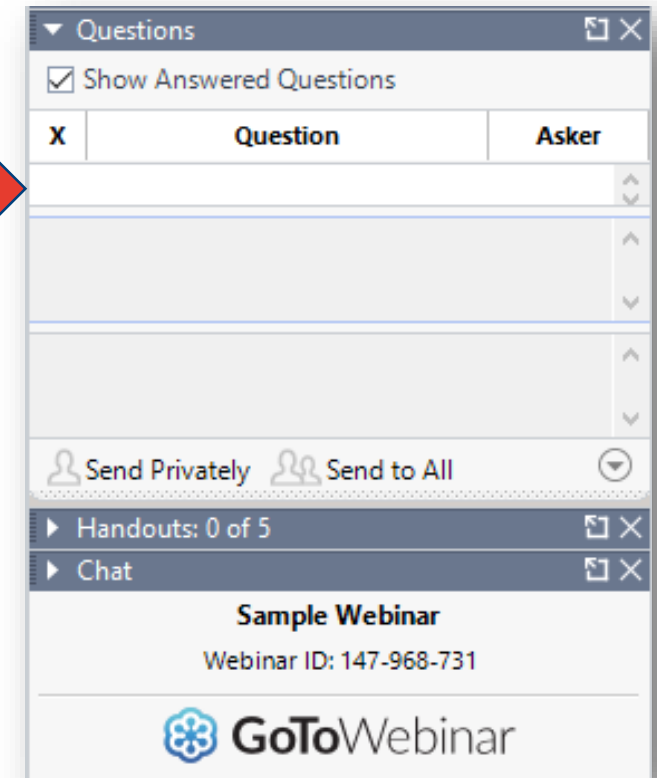
UNIVERSITY OF CENTRAL FLORIDA



**C.A.M.P. Osprey**  
Collegiate Achievement Mentoring Program

# Questions & Conversation

- Submit your questions
- Share on social media  
@FLCollegeAccess  
#FCAN



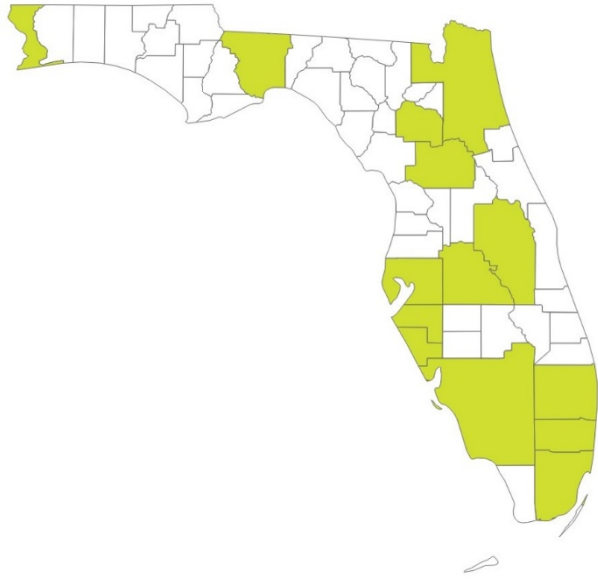
*This webinar is being recorded; all materials will be available within a week of recording*

# Florida College Access Network

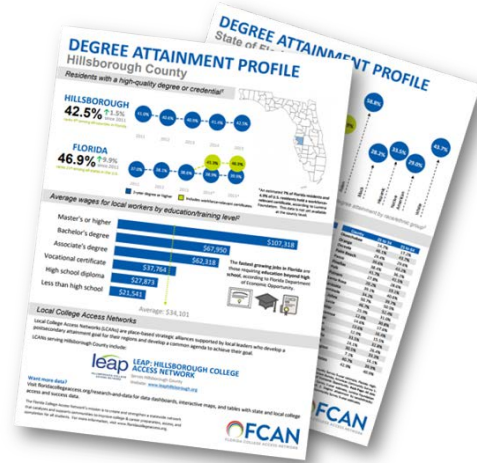
**Our mission:** To create and strengthen a statewide network that catalyzes and supports communities to improve college and career readiness, access, and completion for all students

**Our vision:** At least 60% of working-age Floridians will hold a high-quality postsecondary degree or credential by the year 2025

# Our Work



Local College Access Networks (LCANs)



Research & Policy

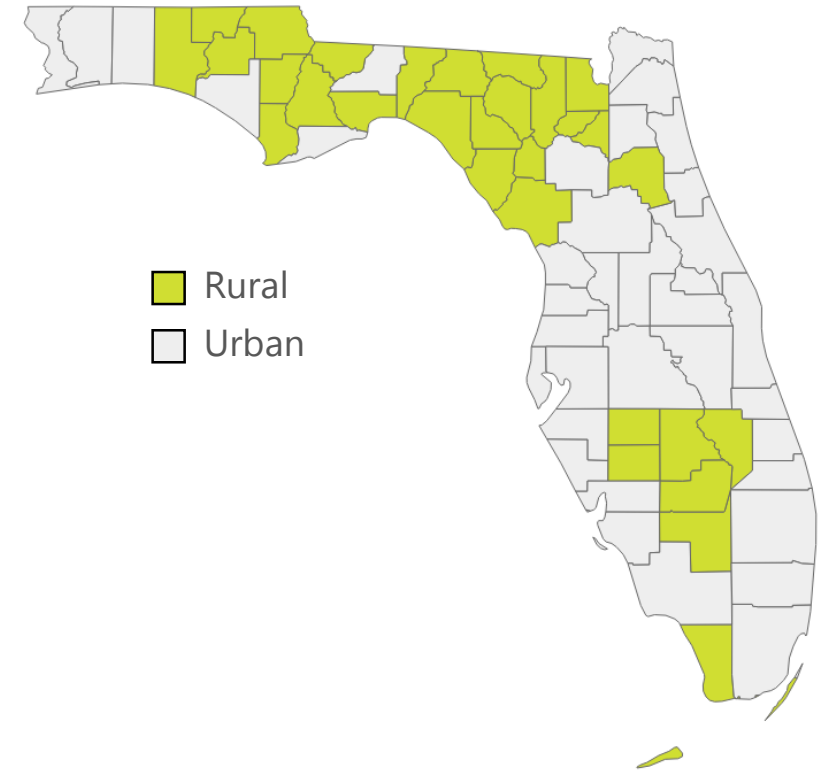


Statewide Initiatives

# Rural Communities in Florida

- 30 of Florida 67 counties were classified as rural in the 2010 census
  - 5% of Florida's total population
  - 5% of K-12 students
- Difference in degree attainment
  - Rural: 22.7%
  - Non-rural: 40.2%
- A Florida Chamber analysis reveals many rural counties are experiencing negative population and job growth
- Rural classifications are different for US DOE
  - 20/67 were classified as rural in 2017

*Florida's Rural and Urban Counties (2010 Census)*



# Meeting College Access and Success Needs of Rural Students



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## Webinar Focus

1. Research Evidence
2. Barriers and Promising Practices
3. Example Innovations
4. Group Discussion

# Status of Rural Students' Postsecondary Enrollment

1. Enrollment rates equal to or slightly below non-rural students
2. No meaningful difference when studies control for socioeconomic background
3. Rates vary according to student characteristics
4. Rates vary within and across states
5. Rates differ with proximity to urbanized areas (fringe/distant/remote)

# Status of Rural Students' Postsecondary Completion

1. Obtain postsecondary degrees at rates equal to or slightly below the rates for non-rural students
2. No meaningful differences when studies control for socioeconomic background
3. Research on rural postsecondary persistence is scant but appears similar to results for non-rural students

## **Poll Question #1**

# Barriers to Postsecondary Enrollment

1. Economic need (strongest barrier)
2. Competing commitments to family and community
3. School factors
4. Student factors

# Barriers to Postsecondary Persistence and Completion

1. Persistence: Primary barrier is difficulties in social adjustment
2. Completion: Primary predictors are
  - race/ethnicity
  - socioeconomic status

## Promising Practices to Postsecondary Enrollment, Persistence and Completion

- ★ Dual Enrollment
- ★ Postsecondary campus visits/visits from IHE representatives
- ★ High school guidance counseling
- ★ School policies to promote postsecondary readiness

## Promising Practices to Postsecondary Enrollment, Persistence and Completion

- ★ Preparatory courses for college entrance exams
- ★ Preparatory courses for academic and social adjustment
- ★ Mentoring programs
- ★ Positive school climate
- ★ Community engagement/community and parent support



## Example Innovations

1. Rural Math Excel Partnership
2. Personalized text messages – nudges – to increase FAFSA filing, college enrollment, and persistence among at-risk student populations
3. CAMP (Collegiate Achievement Mentoring Program) Osprey “virtual leadership mentoring” program

## The Rural Math Excel Partnership (RMEP)

- Model of shared responsibility for student success in foundational math courses
- Courses: Algebra 1, Algebra 2, Algebra Functions & Data Analysis, Geometry
- Shared responsibility means parents, teachers, and community-based organizations perform specific functions to support student learning

# The Promising Practice:

Model of shared responsibility for student success  
in foundational math courses

## Specific Functions

### Teachers of foundational math courses:

- (1) integrate Kahn Academy or TED-ED web-based videos into lessons as homework assignments, and
- (2) conduct a family math night/forum at beginning of each semester

# **The Promising Practice:**

## **Model of shared responsibility for student success in foundational math courses**

### **Specific Functions**

#### **Parents of students:**

- (1) reinforce child completes the videos and assessments in the home environment,
- (2) participate with child in family math nights, and
- (3) reinforce child/family participation in the community STEM career event

# The Promising Practice:

## Model of shared responsibility for student success in foundational math courses

### Specific Functions

**Community-based organizations** (i.e., business, faith-based, non-profits, 4-H VA Cooperative Extension):

- (1) plan a STEM careers event that reinforces need to learn math for success in technician-level (at least) and higher careers important to the regional rural economy
- (2) conduct STEM careers event at the county fair or some other county/community venue, preferably not a public school

# **The Promising Practice:**

## **Model of shared responsibility for student success in foundational math courses**

### **WHY**

Regardless of where high school graduate chooses to live, must be able:

- to pursue higher skill, higher paying careers in occupations that require science, technology, engineering and mathematics (STEM) competencies
- to prepare for at least a technician-level occupation and career

**The Promising Practice:  
Model of shared responsibility for student success  
in foundational math courses**

**WHY**

Students must enroll in advanced high school STEM courses required for entering a postsecondary program that results in an industry-recognized credential

# **The Promising Practice:** **Model of shared responsibility for student success** **in foundational math courses**

## **WHY**

Schools and teachers need the active engagement of parents and community organizations in motivating students to value and succeed in foundational math courses as preparation for advanced study and desirable careers



## Key Lessons Learned

1. Math required to work in STEM-H technician occupations may be different than what students learn in school
2. Web-based family math night activities may increase likelihood parents and teachers will perform their roles
3. “Math at Work in Our Community” student activity made business/community role more viable
4. Collective action of teachers, parents (families) and community is necessary as key supports for student success

## RMEP: More Information & Resources

1. RMEP resources page at  
<http://www.vaadvstudies.org/rmep-resources>
2. Math Gap article at  
[http://docs.wixstatic.com/ugd/19fc5e\\_6511312004ba4dffa1a516c96ff444c1.pdf](http://docs.wixstatic.com/ugd/19fc5e_6511312004ba4dffa1a516c96ff444c1.pdf)
3. Videos:
  - Welcome project overview video at  
<https://vimeo.com/191688710>
  - Final project video with demonstration sites featured at  
<https://vimeo.com/249817147/70ae16dc6c>

## **Poll Question #2**

# Personalized Text Messages “nudges”

Reported by Danielle Lowry,  
Graduate Fellow, National  
College Access Network (Aug.  
28, 2018)

URL:

<http://www.collegeaccess.org/BlogItem?dg=e22d975d3c66495fa846d82bb4a84e9b>



## Personalized Text Messages “nudges”

- Focused on increasing FAFSA filing, college enrollment, and persistence among at-risk student populations
- Research finds modest positive effects on the completion of pre-matriculation tasks, FAFSA submission, and college enrollment

## Personalized Text Messages “nudges”

- Largest effects? Students with less immediate access to college transition resources or college counselors
- Benefits most? Low-income students and first-generation students, who presumably do not have family or friends with college access knowledge

# CAMP Osprey

- Leadership-mentoring program that partners collegiate student leaders from across the University of North Florida with students from high-poverty, rural schools in:
  - Texas
  - North Carolina
  - Georgia
  - Florida

# CAMP Osprey

- Uses both Face-to-Face & “virtual leadership mentoring” to conduct:
  - face-to-face & virtual campus tours
  - interactive learning demonstrations
  - life-skills training sessions
- Helps CAMP Osprey leadership “Coaches” and K12 rural “Apprentices” become college and career ready by focusing on the #1 skill employers are looking for- Leadership!



# CAMP Osprey

- **Why virtual?**

*To overcome geographic and financial barriers of our leadership “Coaches” and K12 rural “Apprentices”*



# CAMP Osprey: Virtual Mentoring

- Reduces mentor/mentee travel costs
- Augments learning with virtual field trips & supplemental resources
- Enables college & school campus visits
- Mobile apps and on-demand mentoring using only cell phones and tablets  
overcomes the challenges of scheduling and technology/broadband access

# CAMP Osprey: Impact

Rural schools participating in the virtual leadership mentoring program experienced gains in student attendance and student academic achievement.

*Beyond the “numbers”... “They are learning skills that will help them overcome obstacles as they progress toward a future of college and careers,” said Rural School Principal Joe Theobald.*



# The Power is in the Partnership

The Success of CAMP Osprey is based heavily on the creation of **mutually beneficial** partnerships in rural communities.

*\*When applicable, we have also encouraged our collegiate Coaches to become immersed in the rural communities of their Apprentices!*



# CAMP Osprey- Multimedia Resources

- Rural Students featured on Action News Jax
  - Video: [bit.ly/2KmsyQY](http://bit.ly/2KmsyQY)
- Article in the Journal of Community Engagement & Scholarship (University of Alabama)
  - JCES article: [bit.ly/2SbsLcL](http://bit.ly/2SbsLcL)
- Feature by the Community Foundation for Northeast Jacksonville
  - JaxCF newsletter: [adobe.ly/2R12VYq](http://adobe.ly/2R12VYq)



*For these and more resources about CAMP Osprey, see the webinar handouts.*

## **Poll Question #3**

# 2019 FCAN Summit: Candid Conversations

Save the date: May 7<sup>th</sup> and 8<sup>th</sup>, 2018 at Rosen Centre Hotel in Orlando, FL

*Registration opens in January!*

*Visit [Floridacollegeaccess.org/events](http://Floridacollegeaccess.org/events) or join our mailing list to get notifications about the summit*



# Questions?



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