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
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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.

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.
Mary Chance
President and CEO

Consortium of Florida Education Foundations
marychance@cfef.net

@FlaEduFoundtns
We connect individuals, organizations and financial resources, to build the capacity and effectiveness of local education foundations.
Investments: Where do LEFs Fit in Now?

- **CCR/Scholarships**, 31.4%
- **Classroom/School Grants**, 25.2%
- **Teacher-Focused**, 14.4%
- **STEM Initiatives**, 7.8%
- **Student Supplies and Needs**, 4.4%
- **Literacy Initiatives**, 4.2%
- **Visual/Performing Arts**, 2.4%
- **Student Recognition/Competitions/Events**, 2.8%
- **Community Engagement/Advocacy**, 2.1%
- **Other**, 2.3%
- **CTE/Workforce Education**, 3.1%
- **Other**
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

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@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 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

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Education Design Lab
The Lab’s Design Process

understand
ideate
prototype
launch

- design question & scoping
- stakeholder mapping
- research insights
- assumption tests
- prototype experiments
- implementation & evaluation planning
- launch plan
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.
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.”

[Image] www.equitymeetsdesign.com
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
BRIDGES Rural Design Project
April 2020-June 2023
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" 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" 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" 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.
“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

Virtual Design Sessions

Rural Expert + Practitioner Session 1
July 22, 2020

Rural Expert + Practitioner Session 2
July 29, 2020

Virtual Gallery Walk

Learner Focus Group

Learner Surveys

13 Community College Interviews

EOI Invitations (9)
Fall 2020

Offline Activities
Mapping the Cohort

- Idaho Falls, ID
- Bangor, ME
- Canandaigua, NY
- Zanesville, OH
- Marietta, OH
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 going through each gallery, jotting down anything that stands out to you. If you need a

- MIRO
- YouTube
- Animaker
- Google Forms
- And more...
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...
## BRIDGES Rural Cohort Arc of Engagement

<table>
<thead>
<tr>
<th>Session 1: Virtual Kick-Offs</th>
<th>Session 2: Understand Phase/Gallery Walks</th>
<th>Session 3: Concepts to Prototypes</th>
<th>Session 4: Pilot Selection Cohort Convening</th>
<th>Session 5: Pilot Implementation</th>
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<td>January 2021</td>
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### Key Phases

- **Learner + Community Research**: Jan-Feb 2021
- **Early Concept Testing + Iteration**
- **Prototype Testing**
- **Pilot Implementation Planning**

### Milestones

- **Pilots Launch!**: January 2022
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

- Project Sponsors
- Core Design Team
- Extended Design Team
- Other Stakeholders
- Steering Committee
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
Many rural learners value connections to their homes and communities and want to feel this sense of rootedness more deeply at school. Learners need to feel embraced as their whole selves at their schools and in their communities.

Learners want to build family-sustaining careers where they can grow, feel fulfilled, and contribute to their communities. Learners benefit from opportunities to access learning and support in ways that meet them where they're at and fit flexibly with their lives.

Many learners need and want greater opportunities to combine work and learning, and rural community colleges have the potential to be "hubs" that connect community members with learning opportunities that address regional workforce gaps.
Ideate Phase
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
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
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.
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.
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!)
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" 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.
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- 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?”
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

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Guest presenter

Marcie Moore
Dean of Business, Engineering, and Information Technologies

Zane State College
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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

- 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

- 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
Thank you!
Guest presenter

Tracy Burger
Director of Member Development

Consortium of Florida Education Foundations

tracyburger@cfef.net
BUILDING COLLEGE & CAREER READINESS CULTURES IN RURAL COMMUNITIES

Preparing students for the after high school era is a top priority for many of Florida’s rural education foundations. Scholarships, mentoring, college readiness and access, and career and technical education programs comprise more than 60% of program investments. Several Consortium members operate college and career centers, exemplifying how such efforts translate to student action emerging from collaborative partnerships. Students have a better chance of making informed decisions about college and career options, resulting in higher success rates. The College Access Network has partnered with several rural school districts to bring college readiness programs to the area.

Florida College Access Network data indicate that 1 in 3 high school students who enroll in postsecondary education do not graduate within 4 years. This statistics highlights the importance of early college readiness. The Consortium has partnered with several rural school districts to bring college readiness programs to the area.

Through the Building College & Career Readiness initiative, the Consortium has developed a strong collaboration network to bring together rural students, educators, and community leaders. The initiative focuses on providing support to rural school districts to help ensure that all students have access to college and career readiness programs. The goal is to increase the number of students who graduate high school ready to succeed in college and career.

The Consortium has partnered with several rural school districts to bring college readiness programs to the area. This partnership has helped to increase the number of students who graduate high school ready to succeed in college and career.

In addition to providing support to rural school districts, the Consortium has also worked with community organizations and businesses to provide college readiness resources and opportunities. This includes partnerships with local businesses to provide college scholarships and internships for rural students.

Overall, the Consortium’s goal is to increase the number of rural students who are ready to succeed in college and career. By providing support to rural school districts and community organizations, the Consortium is helping to ensure that all students have the resources and support they need to succeed.

[Image: Consortium logo and Florida College Access Network logo]
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

Degree Attainment Rate
- 10-20%
- 20-30%
- 30-40%
- 40-50%
- 50-60%
- District < 11K students
What We Know About Rural Florida

FAFSA Completion Rate, 2020-21

- 0%
- 10-20%
- 20-30%
- 30-40%
- 40-50%
- District < 11K students
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

FLORIDA COLLEGE ACCESS NETWORK
What We Know About Rural Florida

Local Industry Partners

Engage All Students

Everyone Knows Everyone

Individual Attention

Scholarships

Big Impact

Student Follow-Up
Building College/Career Readiness Cultures

Pinellas Education Foundation:
- 95,390 students
- 43.8% degree attainment
- Scholarship program
- TSC program manager
- Summer Internship program
- College and Career Centers
- Future Plans career planning
- CTE priority

Levy County Schools Foundation:
- 5,456 students (768 HS seniors)
- 24.3% degree attainment
- Scholarship program
- CCR priority/interest

Hardee Education Foundation:
- 5,031 students (280 HS seniors)
- 14.5% degree attainment
- New reverse scholarship program
- Registered for FCAN initiatives
- Past winner of FAFSA Challenge

Education Foundation Sarasota County:
- 43,230 students
- 47.5% degree attainment
- Scholarship program
- PLAN Sarasota LCAN Lead
- Student Success Centers
- College Career Advisors
- Local apprenticeships

Champions for Learning (Collier):
- 47,285 students
- 39.4% degree attainment
- Scholarship program
- TSC program manager
- FutureMakers LCAN Lead
- College and Career Prep Program

Okeechobee Educational Foundation:
- 6,673 students (778 HS seniors)
- 18.6% degree attainment
- Scholarship program
- Registered for FCAN initiatives

Glades Education Foundation:
- 1,816 students (51 HS seniors)
- 13.9% degree attainment
- Part of FutureMakers Coalition LCAN
- CCR priority/interest
- HS-managed scholarship program
- Past winner of FAFSA Challenge
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

Enrollment Gaps Dual Enrollment: 2016-17 to 2020-21

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Local College Access Networks in Florida

Potential Postsecondary Access and Attainment Metrics
College and Career Readiness

Tips for tackling summer melt

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

PLAN IT FLORIDA
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!

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Conclusion