

Mining for Skills

Connecting rural students with programs that facilitate career success



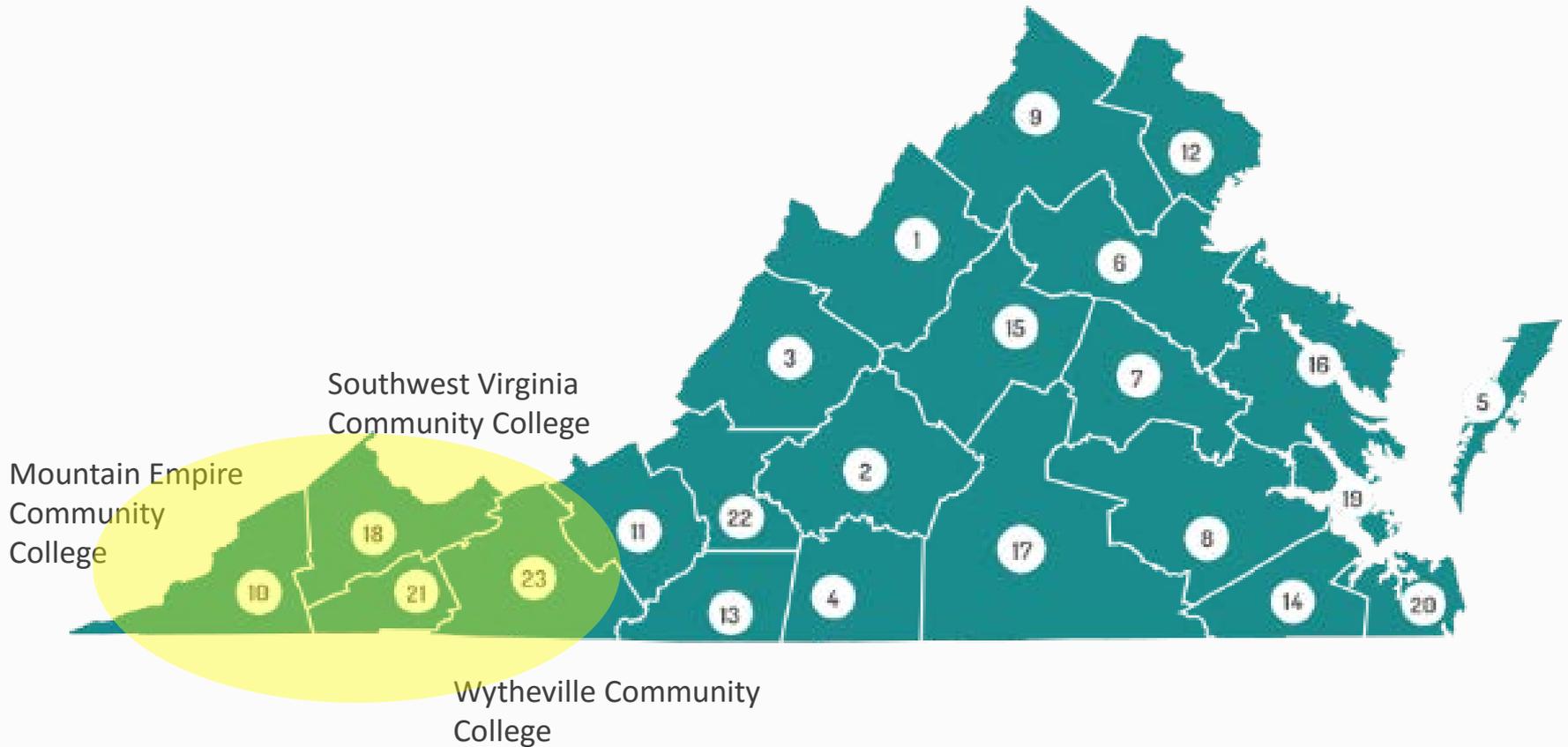
The ten Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Find us on the web! <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

Welcome!



Agenda for the Day



- Welcome and introductions.
- Why are we here today?
- Guiding students to achieve their dreams: Student scenario activities.
 - Reflecting on student advising approaches.
 - Exploring career pathways.
- Working lunch and postsecondary program introductions.
- Program presentations.
- Networking and discussion.
- Wrap-up and adjournment.

Poll Everywhere Instructions

IF YOU ARE CONNECTING VIA COMPUTER,
TABLET, OR SMARTPHONE

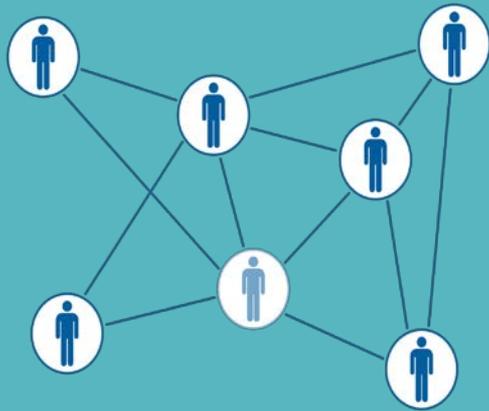
- Go to **PollEv.com/relappalachi771**
- Respond to the poll question presented there.



IF YOU ARE CONNECTING VIA
TEXT

- Text **RELAPPALACHI771** to **22333** to join the session.
- Respond to that number with A, B, C, D, E...when the poll is active.

Let's see
who is here
today!



Connect at:
[PollEv.com/relappalachi771](https://www.poll-ev.com/relappalachi771)
or by texting your response
to 22333.

What is your role in the education system?

- a) School or district administrator
- b) CTE leader or teacher
- c) Secondary educator (non-CTE)
- d) Secondary school counselor
- e) Career coach
- f) Postsecondary educator/program provider
- g) Transition support provider (i.e., TRIO, GEAR UP, Upward Bound, etc.)
- h) High school career coach
- i) Other



Meet your neighbor



Turn to your neighbor or someone whom you don't know/work with regularly.

Finish the following statement, then discuss:

I foster or inspire high school students to pursue and succeed in their postsecondary education and career aspirations by...



Why Are We Here Today?

CONTINUING EDUCATION OR TRAINING BEYOND HIGH SCHOOL:
WHAT THE EVIDENCE TELLS US



Opening doors for every student

Why is it important to open doors to training and education opportunities *after* high school?



“Going away
to college”
doesn’t have
to mean
going away.

Appalachians have a strong sense of belonging to the family and the land, and of the history present in both family and land.

Investing in local education opportunities allows students to both “become” and “remain.”



Wright, C. J. (2012). Becoming to remain: Community college students and post-secondary pursuits in central Appalachia. *Journal of Research in Rural Education*, 27(6).

What do Appalachian community college students say are benefits of local programs?



Lower tuition.



Ability to stay at home and pay reduced rent.



Being able to continue working at an established place of employment.



“We're fond of saying that if you're doing your job right, you don't know where the college ends and the community begins.”

- Dr. Bruce Ayers, president emeritus of Southeast Kentucky Community and Technical College

Appalachian students can apply their postsecondary education and training to...

TAKE ADVANTAGE OF LOCAL OPPORTUNITIES

- Fit into jobs needed and available in the community.
- Secure better paying and more stable jobs.

BRING ABOUT LOCAL TRANSFORMATION

- Commit new knowledge and skills to community problems and potentials.
- Fill gaps or create new economies in the community.



Quick Poll!

Connect at:
PollEv.com/relappalachi771
or by texting your response
to 22333.

How much higher are employment rates for young people (ages 20-24) with a **bachelor's degree**, as compared to those with **no college experience**?

- a) 0 - 5 percent
- b) 6 - 10 percent
- c) 11 - 15 percent
- d) 16 + percent



Quick Poll!

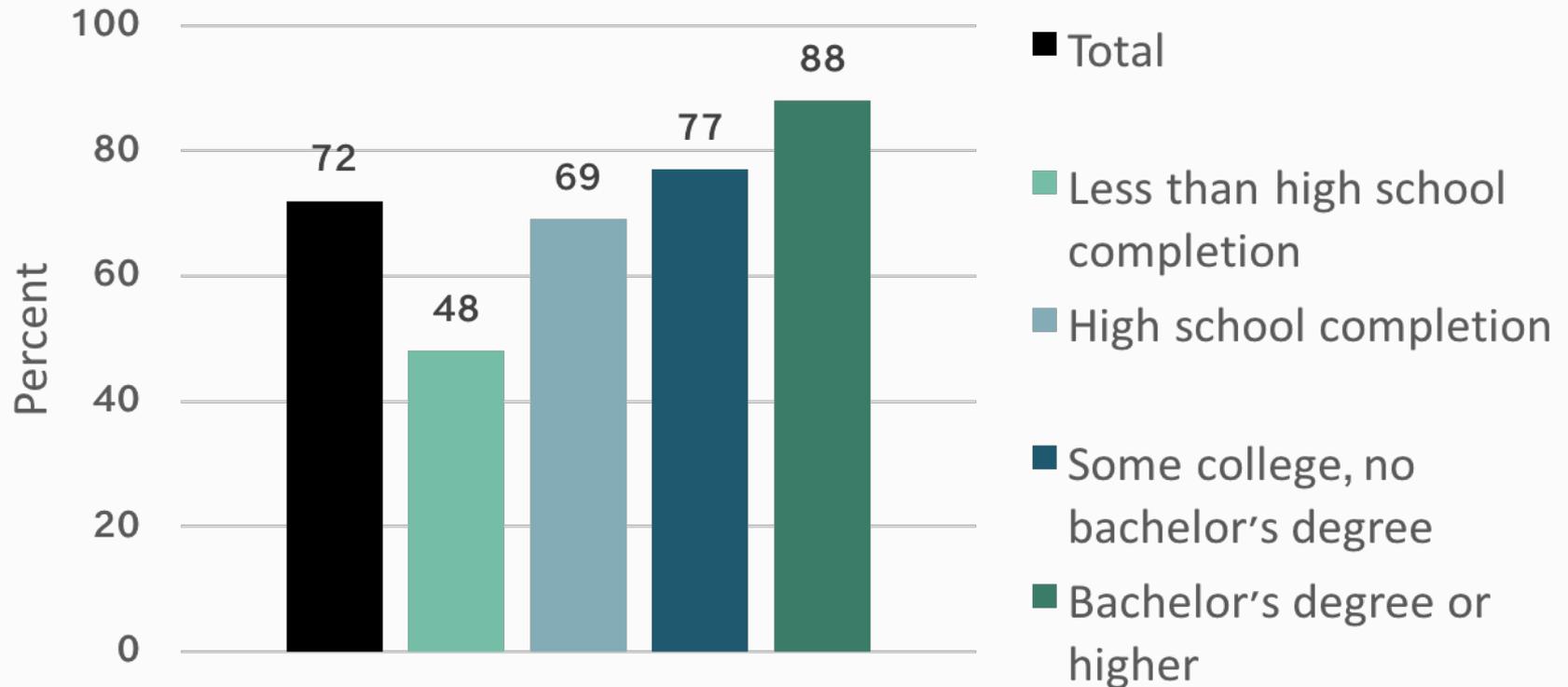
Connect at:
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or by texting your response
to 22333.

How much higher are employment rates for young people (ages 20-24) with **some college experience** but no bachelor's degree, as compared to those with **no college experience**?

- a) 0 - 5 percent
- b) 6 - 10 percent
- c) 11 - 15 percent
- d) 16 + percent

Education level is associated with employment rates.

Employment rates of 20- to 24-year-olds, by educational attainment (2016)





Quick Poll!

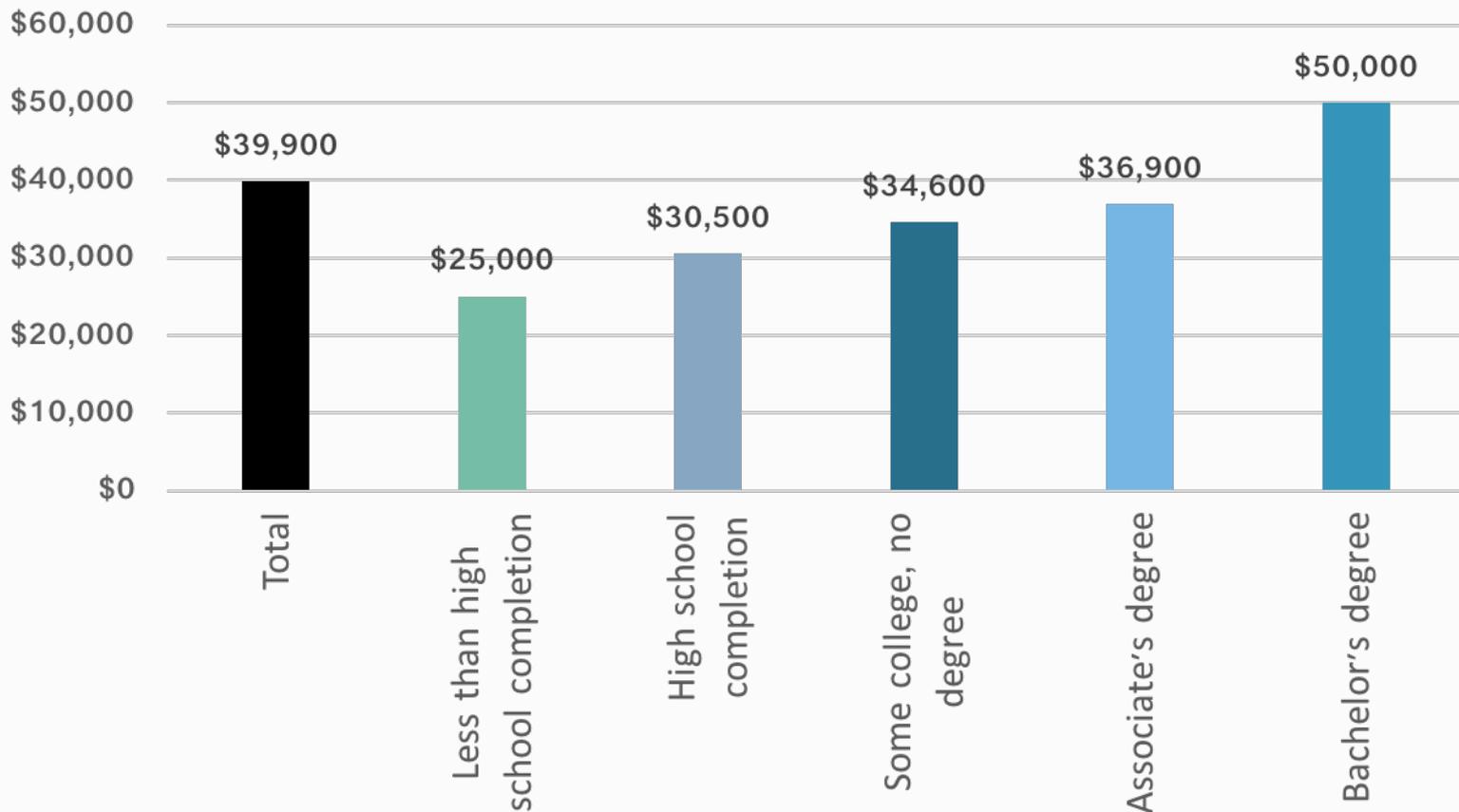
Connect at:
PollEv.com/relappalachi771
or by texting your response
to 22333.

Where is the larger earnings gap? High school graduates who have:

- a) No college experience compared to those with some college experience but no degree
- b) Some college experience compared to those with an associate's degree

Higher levels of education are associated with higher salaries.

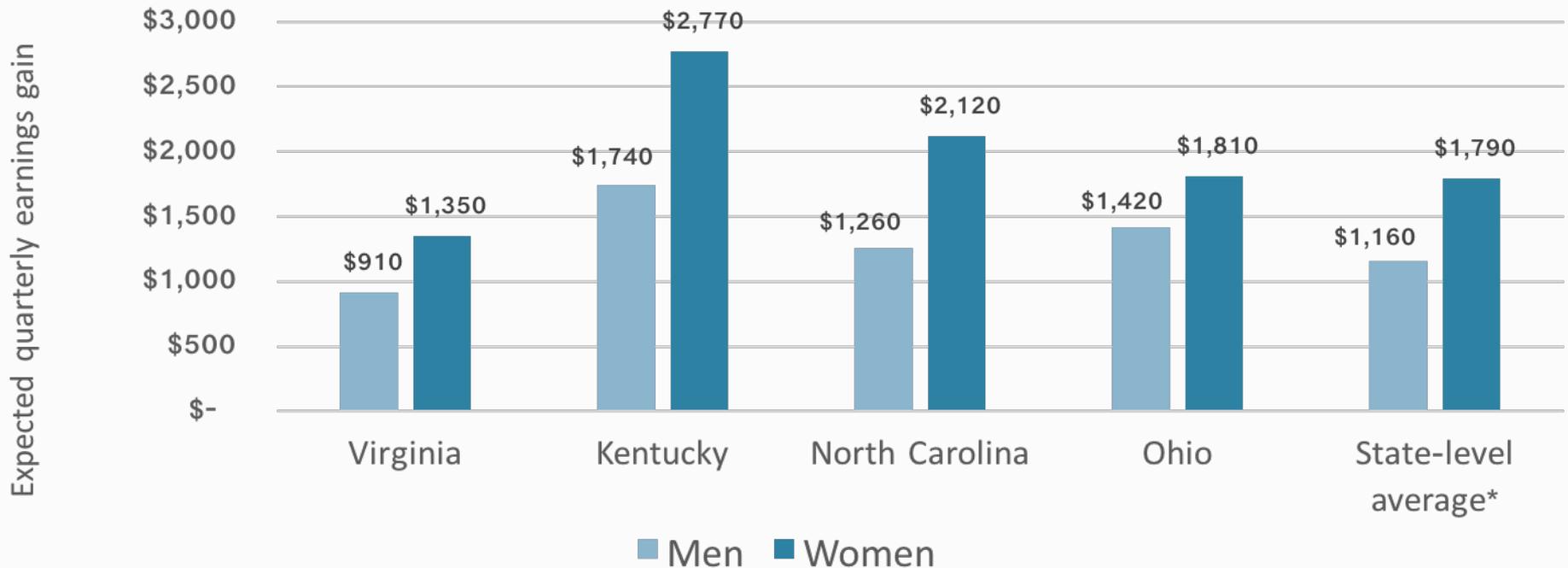
Median Annual Earnings



Source: McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson Flicker, S., Gebrekristos, S., Zhang, J., Rathbun, A., Barmer, A., Bullock Mann, F., and Hinz, S. (2017). The Condition of Education 2017 (NCES 2017 144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved September 19, 2017 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>.

Earning an associate's degree is associated with higher earnings.

Quarterly Earnings Gain for Associate's Degree Earners Over No College Award 5-9 Years After College Entry



*State-level average includes data from four additional states: Michigan, California, Washington, and Arkansas.



Quick Poll! What about earning industry credentials?

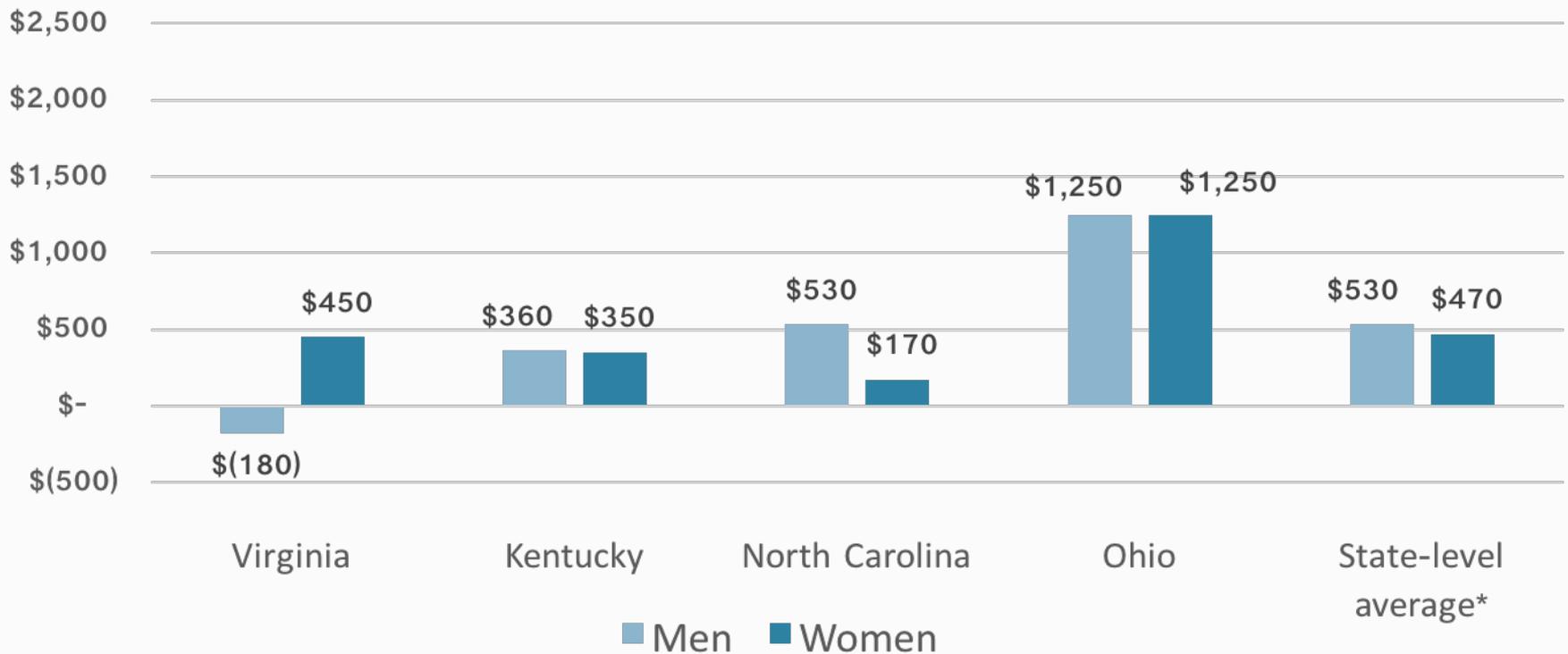
How much confidence do you have that when high school students earn **industry credentials**, they will **boost their employment outcomes**?

- a) No confidence
- b) Slight confidence
- c) Moderate confidence
- d) High confidence
- e) What's an industry credential?

Connect at:
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or by texting your response
to 22333.

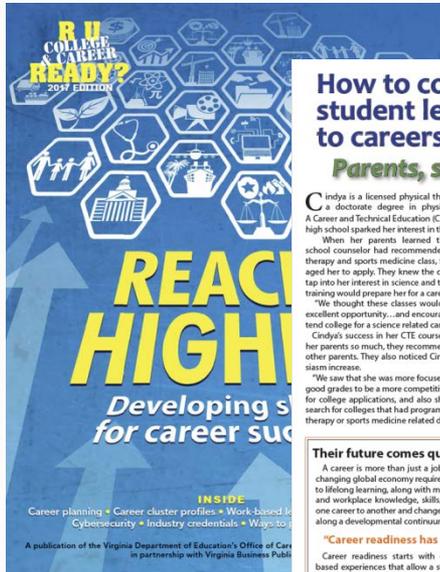
Earnings of certificate earners in Virginia and nearby states vary.

Quarterly Earnings Gain for Certificate Earners Over No College Award 5-9 Years After College Entry



*State-level average includes data from four additional states: Michigan, California, Washington, and Arkansas

Unpacking the Definition of College and Career Readiness



How to connect student learning to careers:

Parents, start

“Every parent and student should be aware of the opportunities offered by career and technical education.”

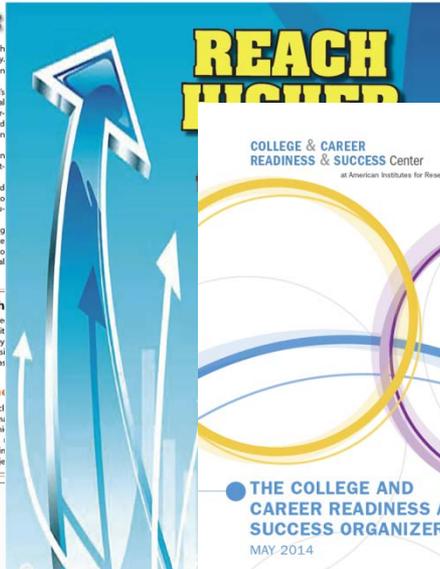
Cindy is a licensed physical therapist, with a doctorate degree in physical therapy. A Career and Technical Education (CTE) course in high school sparked her interest in the field. When her parents learned that Cindy's school counselor had recommended a physical therapy and sports medicine class, they encouraged her to apply. They knew the course would tap into her interest in science and the hands-on training would prepare her for a career. “We thought these classes would provide an excellent opportunity...and encourage her to attend college for a science related career field.” Cindy's success in her CTE courses impressed her parents so much, they recommended CTE to other parents. They also noticed Cindy's enthusiasm increase. “We saw that she was more focused on getting good grades to be a more competitive candidate for college applications, and also she started to search for colleges that had programs in physical therapy or sports medicine related degrees.”

Their future comes quicker than

A career is more than just a job. To be care changing global economy requires adaptability to lifelong learning, along with mastery of key and workplace knowledge, skills, and disposition one career to another and change over time as along a developmental continuum.

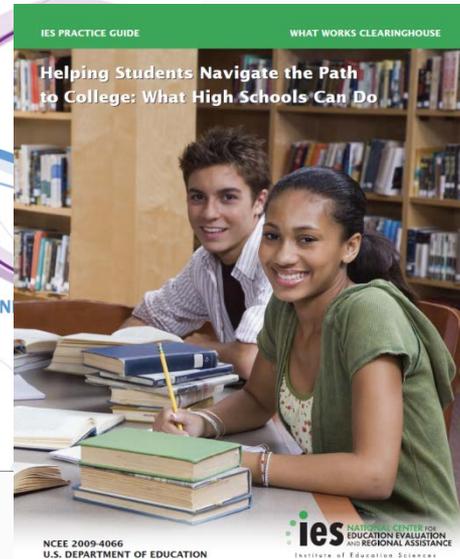
“Career readiness has no definition”

Career readiness starts with engaging classroom based experiences that allow a student to multiply employability skills, and job-specific technical apply what they have learned by solving problems alongside professionals through job shadowing, apprenticeships, and community service projects.



COLLEGE & CAREER READINESS & SUCCESS CENTER
at American Institutes for Research

THE COLLEGE AND CAREER READINESS & SUCCESS ORGANIZER
MAY 2014

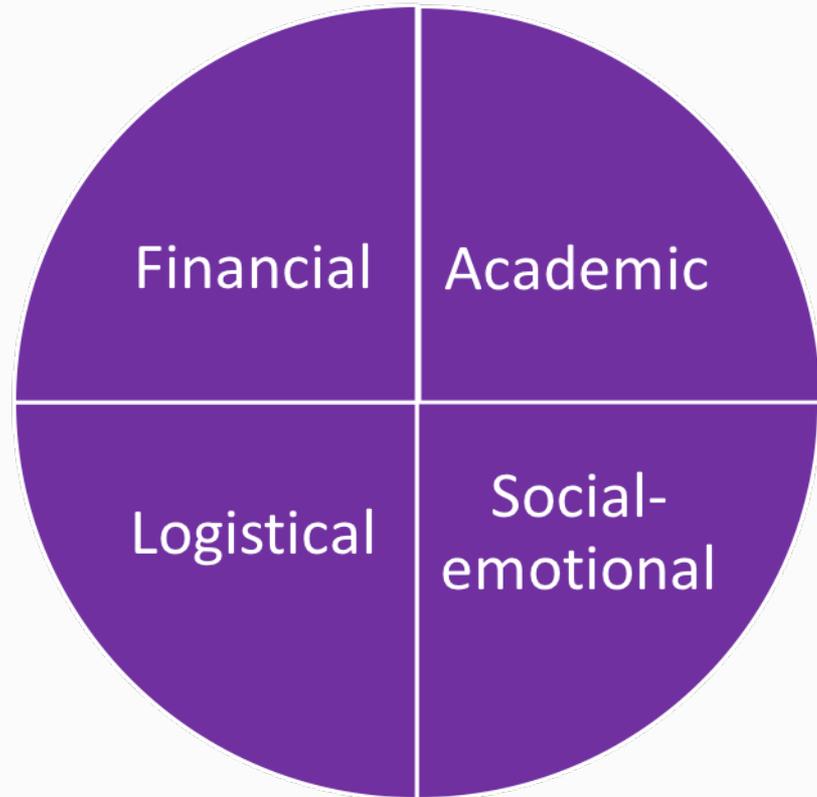


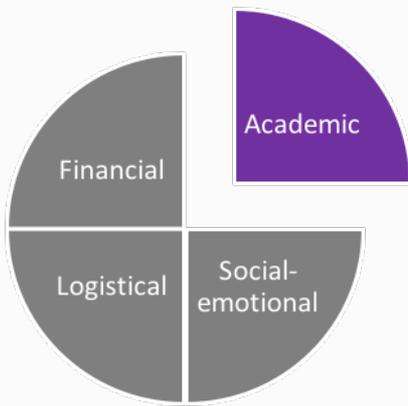
NCEE 2009-4066
U.S. DEPARTMENT OF EDUCATION



To prepare Virginia's students for postsecondary education or to meet employers' expectations of candidates for entry-level positions...

Students need preparation in multiple domains.



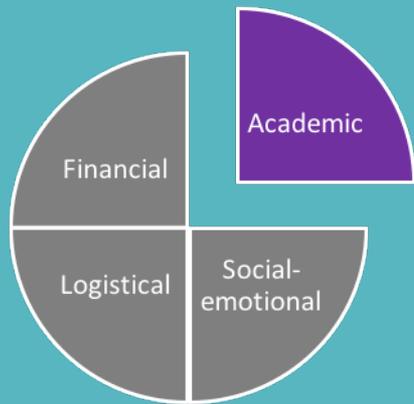


Academic Preparation

- Students should understand preparatory curriculum and pathways by grade 9.
- Students should learn and demonstrate mastery of academic content needed for college-level courses.
- Students (and schools) should monitor their readiness indicators.



What is a college-preparatory curriculum?

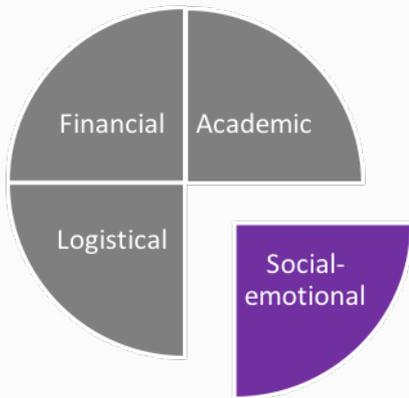


Virginia's *Advanced Studies* diploma was designed to prepare students to enroll in college.

- Highest math class of algebra II or higher.
- At least 2 lab sciences (biology and chemistry).
- Participation in college-level courses while in high school.
- Requires a foreign language, which is a common requirement in four-year colleges and universities.

These courses are strong predictors of college enrollment and success (Adelman, 2006; Jonas & Garland, 2014).

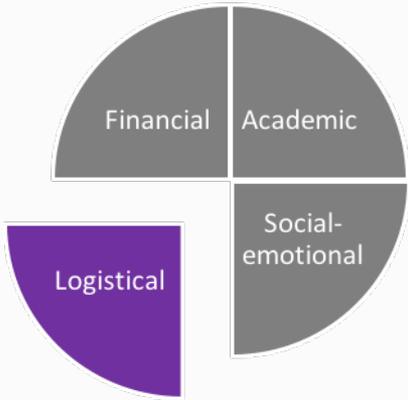
Virginia Community College System's updated placement policy reflects the importance of algebra II for success in college mathematics.



Socio-Emotional Preparation

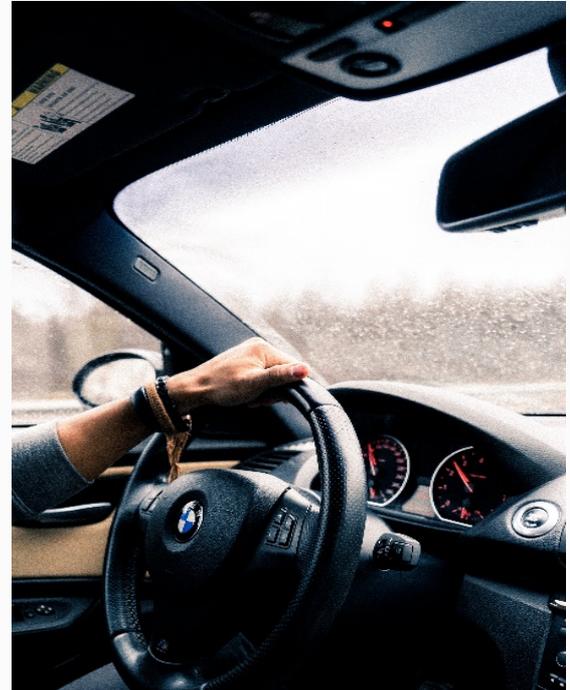
- Students should exhibit lifelong learning skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decisionmaking.
- Students should have adults and peers who build and support college-going aspirations.

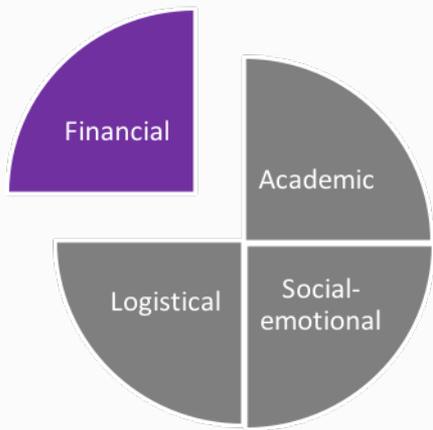




Logistical Preparation

- Students should understand their personal finances and prepare for logistics such as transportation, housing, and needed school materials.
- Students should engage in the critical steps toward college entry, such as practicing interviewing and test taking skills, and completing admissions packages.





Financial Preparation

- Students (and families) should apply for financial aid, such as FAFSA, scholarships, and other aid sources.
- Students (and families) should plan early for paying for college.





Guiding Students to Achieve Their Dreams

EXPLORE THE K–12 PATHWAYS THAT WILL SET STUDENTS UP FOR SUCCESS



Quick Poll

Connect at:
PollEv.com/relappalachi771
or by texting your response
to 22333.

What activities or systems are in place in your school/school division to capture students' postsecondary **interests** or support their **exploration** of postsecondary education and career **pathways**?

- a) Career interest surveys
- b) Academic coursework plans
- c) One-on-one meetings with school counselor, teachers, or other adults to discuss opportunities beyond high school
- d) Presentations by school counselor, teachers, or other adults with information about opportunities beyond high school
- e) Communication with families about planning for additional education and training after high school
- f) Other?

Activity 1



1. Review the student scenario packets on your tables.
2. Complete the **BLUE** “Student Scenario Activity 1 Summary Table” handout.



Grab Some Sticky Notes and Get the Juices Flowing!

3. For each student (A, B, C), jot down answers to these questions:
 - What type of postsecondary pathway would you recommend to this student?
 - What are some of the next steps the student must complete to stay on the pathway?
4. When you have your answers, place your sticky notes on the associated student posters around the room.



Musical Chairs

5. After you post your sticky notes on the posters, please take a seat at a new table based on the color of your sticky notes.
6. At your new table:
 - Choose one of the three students and discuss the questions on the **YELLOW** worksheet with those at your table.
 - Designate one person to share one or two key takeaways from your discussion with the full group.



Group Discussion Questions

- What type of **postsecondary pathway** would you recommend to this student? How would you advise this student about the **steps needed** to pursue this pathway?
- Are there **key pieces of information missing** from the scenario that would affect your advising approach? How would you obtain the missing information to help your advising approach?
- What **supports or services** are you aware of that you would advise this student to explore? What supports or services do you wish you had to help this student?
- Is there any **information that you would flag** for this student's future teachers or counselors to pay special attention to?

Time For a Quick Break!





VDOE Career Clusters and Academic and Career Plans of Study

Agriculture, Food & Natural Resources	Architecture & Construction	Arts, A/V Technology & Communications	Business Management & Administration
Education & Training	Finance	Government & Public Administration	Health Science
Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Corrections & Security
Manufacturing	Marketing	Science, Technology, Engineering & Mathematics	Transportation, Distribution & Logistics



VDOE Career Clusters and Academic and Career Plans of Study

Agriculture, Food & Natural Resources	Architecture & Construction	Arts, A/V Technology & Communications	Business Management & Administration
Education & Training	Finance	Government & Public Administration	Health Science
Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Corrections & Security
Manufacturing	Marketing	Science, Technology, Engineering & Mathematics	Transportation, Distribution & Logistics

Activity 2

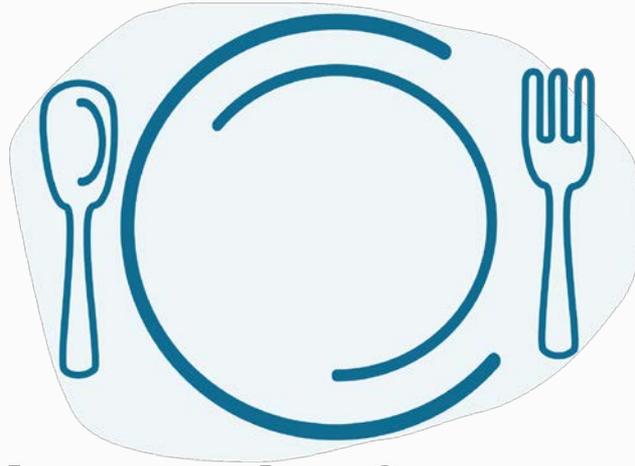


1. Find the **GREEN** “Student Scenario Activity 2 Plan of Study” worksheet on your table.
2. For each student, document the courses the student would need to complete before graduating from high school in order to achieve her career goals.

Activity 2 (conc.)



3. For each student, compare your course-taking plan to the pathways VDOE provided showing recommended coursework.
4. Prepare to share one key takeaway from your exploration of the VDOE materials.



Working Lunch & Postsecondary Program Introductions

GET A TASTE OF THE POSTSECONDARY PROGRAMS IN YOUR REGION

Introductions to Programs



Lightning Round

- Each program has been challenged to provide a one-minute overview of their program designed for students pursuing education or training beyond high school.

Seem fast? Don't worry!

- You'll have opportunities to learn more about the programs at your site later this afternoon.

What if I want to learn more about a program at another site?



In your folders, you'll find the contact information for all of the programs across all sites.

Who's on Deck?

Mountain Empire Community College	Southwest Virginia Community College	Wytheville Community College
1. Educational Talent Search	4. Advanced Manufacturing	8. Education
2. The Learning Center	5. Cyber Security	9. Human Services
3. Respiratory Therapy	6. Great Expectations	10. Machine Technology
	7. Radiology	11. Powerline Worker Program
		12. Welding

Reach for the stars with Educational Talent Search!

The Educational Talent Search program at Mountain Empire Community College serves 655 students located in seven local high schools in the city of Norton and the counties of Lee, Wise, and Scott.

The primary goal of the Educational Talent Search program is help eligible participants graduate high school, enroll and complete post-secondary education.

Services are delivered to participants targeting areas related to persistence, graduation, completion of a rigorous program of study, post-secondary enrollment and post-secondary attainment.



**Mountain Empire
Community College**



The Learning Center: Your Place to Succeed!

- ▶ The Student Support Services program at Mountain Empire Community College serves 175 students in eligible programs by providing tutoring, advising, and academic support services. Students in transfer programs and who are first-generation, low-income, or students with disabilities are given preference.
- ▶ Students not eligible for the federal Student Support Services program are served by the Parallel tutoring program, offering tutoring and academic advising support.
- ▶ Supplemental Instruction is also offered for various math and science courses.
- ▶ **FREE tutoring offered to all MECC students!**



Breathe Easy!

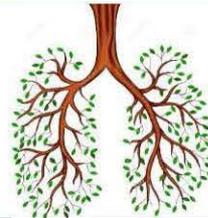
Here is your start to a great career!

The Respiratory Therapy Program at Mountain Empire Community College prepares students for entry into the Healthcare field as a credentialed Respiratory Therapist. Graduates will earn an Associate of Applied Science in Respiratory Therapy and be eligible to sit for their national boards to earn the credential of Registered Respiratory Therapist.

The mission of the Mountain Empire Community College Respiratory Therapy Program is to provide competent advanced-level respiratory therapists who demonstrate professionalism while providing excellent care. It will provide the graduates with comprehensive skills to meet the employment needs of health care providers within the MECC service region, the commonwealth, and the nation.



**Mountain Empire
Community College**



**BE A RESPIRATORY
THERAPIST!**



Southwest Virginia Community College

Advanced Manufacturing

The Technical Studies, Associate of Applied Science degree program in Advanced Manufacturing is designed to provide training in three aspects of manufacturing. These include: precision machining (manual machines and CNC), welding, and mechatronics (electrical, mechanical, and industrial maintenance).

This program will prepare students for both entry-level technical positions and career growth. In addition to the credit, students will have the opportunity to earn nationally recognized certifications related to advance manufacturing. These include: National Institute for Metal Working Skills (NIMS), American Welding Society (AWS) and SIEMENS Mechatronics Level I certification.



724 Community College Road,
Cedar Bluff, VA 24609
(276) 964-7277
<https://sw.edu/beit>





Southwest Virginia Community College

Cybersecurity – Career Studies Certificate

Available via Distance Learning with On Campus options. Can be completed in two semesters requiring 29 hours of study.

This program provides students with knowledge and training so they can implement defense, recognize unauthorized access and take action to minimize threats to their network and computing environment. SWCC's program is designed to provide students with technical and problem solving expertise needed to actively protect assets connected to a network.



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Cedar Bluff, VA 24609
(276) 964-7277
<https://sw.edu/beit>





Great Expectations is a nationally recognized program that helps foster youth earn the postsecondary credentials that they need to pursue an independent and successful life. The program is in operation at 21 community colleges across Virginia.

Virginia ranks last nationally in permanent placements for youth who age out of foster care. One in four children who enter Virginia's foster care system will not find a permanent home before they turn 18. As a result, approximately 500 young people "age-out" of the system each year, which usually means making it on their own – often with devastating consequences.

Aging out of foster care is like stepping off a cliff. One day your basic needs are covered, the next you are on your own. In most cases, you have had little or no preparation for finding an apartment, living on a budget, let alone applying to college or seeking financial aid. These are just a few of the reasons so many young people leaving foster care struggle:

Study of Former Foster Youth in Their Mid-Twenties

- 54% were unemployed.
- 31% percent had been homeless or couch surfed since exiting foster care.
- 80% of young women had been pregnant since leaving foster care, including 32% before age 18.
- Nearly 60% of young men had been convicted of a crime, and 75% had spent time in jail.
- Only 8% had completed a 2- or 4-year degree.

financial-aid,
 community-resources, networking,
 employment, friendships,
 problem-solving,
 opportunities, interviewing, graduation,
 admissions, life-skills, transition,
 assistance, job-skills,
 study-habits, classes, budgeting,
 support, instructors,
 tutoring, managing,



Radiologic Technology



RT-R



The cooperative Radiologic Technology Program at Southwest Virginia Community College is dedicated to serve students from southwest Virginia and east Tennessee. The Program will provide a quality educational experience in the art and science of radiologic technology and help the students succeed, both academically and clinically, as entry-level radiographers. It is the Program's aim to provide a sound foundation for our students towards building a rewarding professional career, and an opportunity to qualify as a valued contributing member in the healthcare team for our region.



Associates Degree of Applied Science in Radiology



WYTHEVILLE COMMUNITY COLLEGE AA&S EDUCATION

PREPARING EDUCATORS FOR TOMORROW

DESIGNED FOR

- PERSONS WHO PLAN TO TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY TO COMPLETE A BACCALAUREATE DEGREE PREPARING THEM TO TEACH AT THE ELEMENTARY, MIDDLE SCHOOL OR HIGH SCHOOL LEVEL.

ACCESS TO CURRICULUM

- HYBRID DELIVERY
- CURRICULUM IN THE PUBLIC SCHOOLS
- PRE-SERVICE TEACHER EDUCATION EXPERIENCES
- STRONG SUPPORT FROM REGIONAL TRANSFER INSTITUTIONS





WCC HUMAN SERVICES

A Specialized Transfer Degree

MACHINE TECHNOLOGY

@Wytheville Community College
The New Face of Advanced Manufacturing

Purpose

The rapid growth of industry in southwest Virginia has created demand for skilled metal-working machine tool operators to set up and operate conventional and numerically controlled lathes, milling machines, grinders, drills, heat-treating equipment and related precision measuring tools. There is a need for trained personnel to meet these requirements. The curriculum is designed to prepare persons for full-time employment immediately upon completion of the program.

Occupational Objectives

- **Metal Working Machine Tool Operator**
- **Machinist Apprentice**
- **Tool and Die Maker Apprentice**
- **Machine Set-Up Person**



WYTHEVILLE COMMUNITY COLLEGE

POWER LINE WORKER

@Wytheville Community College
Workforce Development

Climbing to the Top

Purpose

The Power industry is in need of trained individuals to fill current openings and those that will be created in the near future because of an aging employee base. This program has numerous industry credentials embedded that include Power Line Worker, Work Zone Flagger, Commercial Drivers Licenses, CPR/First Aid, Multimeter, Pole Top Rescue, and Construction Site Safety. The curriculum is designed to prepare the student for full-time employment upon the completion of the 13-weeks of training.

Occupational Objectives

- Lineman
- Groundsman
- Truck Driver
- Equipment Operator



WYTHEVILLE COMMUNITY COLLEGE

DUAL ENROLLMENT

In Demand Skills
Community Partnerships
Dual Enrollment/College Credit

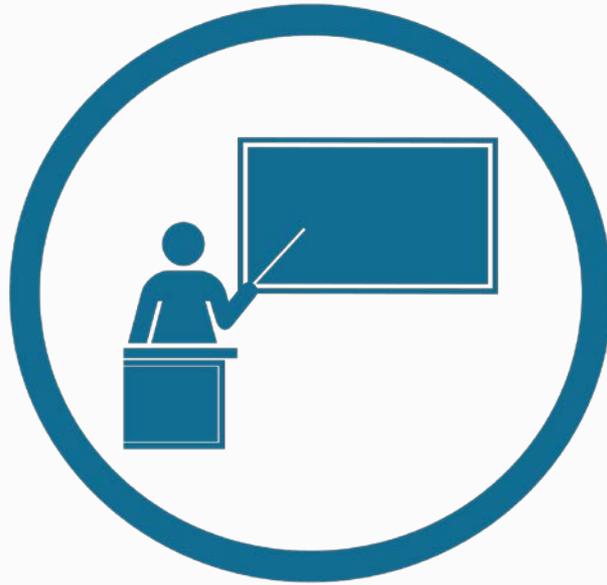
WELDING



WYTHEVILLE COMMUNITY COLLEGE

Time For Another Quick Break!





Program Presentations

LEARN MORE ABOUT HOW STUDENTS CAN CONTINUE THEIR
EDUCATION AND TRAINING BEYOND HIGH SCHOOL



Program Presentations

- Programs at each site will now have 10-15 minutes to provide more details about their programs to participants at their site.

Please hold your questions and comments (for now).

- Jot down notes, questions, or comments on the **PURPLE** handout in your folder to follow up on during the networking session.



Gallery Walk & Networking

BUILD BRIDGES WITH POSTSECONDARY EDUCATION, TRAINING,
AND SUPPORT PROGRAMS



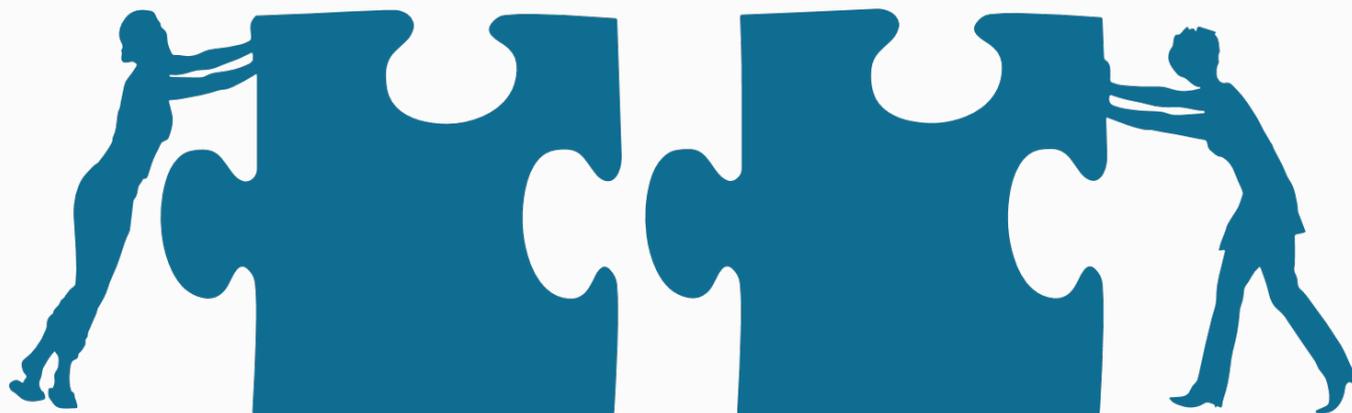
Gallery Walk & Networking

Now's your chance!

Over the next hour, you'll have the opportunity to ask your questions and engage in conversations with the programs at your site.

Consider...

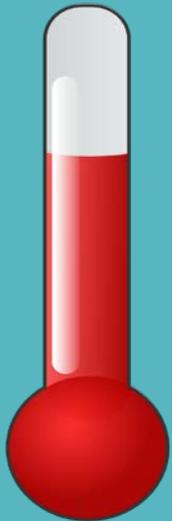
What is needed to increase your students' access to the program, and the follow-up actions you'll take after today.



Wrap Up & Adjournment

REFLECT AND SHARE YOUR FEEDBACK ON TODAY'S ACTIVITIES

Temperature check



Yes

No

Are you **feeling pumped** about the information?

Yes

No

Are you **making connections** and networking with others?

Yes

No

Are you **learning** about different programs and opportunities?

Yes

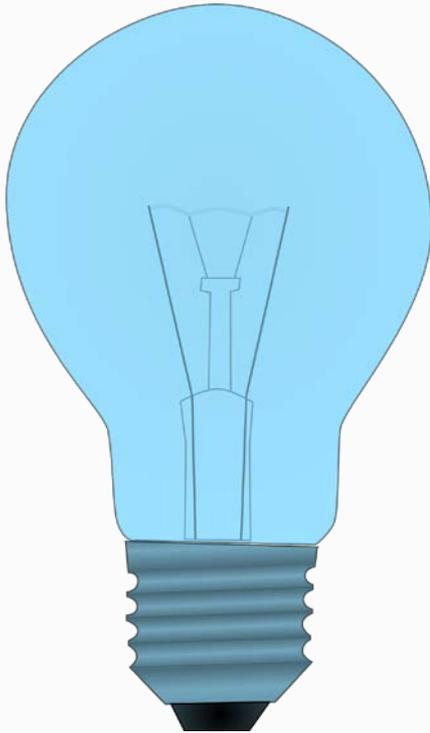
No

Will you be putting this information into **action** when you return to your school or district?

Success in the New Economy



The Power of One



What is ONE...

- **Pathway** I had not considered before
- **Idea** that challenged my thinking
- **Activity** I am excited to pursue moving forward
- **Area** of preparation I am committed to focusing on more in the future

For our
growth...

Leave feedback on the day
(content, instruction, supports,
technology tools, etc.).





Thank You & Acknowledgements

Hosts:

Mountain Empire, Southwest Virginia, and Wytheville Community Colleges

Partners:

Virginia Community College System, Virginia Department of Education, and State Council of Higher Education for Virginia

Lunch Sponsor:

SRI International

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SRI International

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SRI International

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SRI International

Elaine Mulligan, communication specialist
SRI International

Aliya Pilchen, REL AP Virginia partnership liaison
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