



MODULE 4: Recruiting and Supporting Rural Learners

Handouts

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Employer Handout 1: Expanding Demographic Targets

Who are you missing? Often, when designing programs, it is easy to reach out to people whom we feel most comfortable. There are ways to reach out to new audiences. It is also important to be culturally sensitive when working with new audiences, and finding partners in the community who currently serve these populations can help expand outreach.

Take a minute to read through the list below. Would your program be applicable to:

- Learners from other races/ethnicities? _____
 - If yes, who is a local partner to reach that audience? _____
- Formerly incarcerated individuals? _____
 - If yes, who is a local partner to reach that audience? _____
- Master Gardeners, 4-H adult volunteers? _____
 - If yes, who is a local partner to reach that audience? _____
- Spanish Speaking Community? _____
 - If yes, who is a local partner to reach that audience? _____
- Current or Future Entrepreneurs? _____
 - If yes, who is a local partner to reach that audience? _____
- Youth participants/4-H members? _____
 - If yes, who is a local partner to reach that audience? _____
- Other? _____, _____
 - If yes, who is a local partner to reach that audience? _____

Write the names of anyone who you could ask about the best ways to communicate to each group. Is there a community partner who serves the identified audiences who would be able to help you reach this group in a culturally respectful way?

Employer Handout 2: Recruitment and Retention Plan

Industry/Business Name: _____

Our value proposition/elevator pitch is:

PLANNING

What are the strengths in your community? Why would someone choose to live here?

Where are the gaps/opportunities to address livability?

Who are the target recruits?

RECRUIT

What are the opportunities to grow within the industry/business?

How will leadership and management help new employees integrate into the community?

What are other opportunities in the community for the entire family?

What are the work-life policies within the industry/business?

RETAIN

What is your culture? Define your culture in 1-2 sentences

Describe the plan for on-going professional development?

Handout 3: Case Examples and Best Practices

Rural workforce development program examples

LOW INCOME/MINORITY FOCUS:

1. Move Forward – Community development program

Move Forward is a poverty reduction program of Cornell Cooperative Extension (CCE) of Chemung County. The current components include:

- Administering the internationally recognized Poverty Stoplight survey which helps community residents assess their overall well-being and develop action plans to take steps out of poverty.
- The Chemung County Poverty Reduction Coalition, a group of individuals representing various community organizations, which meets 2 X per month to share needs, information and resources to help community residents.
- Chemung County Human Resources List-serv - a list serv dedicated for members and community partners of the Coalition to share information, needs, and/or opportunities.
- Participation in the Southern Tier Health Equity Taskforce, which is tasked with identifying hard to reach and/or underserved populations and helping them gain access to and information about the COVID-19 vaccine.
- Natural Leaders Initiative training, a 8 session, interactive program designed to build the confidence and capacity of primarily low-income and/or minority residents. Leadership and participation in the CCE Poverty and Economic Hardship Program Work Team, a state-wide group of Extension educators and Cornell faculty, which meets monthly to learn together about poverty and share best practices and resources.
 - Andy Fagan (agf1@cornell.edu)
 - The external audience is primarily low income families in and around the City of Elmira, NY and across Chemung County. The internal audience is other Extension professionals

2. Enhancing Rural Education/Business Connectivity: a New Model to Advance Workforce Development Opportunities

With a seed grant of \$10,000 through The Ohio State University CARES, the Chamber partnered with the OSU Alber Enterprise Center and OSU Extension to survey business and educational institutions to identify opportunities that might help orient workers to future jobs in Hardin County. Fifty-eight businesses employing almost 2,000 people and representing all sectors (including education) responded to an OSU Extension Business Retention & Expansion (BR&E) Signature Program survey including one-on-one interviews by the team.

- This resulted in the development of a web based platform to connect resources and communicate opportunities to benefit youth, the unemployed, underemployed and future workforce.
- This model creates linkages that focus on creation of a workforce development communications model that can be replicated in other areas.
 - Nancy Bowen-Ellzey (bowen-ellzey.1@osu.edu)
 - <http://hdl.handle.net/1811/84968>

3. 4-H Tech Changemakers

A teen-led program that empowers young people to change their community's future using technology and digital skills. The program introduces teens to opportunities that will help them build leadership skills, take action, present to local government officials, and develop a strong, positive reputation in their community. Teens participating in the program grow into responsible contributing citizens in an environment where they can make decisions and mistakes safely. Students also explore careers in the tech industry in partnership with those local industries.

- The 4-H Tech Changemakers program teaches website development, social media marketing, and drone mapping to local farmers. The program has met with the state governor, has been supported local growers' association, and even helped save the loss of over two acres of soybeans of a local farmer using a drone.
 - [4-H Tech Changemakers – Wisconsin 4-H Citizenship](#)

4. Community and Rural Development at NC State Extension – Signature Programs:

- [Cultivate NC](#) focuses on community systems change by offering planning services, direct technical assistance on development projects, technical training's for agents, engagement in interdepartmental and multi-state collaborations, and evaluations of Extension partner programs.
 - Program Contact: Jackie Murphy Miller (jackie_miller@ncsu.edu)
- [Latino Programs](#) provide leadership for Extension's initiatives to build organizational capacity to engage effectively with Latino and other diverse audiences. This program partners with the N.C. Cooperative Extension Service, NC State's College of Agriculture and Life Sciences, and/or University colleagues to contribute, co-submit and/or co-PI awarded grant and gift funds to support Latino and new audiences programming.
 - Program Contact: Cintia Aguilar (cintia_aguilar@ncsu.edu)
- [The Local Food Program](#) at NC State Extension provides training and support for County Local Food Coordinators and other Extension Agents engaged in local food work. The Program Manager makes resources available on its portal, provides training on local food systems and resources created by the Local Food Program Team, and creates opportunities for cross county and cross program communication.
 - Program Contact: Joanna Lelekacs (joanna_lelekacs@ncsu.edu)
- Youth Entrepreneurship [Wayne Food Initiative \(WFI\)](#) Youth Leadership Youth Food Councils. [The Food Youth Initiative \(FYI\)](#) is a project housed at the Center for Environmental Farming Systems (CEFS), and carried out with many community partners, with the mission of envisioning and supporting the advancement of a just food system where youth envision and support the advancement of a just food system.
 - Program Contact: Hannah Dankbar <https://www.ces.ncsu.edu/profile/hannah-dankbar/>

RECRUITMENT/OUTREACH BIPOC FOCUS:

1. Getting Them in the Door: Strategies for Recruiting Latinos to Family Life Education Programs

[The Connecting for Children project](#) was designed to provide relationship education to families in Mid-Missouri. Although the Latino population accounts for only 3% of Missouri families (US Census, 2010), Latinos accounted for 40% of families served in this project.

- Increase Cultural Competence
- Latinos are heterogeneous individuals whose countries of origin, migration patterns, socioeconomic profiles, and physical characteristics vary.
- The data show a strong desire to maintain the Spanish language while increasing proficiency in English. Based on this, the program was culturally adapted, the materials were translated, and the program was implemented in Spanish.
- The concept of familismo involves an obligation of the family to share responsibility in rearing children, providing financial and emotional support, and decision-making. The value of familismo guided the selection of activities and arrangements for the program.
- Being simpático (good-natured and pleasant) is also related to valuing warm, friendly, interpersonal relationships (Antshel, 2002; Levine & Padilla, 1980). A bilingual recruiter/trainer who was friendly and communicated with warmth was instrumental in building a relationship with participants.
- Build Relationships with Existing Service Providers

- One important way to reach participants is to create partnerships with established programs and organizations that serve the Latino community. The partnerships was also useful in consolidating resources that were helpful to the families, allowing the program to offer education on a specific topic as well as connect families to a variety of resources and information
- Build Relationships with the Latino Community
- Hiring staff who used knowledge of the culture and the community was the most important strategy employed.
 - Program Contact: Kim Allen (Kimberly_allen@ncsu.edu), Alejandra Gudino (GudinoA@Missouri.edu), Christina Crawford (CrawfordCL@Missouri.edu).

2. Reaching Native American, Indigenous, and Tribal Communities

Strategies that Extension faculty can use to achieve success in teaching and programming for Native American clientele. Some of these strategies may also apply to Extension programming with other diverse groups.

- Building Trust
 - Recognizing contributions of clientele, being willing to become part of their lives, and working with them are ways to develop trust. Agents may initially have to be “unproductive” in terms of traditional programming to nurture a trusting relationship. Attending community events is another way to create visibility and develop trust.
- Family Networking
 - A primary strategy for reaching Native Americans with Extension programming is to first involve key people who then invite their extended family members. Family members often make up most of the clientele at each workshop.
- Using Extenders
 - Another useful strategy for education in the Native American community is to use extenders of Extension information.
 - Volunteers have been known to increase outreach beyond all reasonable expectation, contacting people who might never have been served by Extension, bringing greater diversity to our clientele, and targeting specialized groups.
 - Networking with other organizations within the Navajo tribal system has increased outreach and brought people to Extension programs that may never have been reached.
 - Workshops for organizations serving the Native American community have also been successful.
- Continual communication
 - Everyone attending Extension workshops is put on a newsletter mailing list. Keeping in regular personal contact with key people in the various agencies and communities such as Navajo Food Distribution, Save the Children, 4-H leaders, and Headstart is a necessity. To maintain visibility and contact, I don’t miss the opportunity to strike up a conversation with a stranger while waiting in line, giving him or her a ride, or speaking at a community event.
- Attitude and Sensitivity
 - Program Contact: Joyce L. Alves