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## MODULE 4:

# Recruiting and Supporting Rural Learners



By Jeff Sherman, Oregon State University

### Learning Objectives

- Identify community strengths and weaknesses impacting the recruitment and retention of job seekers/learners
- Increased understanding of challenges faced by BIPOC and ALICE populations in navigating these pathways
- Increased awareness of resources and approaches being used to improve recruitment and retention of job seekers/learners

### Background

Over the past several decades many small and rural areas have struggled to recruit and retain rural learners and employees at the same rate of suburban and urban peers. The U.S. Census Bureau (2020) estimates that while rural areas declined by a half-percent between 2010 and 2020, urban and suburban areas grew by eight percent. However, as was seen in the “urban exodus” of the 2020 COVID-19 pandemic, there are reasons why some Americans may want to choose a more rural and small-town environment.

Community stakeholders have a unique opportunity to share opportunities about living in rural communities, while also addressing real issues, challenges, and divides which may keep some people from moving to rural areas. Utilizing the Abelsen et al. (2020) framework, this section will introduce the methodology to help stakeholders create a plan to recruit, and retain rural learners.

Extension professionals are positioned to facilitate these conversations as experts in their communities, connectors to university resources, and trusted partners to the education system and industry partners.

These sections and activities were adapted from the, “Framework for Remote Rural Workforce Stability Model,” shown in Figure 1 and are intended to help Extension professionals navigate stakeholder conversations around career exploration, connecting to students/learners, and developing programs.

Figure 1: Framework for Remote Rural Workforce Stability Model



Source: <https://human-resources-health.biomedcentral.com/articles/10.1186/s12960-020-00502-x>

## Creating a Plan\*

The first part of any plan for recruiting and retaining rural learners is just that, a “plan.” This section is intended to help each stakeholder map the assets in rural communities and share across industry sectors. Each stakeholder will have a unique view and perspective of the community, and will provide valuable insight into how to address gaps.

Extension programs are uniquely poised to address career pathways through in-depth community needs assessments and advisory boards. This section provides a practical approach to outlining where the opportunities lie for expanding existing programs and creating new programs to meet the needs of the community.

The facilitator will ask stakeholders to begin outlining the strengths and opportunities for improvement (gaps). Being honest about the assets in the community and the challenges will allow the community to begin addressing ways to recruit and retain rural learners and employees.

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

*Examples:*

- Are there excellent schools?
- Low crime rates?
- A strong sense of connectedness and community?
- Low cost of living?

- **Where are the gaps in livability? Have you heard anyone say, “I would love to live here, but \_\_\_\_\_?”**  
*Examples:*
  - Affordable housing?
  - Access to quality health care?
  - Spaces for BIPOC communities (see BIPOC section below) “Do folks perceive that they would ‘belong’ here?”
- **Who are the target recruits?**
  - What are the most in demand careers in the community?
  - If you are targeting high school and community college students, what are ways in which you could implement career exploration into curriculum or existing youth programs?
  - Are there ways you can think of to eliminate barriers for students to participate in career exploration?

## Recruit and Connect

Once there is an outline of the plan, stakeholders will begin thinking about the incentives and support mechanisms which would attract students/learners to their specific industry or business. These questions will revolve around how information will be shared out about the industries, careers, and how the businesses are supporting families. Here is a real example outcome from a rural community in the Pacific Northwest that went through this activity:

*Community “A” identified the need to attract and retain healthcare professionals, specifically Spanish-speaking professionals. The local hospital worked with Extension on a pilot program to provide a career exploration day offered in both English and Spanish. Extension organized with the local high school, chiropractors, pharmacies, veterinarians, elder care facilities, eye clinics, and the community college to offer every high school Sophomore student the opportunity explore over 20 healthcare careers in one day.*

*Extension designed a program evaluation and provided data back to partners for adjustments in future programming. In the following year, 10 of the 20 participants provided paid internships for students over the summer. By year five, several local businesses were offering full college scholarships to students who complete a high school internship with them. Future evaluation could focus on students returning to their communities after completion of their secondary education.*

Extension facilitators may want to design their own questions to ask during this section, and below are ideas to begin thinking about potential solutions:

- **What are the employee’s opportunities to grow within the industry/business?**
  - What are the benefits of local careers?
  - What would be the reason a student a student would be excited about this career?
  - How do students learn about these opportunities now in your industry?
  - If someone is interested in continued growth, what does advancement look like?
- **If you are interested in recruiting employees from out of the community, how will leadership and management help new employees integrate into the community?**
  - Are there social events/networking opportunities outside of the day-to-day work?
- **What are other opportunities in the community for the entire family?**
  - How will you help attract families? Are there programs to help find other career opportunities for multiple-earner households?
- **What are the work-life policies within the industry/business?**
  - How flexible is the work day?
  - How much sick leave, personal time, vacation can the person expect?
    - Is this in line with the other businesses? Would changing this policy attract more employees?

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## Retain

Retention of rural learners and employees is an area of focus which should be intentionally addressed. Stakeholders have to spend time developing a plan for recruiting talent, training existing labor forces, and investing in families, but if the employees aren't satisfied in the work or the work environment the investment could be lost. Culture, sense-of-belonging and on-going training are some of the tactics this section will focus on.

- Organizational/business culture
  - What is your culture? Define your culture in 1-2 sentences
  - Do employees feel like they are supported by leadership/management?
    - Have you asked current employees/learners what their needs are, and if they are satisfied?
    - Is there a culture of being able to bring up issues?
    - How would you describe the team dynamics?
- On-going training
  - Is there a scheduled plan for on-going professional development?
  - How are skills developed over time with learners/employees?
  - What are the opportunities for leadership development?

\*Adapted from the Abelsen et al. framework, "Plan, recruit, retain: a framework for local healthcare organizations to achieve a stable remote rural workforce"

## BIPOC and ALICE Audiences

### BIPOC

When thinking about recruiting and retaining a rural workforce, it is important to consider how you are being intentional about recruiting Black, Indigenous, and People of Color (BIPOC) into communities. This can often be an uncomfortable conversation for our rural and smaller communities, as many of these communities tend to be more demographically white. Do people of color feel safe and supported in your community? What change is needed? Not addressing these issues can have long term impact on community vitality and livability.

What are the reasons why BIPOC communities may choose more rural areas? What are the local resources available to families of color when they choose our rural areas? How are you being intentional about our workforce culture, in regards to racial diversity, inclusive ethos, and ongoing training? Being intentional about inclusion efforts, identifying gaps in resources, and investing resources may promote actions that can open your industries and communities to a wider demographic of individuals and families.

Often, rural and remote areas have great schools, lower cost of living, increased sense of community, and additional job opportunities. Our rural areas may lack some of the resources and space for communities of color. What are those gaps, and how could you as individual businesses and industries address those gaps? Significant change can be driven by employers who need employees to feel a sense of belonging within the community.

Communities and stakeholders can start by looking at the workplace itself. Is the workplace an inclusive space where diversity is encouraged, celebrated, and discussed? How is the workplace making intentional investments in learning about racial divides? How has the leadership and management made investments in intentionally creating the ideal workplace for communities of color?

Resources from outside organizations like [Courageous Conversations About Race](#) and the [Racial Equity Institute](#) may allow for organizations to lean into the uncomfortable conversations about why more people of color are not choosing to live in rural communities.

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An example program to highlight in this area is [The Connecting for Children project](#) which 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. This project was focused on:

- 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 were 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.

After reading this example, what are ways in which you can build an intentional program to serve communities in a culturally-relevant context?

## ALICE

Asset limited, income constrained, employed (ALICE) is a way to talk about employees who are employed, make an income above the federal poverty level, but not enough money to meet the day-to-day demands of basic needs. More information is available [here](#).

As noted by the ALICE National Overview (2018), 42% of households could not meet the basic needs of their households. These are employees who may not make enough money to meet their basic needs, but are still fully employed. These employees are living in your communities, and may be clear candidates for workforce development, training, and advancement in industries and businesses.

More information and state data can be found on the [Unite For ALICE website](#), and each educator should familiarize themselves with this data before the activity. How will this information be incorporated into your presentation?



## Educator Corner

### Preparation for the activity: Recruitment of Rural Students/Learners

As the educator, what can you do to provide information about the current trends in the community? Any information you are able to obtain on the local demographics will be a valuable start to the activity, in order to begin defining a path forward in rural workforce development recruitment and retention. Here are a few ideas:

#### Data on demographic trends:

- Who lives here?
  - What are the historical demographic trends
- What are the major industries?
- What is the average education level of the community?

#### Conversations with rural students/learners – BIPOC populations:

- What do our BIPOC populations tell you about our community? Do they feel safe and welcomed? What do the partner organizations say?
  - Example: A 2019 university study found that 60% of students of color in rural youth programs had experienced some form of discrimination within their school in the last year.
    - If you had heard that about your programs/community, what is the response? What are the next steps?
- What are their needs? (This may include community change, livability suggestions, access to training and resources, etc.)

#### Key informant interviews:

- What are the identified needs in workforce development?
- How can you recruit more employees to the community?
- What is the future of the community if you don't make a change?

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## Activity: Recruitment of Rural Students/Learners

### Objectives:

1. Extension facilitators will invite local employers and stakeholders to a conversation, so that the participant(s) will be able to:
  - Understand the strengths and weaknesses in the local community
  - Identify the best ways to recruit rural learners into identified programs
  - Reduce barriers for students
  - Design outreach methods that clearly articulate the value of the program
  - Understand successful models across the country which have recruited diverse individuals into programs
  - Create an action plan for outreach about the program

\* This can be offered as a session with multiple people designing the outreach plan, or individually to create the recruitment and retention plan.

### Supplies needed:

- (In-person) Sticky notes, blank easel paper, markers
- (Virtual) Drafted slides in Jam Board and practice using sticky notes to show participants

**Time:** 40 minutes

### Introduction to recruiting learners for stakeholders:

(1 minute) By this point in the curriculum, you have identified a need for a workforce training program in the community, in a specific industry. You have determined that there are local partners who will help deliver the curriculum, but how will students/learners be recruited to attend the training? In order to recruit, you must first understand who would be our ideal candidates to attend the training, and how you will convince them this training will benefit them.

To get started, let's draft a plan for who you will target, how you will find them, and why they will want to participate:

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### Facilitator Presentation:

Begin by identifying the demographic trends of the community, based on your prior research outlined in the Educator Corner on previous page. As a reminder, this may include data on demographic trends, conversations with rural students/learners — BIPOC populations, and key informant interviews.

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### Facilitator-led Activity 1:

**Identifying your community strengths**, getting started activity:

- (3 minutes) Using sticky notes (or, if virtual, use a digital whiteboard like: <https://jamboard.google.com/>) write characteristics of your community which would make someone want to move there. Where are the opportunities for improvement?
  - One sticky note per idea.

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### Facilitator-led Activity 2:

**Identifying your current target demographics**, getting started activity:

- (3 minutes) Using sticky notes (or, if virtual, use a digital whiteboard like: <https://jamboard.google.com/>) write characteristics of the ideal candidate (ex. entrepreneurs, desire to work in a technology field, ability to speak Spanish, etc.)
  - One characteristic per sticky note
- (10 minutes) Take 10 minutes to group all of the sticky notes into categories/themes, and name each theme

- (5 minutes) Under each theme write bullet points for where you might be able to find candidates/students/learners for your area (Ex.: graduating high school seniors, local employers, etc.)
  - After each bullet point, write the name of someone in the community who you could help you reach out to potential participants
- (5 minutes) What is a potential solution for the problem? Who do you need next to help find a solution?
  - Individually do this activity and the facilitator asks for folks to share their ideas

Example outcome of this activity:

*A community identified need in a rural community for skilled welders, or the businesses were going to have to move to a larger neighboring city to attract employees. The employers came together and identified the target population could be high school graduates and/or adults who were willing to learn a new skill and change careers.*

*The employers brought together the local high school, who had closed their welding program, the local community college who did not have a welding facility, and OSU Extension led the brainstorming activity about a potential next step. The community college offered to pay their instructor from the main campus to teach welding certification courses at night, if students paid for college credit. The high school offered the shop facilities and scheduled for the building to be open late, if the community college would pay for welding supplies.*

*After six months, four adults received welding certifications and full-time employment and five high school students completed their first college credits, and all enrolled in college after high school.*

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### Facilitator-led Activity 3:

Developing an employee value proposition (the why?)

- **Why would someone want to work with your industry/business?**
  - *Now that you have identified ideal participants and where to find them, the next step is clearly articulating the program in a succinct way that is intriguing.*
    - (5 minutes) In five minutes, develop the start of an elevator pitch for prospective students/learners. The pitch could include:
      - Why this industry?
      - Why this training?
      - How this program could lead to other opportunities, etc.
      - Will there be a cost to the program?
      - Is this program unique and special?

Example elevator pitch from Activity 2:

*Welding is one of the top paying careers in XYZ County. Our industry has starting wages above \$30/hour, flexible schedules, retirement matching, healthcare, and the opportunity for advancement. With this training, a novice welder will be able to complete a certification and be eligible for a career immediately.*

- (5 minutes) IF there is more than one person designing this outreach plan, have each person do this separately, and then decide on a favorite pitch, or combine pitches to make the best one!
- [SLIDE] Your draft plan has been created!!

[SLIDE] *Best practices for recruitment: Throughout these next sections, think about your draft outreach plan. A good plan is one that can be tweaked as needed. As you hear an idea that you would want to incorporate into your plan, please feel free to make those edits.*



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[SLIDE] Examples for recruiting learners (Juntos)

- Case study: In Oregon, high school graduation rates were continuing to decline among Hispanic/Latino students. This decline in graduation rates meant many students were not able to attend college, apply for many jobs, or advance in careers. Schools came to the OSU Extension Service for ways to help. A curriculum out of North Carolina State University, called “Juntos” [Who-n-toes] was discovered as a way to teach families and students, together, about how the education system works, how to apply for college, and ways to engage with the school system. OSU Extension intentionally designed the program to reduce barriers for attendance by the whole family. These program components included: providing the workshop at 5:30 with a hot and culturally-relevant meal for families and offering childcare inside the facility. In order to build trust and relationships with the schools, Juntos is physically located in the high schools and middle school and administrators are encouraged to attend, even if they do not speak the language. By the end of the next school year, 50 families had attended the program and 100% of students had graduated high school, and 92% of those students went on to college.

[SLIDE] Who is missing?

- 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.
  - [Handout in packet] 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 name of someone who you could ask about the best ways to communicate to each group. Is there a community partner who serves this audience who would be able to help you reach this group in a culturally respectful way?
  - [ACTIVITY] Read through the example programs (Handout #3) for any last ideas on how to recruit learners for the program

[SLIDE] Strategies to retain learners: the final component of the recruitment plan is how to retain learners once they have started the program.

- Will there be certificate (or other credential) at the end? Make sure learners know what the certificate will do for them, in the early stages of the curriculum.
- “Graduation” at the end of the program can be a great incentive for individuals to complete the program. Make intentional time to celebrate the accomplishments of finishing.
- Considerations of potential barriers to navigate

[HANDOUT] Develop a localized plan to know your community resources/people. Using the handout in your packet, fill in the plan for recruitment of the program, and how you will begin addressing the needs within your organization.

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## Facilitator Presentation:

### 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 2X 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, an 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](mailto: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](mailto: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](#)

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#### 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](mailto: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](mailto: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](mailto: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

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- 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](mailto: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

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## Resources

Abelsen, B., Strasser, R., Heaney, D. et al. Plan, recruit, retain: a framework for local healthcare organizations to achieve a stable remote rural workforce. *Hum Resour Health* **18**, 63 (2020). <https://doi.org/10.1186/s12960-020-00502-x>

Oregon numbers on the decreasing college-going rate for Oregon rural learners:

<http://educationnorthwest.org/news/supporting-rural-oregon-students-high-school-and-beyond>

Full report: [https://www.tfff.org/sites/default/files/RuralPostsecondary\\_Summary.pdf](https://www.tfff.org/sites/default/files/RuralPostsecondary_Summary.pdf)

<https://www.portofmorrow.com/workforce-training/home>

Example of rural technical training partner: <https://bakerti.org/>

Technical scholarship page example: <https://bakerti.org/scholarships/>

Why is college access a barrier by the numbers:

<https://www.niche.com/about/enrollment-insights/rural-student-recruitment-and-trends/>

Might be a good complement: [http://pellinstitute.org/indicators/downloads/dialogues-2017\\_essays\\_Ruiz\\_Perna.pdf](http://pellinstitute.org/indicators/downloads/dialogues-2017_essays_Ruiz_Perna.pdf)

Why colleges are wrong about recruiting rural students:

<https://eab.com/insights/daily-briefing/enrollment/what-colleges-get-wrong-about-recruiting-rural-students/>

Tips for employees recruiting rural employees: <https://www.titustalent.com/insights/how-to-recruit-in-rural-america/>

A resource to check out- <https://workethic.org/bring-your-a-game-to-work/>

Funding for the trades : <https://drive.google.com/file/d/13FvbtUhzhwbp1d-RKrlW1ADWtrS896OX/view>

