

# Continuing the Conversation: Serving Rural Areas in Adult Education

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# Disclaimer

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# Welcome



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# Agenda

1. Welcome
2. Reflections on Serving Rural Students
3. Serving Rural Students: The Research Basis
4. Serving Our Students: Continuing the Conversation
5. Leveraging LINCS Resources
6. Wrap-up

# Serving Rural Students: The Research Basis

# What The Research Says

- Research shows that rural students graduate from high school at a **higher rate** (90%) than students from cities (82%) or suburbs (89%).
- Rural communities often have **limited access** to education and employment opportunities.
- Rural communities have **limited resources** for essentials like adequate housing or childcare—all possible contributors to the fact that only about **55%** of rural students directly enroll in college.
- A higher percentage of rural adults over age 25 hold a high school diploma **as their highest level of educational attainment** compared with adults in cities and suburban areas.
- **Less than 31% of adults** who live in rural areas have earned an **associate or bachelor's degree**, 14% behind those in urban areas.
- Racial disparities also exist in rural communities, with Black, Latino and Native American people, as well as women of all races **overrepresented in low-wage jobs** in rural areas.

<https://www.insidehighered.com/news/student-success/college-experience/2024/04/04/building-roadmap-rural-students-colleges>

# What The Research Says

## 5 Ways To Support Rural Student Success

1. Provide financial assistance
2. Address transportation issues
3. Make education more flexible
4. Offer direct job skill training
5. Help students plan their journey



<https://eab.com/resources/blog/community-college-blog/rural-student-success/>



# Important considerations

## **Digital literacy training:**

- Provide digital literacy training to help students navigate online platforms and utilize technology effectively.

## **Addressing social determinants of health:**

- Consider the broader social factors affecting rural learners, such as poverty, healthcare access, and mental health, and incorporate support systems where needed.

## **Collaboration with local institutions:**

- Partner with local colleges, universities, and workforce development agencies to offer pathways for further education and career advancement.

## **Outreach and awareness campaigns:**

- Actively promote adult education programs in rural communities to increase enrollment and address potential barriers.

# Reflections on Serving Rural Students

# Guidance from WIOA

## SEC. 122. IDENTIFICATION OF ELIGIBLE PROVIDERS OF TRAINING SERVICES.

(b) CRITERIA AND INFORMATION REQUIREMENTS.— (1) STATE CRITERIA.—In establishing criteria pursuant to subsection (a), the Governor shall take into account each of the following:

(B) The need to ensure access to training services throughout the State, including in rural areas, and through the use of technology.

# Collaborative SCOT Activity

Successes	Challenges
Opportunities	Things to Consider or Ponder

# Successes

## Partnerships and Regionalization

- Consolidation, regional hubs 3-county by workforce board, regionalized regional meeting, 1 fiscal agent
- Partnering with CBOs (e.g., Catholic Charities), recruitment, transportation, childcare, strong tribal partnerships/partnerships with other agencies/co-enrollment (4) due to limited options

## Tech Support and Access

- Distance education, multiple locations, co-location at one-stop, leveraging community resources, understanding students
- Policies are made with consideration of all populations, hotspots, statewide virtual classes (IET bootcamp), host networking for rural providers (virtual bimonthly)
- Tech loan program/Tablet program (2)
- Statewide LMS, authenticator is Google Suite = all can use IET hospitality Canvas curriculum; programs are small and can't afford to purchase on their own
- Tech purchases, locals supporting each other, statewide HSE program online, call center for math and tech assistance
- T-Mobile tablets and hotspots – cross teaching – teacher at location and Zoom in
- Good broadband/State broadband initiative, local areas add up (2)
- Distance education

## K12

- Can leverage K-12 system infrastructure
- A few partnerships with K-12 schools that allow adult ed students to ride bus

## PD

- Virtual/remote training/PD and professional learning communities (2)
- Regional networks to limit PD travel

# Successes

## Connected Community

- Farmland – ESL – community building and potluck, mariachi band, retention, point of “inviting” advocacy
- Kind, caring, helpful, committed/dedicated staff – good for retention, know the community (3)
- Smaller class size, higher touch
- Everyone invested in student success because they know each other
- Closeknit communities (2), so easy to access local leadership
- High utilization of wraparound support
- Program cross-trained teacher and student support staff so people can fill in for each other – one of each at every program
- Sharing instructors

## Other Successes

- Virtual instruction/Satellite locations for IETs/jails (all can access instruction) (3)
- Remote testing options
- Use of volunteers for multi-site small agencies
- Use some state funding to support needs like childcare
- Additional outreach locator added
- Resources
- Moved to consortium model to consolidate and support programs, don’t have to do it alone
- Better knowledge of needs; customer service is key

# Challenges

- Staffing – Recruitment and Retention (10)
- Wi-Fi access/broadband (7)
- Transportation (7)
- Childcare (6)
- Lack of digital literacy skills/lack of access to tech/digital divide (5)
- Fewer resources/services (5)
- Limited industry, lack employment/ job-training opportunities interest/retain students, seasonal employment (4)
- Economy/job opportunities/single-industry job pool/Finding employers that have the need (3)
- Limited access to TA/PD for our state (travel for PD for rural instructors) (3)
- Isolation/social isolation/increased trauma and poverty (3)
- Weather/Infrastructure (2)
- Limited access to service providers and partners/partners are also understaffed (2)
- Advertising/Showing the value of adult education (2)
- Cost of running programs/funding (2)

# Challenges

- Small classes (in person or remote)
- Finding class locations
- Multilevel classes (ABE & ELs)
- Recruitment of new students
- Expanding programs, starting up new programs
- Evening class hard due to distance, location and transportation
- Automatic referrals regardless of goals
- Students a little apathetic because choices aren't there
- Testing services are limited
- Smaller staff, but same work
- One big rural program = 400 miles away, so size is a challenge; 1 program means that the leadership culture has outsize impact (“Oh, we don't do that ...”)
- IET saturation
- Distrust
- Staff wear multiple hats
- Addiction/recovery centers
- Lack of stability



# Opportunities

- Providing effective virtual PD
- Somos Unidos – working with rural area immigrant population
- Partnership with ECEECD [Early Childhood and Care Department] certificate
- IET successful in rural areas – electric vehicle training – eco-conservation training
- Built-in class – due to industry – FB
- Industries located in rural areas – good IET; best performers in rural areas – NRS data
- Family student support position designed for rural area pilot
- Open to innovation, development of ESL programs with new ELL population, individualized TA that is intentional
- Sustainable PD
- Using a consortium approach (hub) for tech loan programs – need to specify how to include adult ed – has prompted conversations
- Having employers provide trainings for others
- Digital Equity Plan – hubs, digital navigators
- Coordination with core partners
- Large federal grants
- IETs developed even for rural counties
- Train people to work at municipality (schools, hospitals), home-grown workforce

# Opportunities

- Word of mouth and trust is large within rural populations – very person-to-person focused – friendly; however, newcomers to the rural area may miss the word of mouth
- The community is centered and central, whereas cities are more transactional
- Cross-regional programming – get big enough cohort, sharing expertise (matching with local teacher “on the ground”)
- Increasing providers – spread word re: RFPs, go to one-stop to work with core partners
- Leveraging the pride people have in their area, looking to help their area out
- Need to continue “water” knowledge of decision-makers so they know about adult education, rural areas
- LMI pushback = to go to statewide LMI, IET is difficult because some places do not have jobs and people are training to leave for jobs elsewhere
- Marketing/promotion – QR codes
- Additional partnerships
- Transportation aligning with location/classes
- Social spaces – hold classes
- Grant opportunities
- Retention of teachers better in rural areas, know each other
- Generous funding
- Use of paper-based distance learning
- More co-enrollment

# Opportunities

- Direct service staff funding up to \$100k to make staff full-time or increase salaries – for rural areas can help to get a FT admin or FT teachers – to get folks to stay
- Digital Equity Act
- Job creating
- Rural Healthcare Initiative
- Multiple credentials
- Addressing seasonal opportunities
- Entrepreneurship
- Technology funding
- Partnerships
- Pharmacy Tech - Aztec
- Virtual/Online IET (broadcast to other locations) – HVAC; can limit travel, go to a center to participate
- New employers with new needs – create and structure agency needs
- New assessments that can be done quickly
- Partnering with next-door county
- PD for rural areas
- Creative approaches to challenges, bring partners to the table, support network statewide for rural (insolated) sites
- Tie classes to employment (transportation to employer and class)

# Things To Consider or Ponder

- Hiring, hard to find people, a lot of vacancies
- Lack of Title I providers and How to Collaborate with them
- Issues with oversight – how do you evaluate a teacher?
- Access to HSE – testing center not close enough
- Reinforce distance issue – guidance not realistic
- Funding formula for rural providers (higher costs for rural programs)?
- Request for LINCS PD for rural providers to take burden off states, be more sustainable
- How to leverage Digital Equity Plan?
- Maybe start with digital literacy programs
- Funding for digital literacy – Do people care or want to have digital literacy? Can't force something on people – Can we use digital literacy to serve people in a broader area?
- Importance of internet access/funding
- How to provide equality of services given these barriers? How to figure out what the barriers are? How to differentiate between barriers vs. difference in priorities
- How to address social-emotional needs/special ed needs when teachers don't have training or support

# Things To Consider or Ponder

- Marketing/promotion – targeted, sometimes too much, simplify, student survey
- More vulnerable to business and industry closure
- Support Services - Less options for childcare; Transportation – no public transportation – no Lyft or Uber; Basic logistics/needs – for examples, no bathroom for 100 miles
- Areas that need help most, most resistant because of tax increases/local cost
- Distrust – coal mines going away, believe will not get services anymore from government; Students are told if they get an education, the check goes away
- Statewide online IET programs
- Changing populations (more ELs); how do we support changing demographic in rural areas
- Social justice concerns
- Bias against rural students – who are our rural students?
- Size of state makes it hard, serving students 3 hours away

# Next Steps

- Consider cross-regional planning and programs (2)
- Consider distance ed for IET; Need more IET ed and distance ed guidance (2)
- Rural challenges and this is often where the highest need population is; How to reach students with so many additional barriers; just need more discussion and support from OCTAE – that is an ongoing focus (2)
- Look for guidance on best practices/models for serving rural areas
- Find TA that is centered around clusters of students. Need webinars/TA on how to help isolated students.
- Most TA is urban-centered (students in large clusters), not “singleton” rural students
- Consider increasing funding for digital literacy if this is something that can be used to serve people in a broader area
- How can we connect with employers open to remote work?
- Outreach/Marketing
- Share expertise of instructors and offer more student choice, but need NRS guidance
- Funding formula – Once you take required, not enough left for PD or transportation. Transportation and childcare needs to be supported, such a barrier.
- Is DAEL TA modality good or should be adjusted?

# Next Steps

- Office hours for rural programs (childcare etc.)
- State exchange – e.g., if NY has great ‘x’ present (Zoom) to DC (e.g.)
- TA needs - extended PD opportunities – how can local providers do it? Not always through state office, not alone in being in rural areas
- Something different for rural programs
- Overview of state funding programs – e.g., AZ added a “density” factor in funding (low density = higher) (2)
- One-stop centers not open too often, lots of turnover, change management issues, possible getting new things going
- Not able to support state goals of digital equity
- Employment/earning surveys – no pre-[survey], not good at post-[survey]
- Targeted TA for collaboration – not coming from the state office, showing programs they’re not alone
- Human-centered design for rural areas (2)
- Office hours for rural programs to share ideas/needs/concerns
- Facilitated conversations for sharing across states (2)

# Continuing the Conversation



# How Would You Prioritize The Items On the Things to Consider List for Future LINCS TA or Webinars?

Use the QR code to pick the **top five** items that you are interested in discussing more.

Based on your responses, we will have table group discussions on those topics for the next 15 minutes.

Our goal will be to plan what you would do if given the ability to **address the greatest need** in the topic you are discussing over the next year, *what would you do first?* Please be as realistic, specific and detailed as possible.

You may use the handout at the tables to guide the discussion.

You can now move now to the table for the topic you selected.

Please have someone take notes and someone who can share out.



# Handout

- Please access the handout here to type in your responses.



# Time to Share



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fmattharrisedd.com%2F2015%2F03%2F31%2Fmatt-harris-encourage-school-share%2F&psig=AOvVaw2sEGMdG547pOsvn-ymQkzg&ust=1732006610757000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCIC3zMnB5YkDFQAAAAAdAAAAABAL>

# LINCS Resources

# LINCS State Resources

- Federal Initiatives
- Technical Assistance and Professional Development



[lincs.ed.gov/state-resources](https://lincs.ed.gov/state-resources)

# LINCS Federal Initiatives

Information and resources related to current and past OCTAE-funded national projects

## Implementing State-Adopted Challenging Content Standards

[Standards-in-Action Resources and Professional Development](#)

[Preparing Adult English Language Learners for State-Adopted Academic Content Standards](#)

## Integrating Technology into Teaching and Learning

[Digital Resilience in the American Workforce](#)

[Digital Literacy](#)

[OER STEM Project](#)

[Technology-Based Coaching in Adult Education](#)

## Disseminating Evidence-based Methods and Techniques

[Adult Numeracy Instruction \(ANI\) 2.0](#) 

[Advancing Innovation in Adult Education](#)

[Center for the Study of Adult Literacy \(CSAL\)](#)

[ESL Pro](#)

[Learning to Achieve](#)

[Power in Numbers](#)

[Promoting Teacher Effectiveness in Adult Education](#)

[Reentry Education Tool Kit](#)

[STudent Achievement in Reading \(STAR\)](#)

[Supporting Student Success](#)

[Teaching Excellence in Adult Education \(TEAL\)](#)

[Teaching Skills That Matter in Adult Education](#)

[Universal Design for Learning](#)

## Partnering to Develop Career Pathways

[ADVANCE Integrated Education and Training \(IET\)](#)

[Building Opportunities through Integrated English Literacy and Civics Education](#)

[Enhancing Access for Refugees and New Americans](#)

[ESL Pro](#)

[Integrated Education and Training in Corrections](#)

[Moving Pathways Forward](#)

# Teaching Skills That Matter (TSTM)

**TSTM training returns in 2025!**

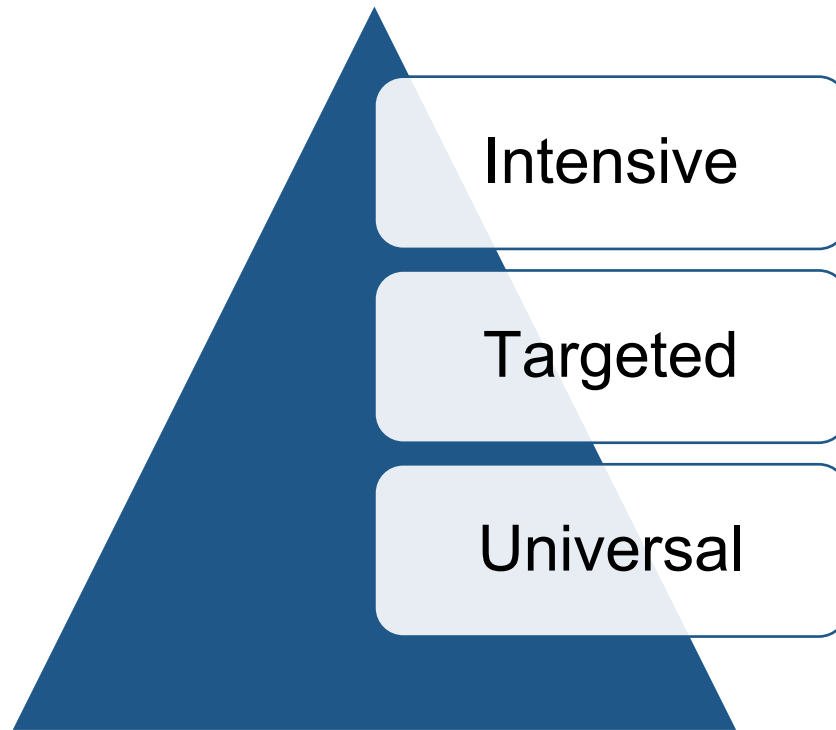
Key dates for Cohort 7:

What	When
Application open	Due— <b>12/6/24!</b>
Informational webinar	10/23/24, 3pm ET / 12pm PT
<ul style="list-style-type: none"><li>• Orientation webinar</li><li>• 3-day kickoff training (in-person)</li></ul>	January 2025
<ul style="list-style-type: none"><li>• Coaching (calls &amp; site visits)</li><li>• Webinars</li><li>• Community of practice</li></ul>	February–May 2025
2-day final training	June 2025

[TSTM on LINCS:](#)



# LINCS Technical Assistance (TA) and Professional Development



For questions on State TA, please email [training@lincs.ed.gov](mailto:training@lincs.ed.gov)



# LINCS Resources

## LINCS Resource Collection

- Creating Equitable Access to Remote Adult ESOL: Multiple Contexts, Distinct Populations, and Diverse Purposes
- Integrated Education and Training

## LINCS Community

- Integrating Technology
- Program Management
- Teaching and Learning

## LINCS Online Courses

- Motivating Adult Learners to Persist
- Supporting Learners to Sustain and Persist Beyond Enrollment

### Access Resource Collection



### Join a Community



### Access Courses



# Building IET Programs in Rural Sectors Webinar

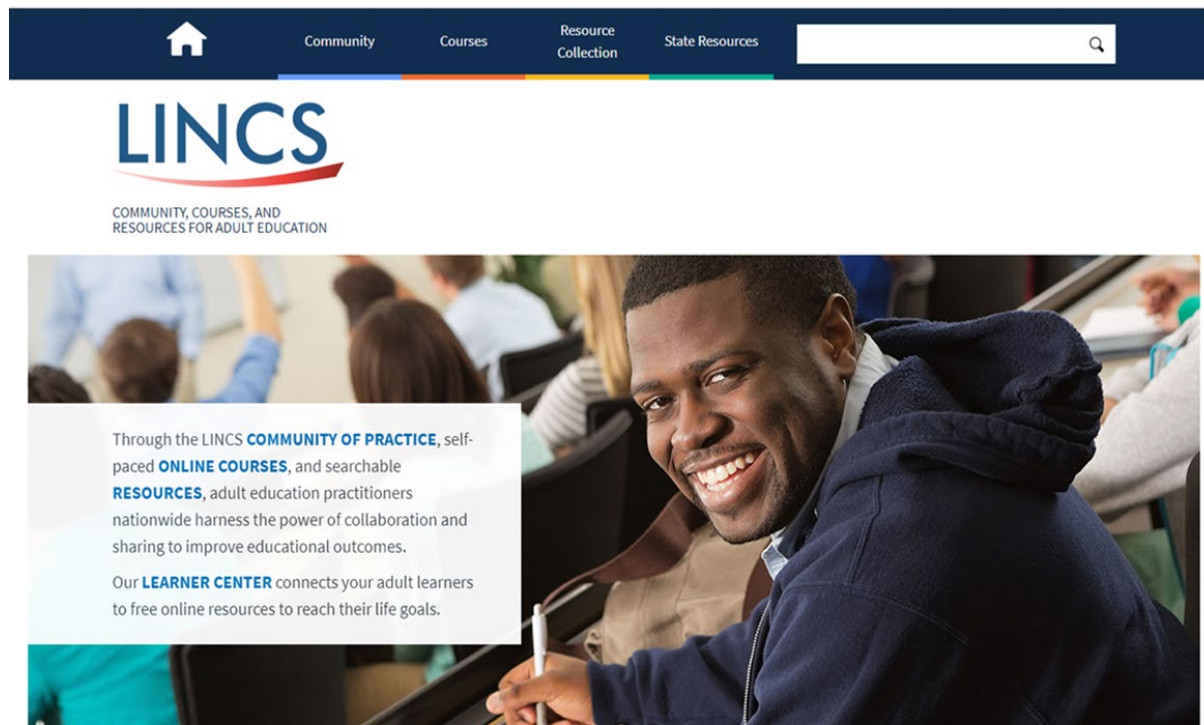
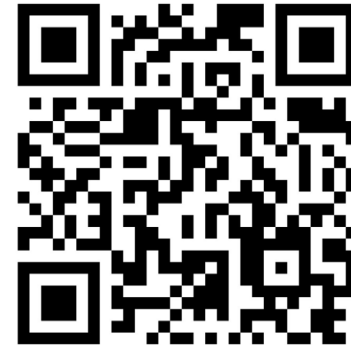
- 11/20/24, 3:00-4:30 pm ET
- Hosted by the [ADVANCE IET](#) federal initiative
- Learn about two strategies for increasing access to IET programs in rural sectors that can also be adapted for other environments.
- The **first** strategy is a regional IET approach that builds shared IET programming among providers to allow adult learners to enroll in an IET that may not be offered in their home program.
- The **second** strategy involves collaborating with partners to identify and define new and emerging workforce sectors, then ensuring that the skill requirements for these jobs are met through IETs. Panelists from states and regional IET programs will share their experiences and lessons learned using these strategies.



# Wrap Up

# How to Access LINCS

- Visit the LINCS website:  
<https://lincs.ed.gov/>
- Create an account:  
<https://community.lincs.ed.gov/user/register>

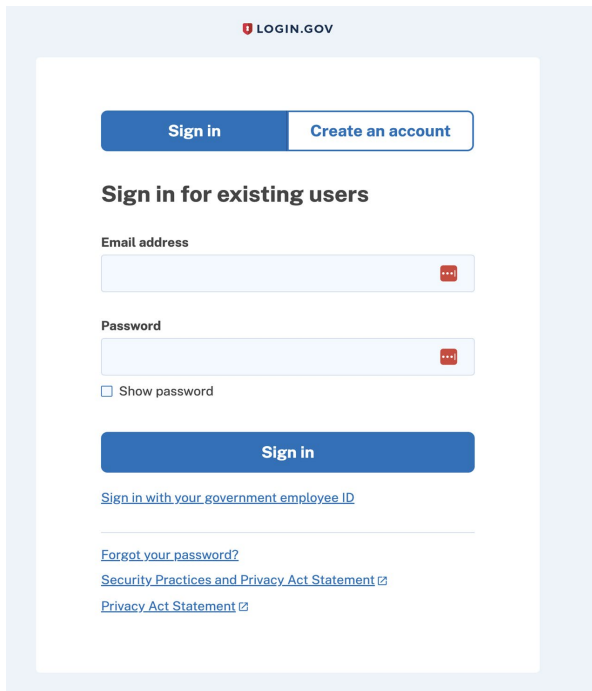


# Login.gov is coming to LINC'S!

## What is Login.gov?

- Login.gov is the public's one account and password for government.
- Login.gov is a shared service and trusted by government agencies.
- With one Login.gov account you can access applications from participating government partners.




# Login.gov



The screenshot shows the Login.gov sign-in interface. At the top, there's a header with the 'LOGIN.GOV' logo. Below it, there are two buttons: 'Sign in' (highlighted in blue) and 'Create an account'. The main section is titled 'Sign in for existing users'. It contains two input fields: 'Email address' and 'Password', each with a red eye icon for toggling visibility. Below the password field is a checkbox labeled 'Show password'. A large blue 'Sign in' button is positioned below the inputs. At the bottom, there are several links: 'Sign in with your government employee ID', 'Forgot your password?', 'Security Practices and Privacy Act Statement', and 'Privacy Act Statement'.

- Signing into **LINCS Community** will be changing in **December**.
- Users will be able to use [login.gov](https://login.gov) to log into LINCS instead of using a username and password for LINCS specifically
- Users will still be able to use their current LINCS login information until **February 2025**.
- Please use the same email you use for LINCS for your login.gov account.

# Don't Miss a Beat—Connect With LINCS

- Join the **Community**: <https://community.lincs.ed.gov>
- Access **Courses**: <https://courses.lincs.ed.gov/>
- Search the **Resource Collection**: <https://lincs.ed.gov/resource-collection>
- Explore the **Learner Center**: <https://lincs.ed.gov/learner>
- Follow the latest updates: **@LINCS\_ED** 
- Join our professional group: **LINCS\_ED** 
- Watch webinar archives and more: **LincsEd** 

# Contact

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[cmoore@air.org](mailto:cmoore@air.org)

Any login.gov questions:

[support@lincs.ed.gov](mailto:support@lincs.ed.gov)

**LINCS Website: <https://lincs.ed.gov/>**



**Thank You!**