Retaining Youth in Rural Communities: The Multicraft Extended Internship Program and Beyond
Sauk Valley Community College

an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community

Sauk Valley Community College District Map

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The Challenges

- The Skills Gap
- Losing Local Talent
- The Cost of Higher Education
  - “College is a 4-year degree”
- Channeling the Aptitude of Students
- Buy-in from Parents
- Completion of Mathematics
Challenges Found Daily in Newspapers

In Rural America, Students Chase Big-City Dreams

By Denny Chavez

MAHASKA COUNTY, Iowa—Chow Valve Co., has seven job openings in this rural community where it makes fire hydrants and valves, and management thinks it will soon have more than half of the factory's workforce of 600 will be eligible to retire in five years.

But listen to some of the freshly minted graduates from nearby Oskaloosa High School, and Chow's hiring problem becomes clear. John Hamnes is heading to the University of Iowa next fall with no plans to come back. “I'm going to choose the job I want, and that's going to lead me to where I live,” he said.

Alix Newendorf has her eyes on the University of Northern Iowa and eventually New York City. Natalie Shipp Imagines working as a lobbyist in Des Moines or Washington, D.C.

“How are we going to replace that workforce?” said Chow's chief talent strategist, Tiffany Tremain.

As more young people decide to pursue four-year degrees, college towns are sightseeing students out of the rural heart of the Farm Belt and sending them not back to Oskaloosa but to the nation's urban centers.

Overwhelmingly, University of Iowa students after graduation either stay near the university or scatter to Chicago, Des Moines or other big cities, according to Census data. In 2014, Mahaska County sent some 470 people to Johnson County, home of the University of Iowa, according to Census data. Johnson County sent only about 20 people back. As recently as 2010, Mahaska County was sending 92 people to Johnson County and nearby as many, or 71, came back.

Other states are struggling with rural outflow to state universities. In 2014, Georgia's rural Filer County sent roughly 118 more people to Clarke County, home of the University of Georgia, than Clarke County did to East Tennessee State.

Many young people in rural communities now see college not so much as a door to opportunity as a ticket out of nowhereville. The result is a redistribution of educated graduates to urban areas, which is helping to widen the divide in educational attainment between urban and rural areas.

Cargill's plant in Redsville, Iowa, which processes eight million bushels of corn a month into corn oil, cattle feed and other products, is more dependent than ever on college graduates to run its increasingly high-tech operations. Craig Ambrose, a facilities manager there, said he has jobs to offer, some requiring college degrees. He is struggling to find college graduates for two senior electrical-engineering positions.

"When you are trying to attract high-school and college graduates, they want to be close to entertainment, nightlife," he said.

At Musco Lighting, which builds lighting systems for businesses and sports facilities, Shelly Herr, human resources manager, says the Oskaloosa company keeps an eye on local high-school students who show promise in engineering and establishes contacts with them early, sometimes before graduation. The company also forms relationships with engineering professors at Iowa State University in an attempt to find students interested in Mahaska County's rural lifestyle.

"If there is an Iowa State engineering student who wants to stay in Iowa, we're going to start talking to that kid as a freshman," Ms. Herr said.
Debt, Regrets Mar College for Many

BY DOUGLAS BELKIN

U.S. policy makers have long pushed more high-school students to go to college, citing data showing that college graduates earn more money over their lifetime, pay more taxes, enjoy better health and are more likely to vote.

But in reality, students who rush into college, incur debt and drop out without a degree can be worse off than those who didn’t go at all—fueling an increasing backlash to the one-size-fits-all push for students to go straight from high school to the college quad.

A new Gallup report released Thursday highlights the amount of buyers’ remorse many people feel about their college experience.

More than half of nearly 90,000 people surveyed between June 2016 and March 2017 said they would change at least one decision they made about their education if they had to do it all over again: 36% would choose a different major; 28% would choose a different institution, and 12% would pursue a different degree.

The people with the most misgivings are liberal-arts majors who earned bachelor’s degrees; 48% of them said they would have chosen a different major; and 57% said they would have made at least one decision differently.

The random-sample survey was funded by the Strada Education Network, a nonprofit in Indiana dedicated to helping young people complete college and launch their careers.

“The voice of the consumer is absent in higher education,” said Carol D’Amico, an executive vice president with Strada and a former assistant secretary for adult and vocational education in the George W. Bush administration. “We’ve gotten the message out that many good-paying jobs require credentials after high school, what’s less clear is the options open to them to follow their passion.”

Those who expressed the least regret were best able to align their education with a career. Those who studied a trade or attended graduate school had fewer qualms than those who earned an associate’s or undergraduate degree. The people who were most unhappy dropped out of college. And those undergraduates who studied science, technology, engineering or math had fewer misgivings than those who studied liberal arts.

People who graduated after the age of 30 were more satisfied with their educational decisions than their younger counterparts.
Responding to the Changing College Environment

• Manufacturing and Work-Based Experiences
• Math Reform
• Agriculture
• Small Business Development Center
• Increased Dual Credit
• Leadership Programs
• CEO Program
The Need

• Finding employees with:
  – Technical skills
  – Communication skills
  – Collaborative skills
  – Critical and analytical thinking
  – Problem solving/trouble shooting
  – Process improvements
  – An understanding of workforce expectations

Bridge the Skills Gap!
The Need

Figure 13: Reasons for Difficulty Filling Open Positions by Industry Sector

From: Promoting Regional Prosperity in Northwest Illinois – 2013 NIU study
## The Need

<table>
<thead>
<tr>
<th>Occupation (Highest to Lowest)</th>
<th>Time to Fill</th>
<th>Temp Agency Used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production Workers, All Other</td>
<td>Less than 30 days</td>
<td>Y</td>
</tr>
<tr>
<td>Customer Service Representative</td>
<td>Less than 30 days</td>
<td>N</td>
</tr>
<tr>
<td>Nursing Aide, Orderly/Attendant</td>
<td>Less than 30 days</td>
<td>N</td>
</tr>
<tr>
<td>Welders, Cutter, Solderer, and Brazer</td>
<td>Less than 30 days</td>
<td>N</td>
</tr>
<tr>
<td>Machinist</td>
<td>31-60 days</td>
<td>Y</td>
</tr>
<tr>
<td>Assemblers and Fabricators, All Other</td>
<td>31-60 days</td>
<td>Y</td>
</tr>
<tr>
<td>Managers, All Other</td>
<td>31-60 days</td>
<td>N</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>61-90 days</td>
<td>N</td>
</tr>
<tr>
<td>Maintenance Worker, General</td>
<td>61-90 days</td>
<td>N</td>
</tr>
<tr>
<td>Truck Driver, Heavy/Tractor-Trailer</td>
<td>61-90 days</td>
<td>N</td>
</tr>
<tr>
<td>Agricultural Equipment Operator</td>
<td>More than 90 days</td>
<td>N</td>
</tr>
<tr>
<td>CNC Programmer</td>
<td>More than 90 days</td>
<td>Y</td>
</tr>
</tbody>
</table>

From: Promoting Regional Prosperity in Northwest Illinois – 2013 NIU study

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Multicraft Extended Internship Program

Origins

• A partnership born in an effort to bring apprenticeships back to Sauk Valley
• Traditional apprenticeships too expensive
• Investigated alternative approach
  • KY FAME Toyota Work-Study Program Model
• Began a collaboration with:
  • Sauk Valley Community College (SVCC)
  • Whiteside Area Career Center (WACC)
New Enhancement

Extended Internship

– Two-day a week classroom schedule with three-day a week extended on-the-job training at employer facility
– Part time employment during program
– Summer employment optional
– Employer pays a small wage and student covers the cost of classes
  • Employer decides amount of pay and/or Tuition Reimbursement
  • Employer can determine specialization requirements
  • Can include a written agreement obligating student to post-graduation employment and wage
– Current employees also - at Employer discretion
Illinois P-20 Goal (aka 60x2025)

The goal is to increase the proportion of Illinoisans with high-quality degrees and credentials to 60 percent by the year 2025. Today, only about 41 percent of the state's nearly 7 million working-age adults (25-64 years old) hold at least a two-year degree.

<table>
<thead>
<tr>
<th>Education Attainment</th>
<th>Percent of Population 25+</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5 County Region</td>
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<tr>
<td>High School Graduate or higher</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>1990</td>
</tr>
<tr>
<td>Some College - no degree</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>2010</td>
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<tr>
<td></td>
<td>2000</td>
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<td></td>
<td>1990</td>
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<tr>
<td>Associate's Degree or Higher</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>2010</td>
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<td></td>
<td>2000</td>
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<td></td>
<td>1990</td>
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<tr>
<td>Bachelor's Degree or higher</td>
<td>2014</td>
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<td>2010</td>
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<tr>
<td></td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>1990</td>
</tr>
</tbody>
</table>

## Components of Program

<table>
<thead>
<tr>
<th>Monday @ Your Industry</th>
<th>Tuesday @ SVCC</th>
<th>Wednesday @ Your Industry</th>
<th>Thursday @ SVCC</th>
<th>Friday @ Your Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tech Classes</strong></td>
<td><strong>General Ed.</strong></td>
<td><strong>Tech Classes</strong></td>
<td><strong>General Ed.</strong></td>
<td><strong>Tech Classes</strong></td>
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<tr>
<td>Electronics</td>
<td>Communication</td>
<td>Electronics</td>
<td>Communication</td>
<td>Electronics</td>
</tr>
<tr>
<td>Electrical</td>
<td>Collaboration</td>
<td>Electrical</td>
<td>Collaboration</td>
<td>Electrical</td>
</tr>
<tr>
<td>Welding</td>
<td>Analytical</td>
<td>Welding</td>
<td>Analytical</td>
<td>Welding</td>
</tr>
<tr>
<td>HVAC</td>
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<td>HVAC</td>
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<td>HVAC</td>
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<tr>
<td>Workforce Behavior</td>
<td></td>
<td>Workplace culture</td>
<td></td>
<td>Workplace culture</td>
</tr>
<tr>
<td>Behavior Development</td>
<td></td>
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</tbody>
</table>
Benefits to Students

• Students can apply classroom concepts to the real world, and . . .
• Apply real world concepts to the classroom.
• Extended internship offers students the opportunity to show their worth to a potential employer while working.
• Students receive pay/financial reimbursement while they go to school.
• Students can get a degree that will boost career opportunities/promotions
Industry Participants
The Multicraft Extended Internship Program provides an outstanding opportunity for select students to obtain valuable work experience, and get paid, while earning their two year applied associates degree in the Multicraft Technology Program at SVCC. Numerous local industries have partnered with SVCC to offer part-time positions for students so they can apply what they are learning in the classroom to the job site. Compensation packages will vary with details to be worked out before employment.

**Schedule**

A typical arrangement would have the student work at a local industry Monday, Wednesday, and Friday, and attend SVCC, on a full-time academic schedule, on Tuesday and Thursday. However, schedules may vary depending on industry and student need.
Initial Results
Program Growth

• Multicraft
  • 2017-18  50
  • 2016-17  34
  • 2015-16  17
• Total of 13 Extended Internships among participating businesses.

• The new Machining/CNC emphasis will begin this Fall.
Questions?