

Leveraging Assets to Address Resource Gaps in Rural Mentoring

02/16/23



**COLLABORATIVE
MENTORING**



WEBINAR SERIES

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- Type comments in the **Chat** box
- **Live captions** available in the panel by clicking on the “**CC**” at the bottom of the screen
- Respond to polls
- Who is with us today?
 - Type in the **Chat** to introduce yourself!
 - For all participants to see your message, change to “All panelists and attendees” in the Chat

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Chat



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Q&A



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Good to Know...

One week after the webinar, all attendees receive an email with:

- Instructions for how to access a PDF of presentation slides and webinar recording
- Link to the [Collaborative Mentoring Webinar Series webpage](#), where all slides, recordings and resources are posted

Please help us out by answering survey questions at the end of the webinar.

Leveraging Assets to Address Resource Gaps in Mentoring

18% of children (13.4 million) live in rural communities within the US, while only 10% of US mentoring programs are in those same communities. Large geographic service areas, scarce resources, and limited opportunities all contribute to the challenges of building and maintaining mentoring infrastructure. We've booked a panel of professionals who have leveraged the assets of their community to build thriving rural mentoring programs. Learn the creative strategies they've implemented and the innovative partnerships they've built that you can model within your own organization.

Joshua Long



Joshua empowers youth-serving organizations by building partnerships and identifying resources to strengthen programming. Josh's innovation, ability to build strong connections, and demonstrated commitment to diversity, equity, and inclusion at IYI, are at the core of his work managing the educational content of all IYI's professional education initiatives. Prior to IYI, he worked in education, developing college access curriculum and support for high school seniors. Joshua is also passionate about youth sports, currently serving as a head swim coach.

Jane L. Rogan

Director, Sustaining Hoosier Communities at Indiana University



Jane Rogan leads the Sustaining Hoosier Communities initiative, connecting communities to IU courses, students, and faculty to address community-identified needs and opportunities. A Hoosier by choice, Jane grew up in Cheshire—a rural area of the United Kingdom known for its dairy production and silk weaving arts. Prior to joining the center, Jane worked for the IU Kelley School of Business, the Liberal Arts and Management Program, and the Office of the Vice Provost for Undergraduate Education.

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Ashley T. Doolittle

Associate Director, Center for Rural Impact at Dartmouth University



A lifelong enthusiast of most everything, Ashley's insatiable curiosity has led her to discover the joys of pickling, scavenger hunts, the ukulele, meditation, folk music, and flying trapeze, to name a few. In her more tranquil moments, Ashley loves nothing more than curling up with a book (science-fiction), a giant mug of tea (jasmine), and some chocolate (as dark as she can find). Now that she and her family have moved to the Upper Valley, Ashley is looking forward to expanding her extracurricular repertoire to include snowshoeing, sugaring, and finding new and delicious ways to appreciate the bounty of her blueberry bushes.

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helping

INDIANA

THRIVE



CENTER FOR
RURAL ENGAGEMENT

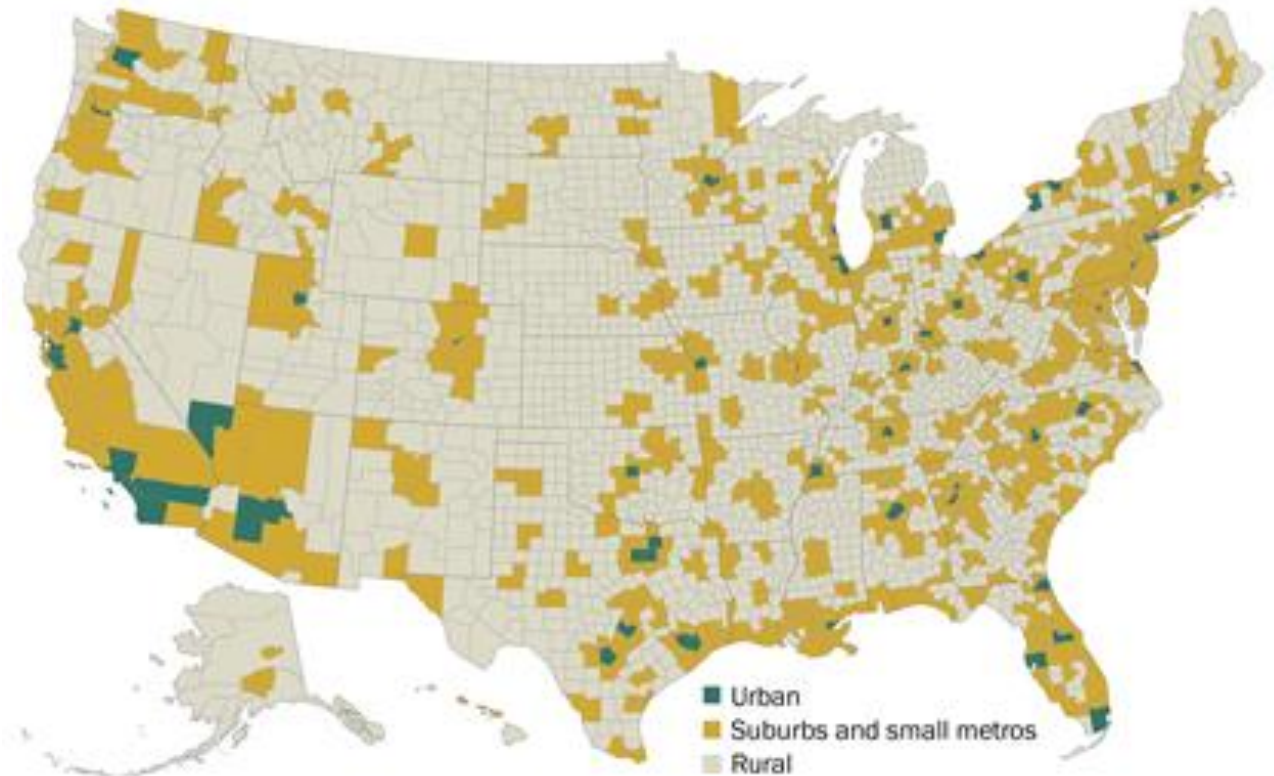
What is Rural?

- Population density
- Distance from urban areas
- Economy
 - Primary industry predominates land use
 - Secondary industry tends small-medium size
 - Tertiary industry providers are small scale and key to community
 - Quaternary industry very low
- Under-resourced public sector services
- Limited access to essential services and fresh produce
- Small towns, small populations
- Isolation and transportation woes
- Agriculture, coal, timber all impact environment
- Water quality and safety a concern
- Areas prone to flooding
- Production flows out of area
 - Food deserts
 - Manufacturing has struggled to regain pre-2008 footing
 - Access to medical providers low
- Lack of cell and broadband service



Majority of U.S. Counties are Rural

<https://www.pewresearch.org/social-trends/2018/05/22/demographic-and-economic-trends-in-urban-suburban-and-rural-communities/>

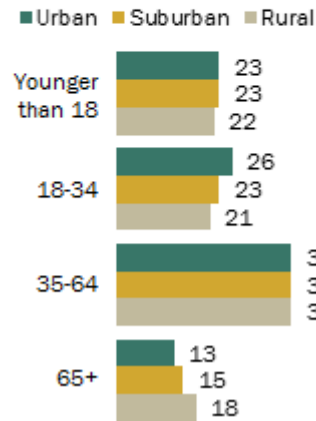


Rural Populations Getting Older and Smaller

<https://www.pewresearch.org/social-trends/2018/05/22/demographic-and-economic-trends-in-urban-suburban-and-rural-communities/>

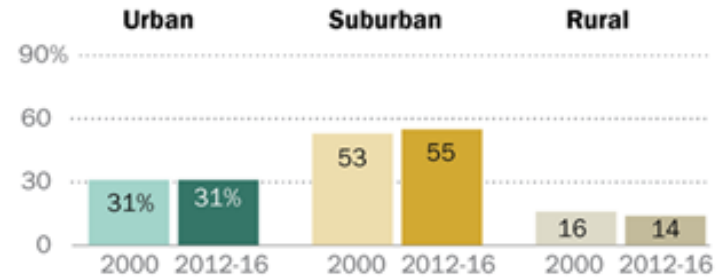
Rural counties as a whole have a higher share of older Americans than cities or suburbs

% of total population in each county type



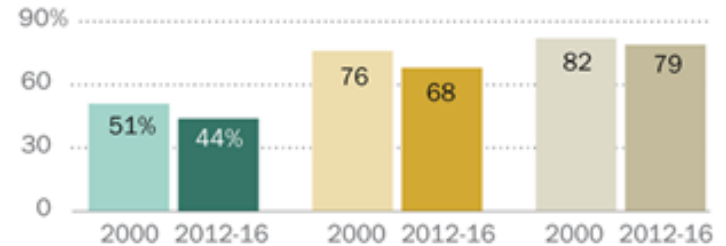
Shrinking share of Americans in rural counties

% of total U.S. population living in each county type



Urban counties no longer majority white

% of population who are non-Hispanic white



ALLEN COUNTY 382,187

TOWNS	Population in 2020	Percent of County
Fort Wayne	272,398	71.3%
Grabill	1,164	0.3%
Huntertown	6,874	1.8%
Leo-Cedarville	3,882	1.0%
Monroeville	1,360	0.4%
New Haven	15,966	4.2%
Woodburn	1,655	0.4%
Zanesville	129	0.0%*

* This place crosses county lines, so only population in this county is shown.

LAWRENCE COUNTY 45,496

TOWNS	Population in 2020	Percent of County
Bedford	13,233	29.1%
Mitchell	4,269	9.4%
Oolitic	1,138	2.5%

WASHINGTON COUNTY 28,213

TOWNS	Population in 2020	Percent of County
Campbellsburg	587	2.1%
Hardinsburg	244	0.9%
Little York	191	0.7%
Livonia	120	0.4%
New Pekin	1,392	4.9%
Salem	6,236	22.1%
Saltillo	93	0.3%

MARION COUNTY 966,183

TOWNS	Population in 2020	Percent of County
Beech Grove	14,898	1.5%
Clermont	1,466	0.2%
Crows Nest	75	0.0%
Cumberland	2,774	0.3%*
Homecroft	764	0.1%
Indianapolis	877,903	90.9%
Lawrence	49,545	5.1%
Meridian Hills	1,718	0.2%
North Crows Nest	47	0.0%
Rocky Ripple	653	0.1%
Southport	1,760	0.2%
Speedway	12,224	1.3%
Spring Hill	106	0.0%
Warren Park	1,574	0.2%
Williams Creek	429	0.0%
Wynnedale	247	0.0%

* This place crosses county lines, so only population in this county is shown

Population



Education

MARION COUNTY

	<i>% of county</i>	<i>Rank</i>	<i>% of State</i>
with High School diploma or higher	86.1%	73	88.8%
with B.A. or higher degree	30.9%	8	26.5%

WASHINGTON COUNTY

	<i>% of county</i>	<i>Rank</i>	<i>% of State</i>
with High School diploma or higher	85%	80	88.8%
with B.A. or higher degree	13.4%	75	26.5%



Income and Poverty

Income and Poverty	Washington County				Marion County			
	Number	Rank in State	Percent of State	Indiana	Number	Rank in State	Percent of State	Indiana
Per Capita Personal Income (annual) in 2019	\$ 39,759	72	81.7%	\$ 48,678	\$ 54,405	7	111.8%	\$ 48,678
Median Household Income in 2019	\$ 51,948	72	90.2%	\$ 57,617	\$ 50,707	79	88.0%	\$ 57,617
Poverty Rate in 2019	12.10%	33	101.7%	11.9%	15.20%	8	127.7%	11.9%
Poverty Rate among Children under 18	17.70%	25	117.2%	15.1%	19.40%	14	128.5%	15.1%
Welfare (TANF) Monthly Average Families in 2020	26	52	0.4%	6,657	1,594	1	23.9%	6,657
Food Stamp Recipients in 2020	2,037	60	0.3%	659,095	149,878	1	22.7%	659,095
Free and Reduced Fee Lunch Recipients in 2019/2020	2,084	57	0.4%	507,739	106,053	1	20.9%	507,739



Race and Ethnicity

<i>Population Estimates by Race and Hispanic Origin, 2019</i>	Washington County				Marion County			
	<i>Number</i>	<i>Rank of</i>	<i>Pct Dist. In County</i>	<i>Pct Dist. In State</i>	<i>Number</i>	<i>Rank of</i>	<i>Pct Dist. In County</i>	<i>Pct Dist. In State</i>
American Indian or Alaska Native Alone	77	70	0.30%	0.40%	4,321	1	0.4%	0.4%
Asian Alone	85	71	0.30%	2.60%	36,906	1	3.8%	2.6%
Black Alone	143	71	0.50%	9.90%	280,667	1	29.1%	9.9%
Native Hawaiian and Other Pac. Isl. Alone	4	77	0.00%	0.10%	596	1	0.1%	0.1%
White	27,434	56	97.90%	84.80%	612,791	1	63.5%	84.8%
Two or More Race Groups	293	64	1.00%	2.20%	29,301	1	3.0%	2.2%
<i>Hispanic or Latino Origin (can be of any race)</i>								
Non-Hispanic	27,656	55	98.60%	92.70%	859,520	1	89.1%	92.7%
Hispanic	380	73	1.40%	7.30%	105,062	1	10.9%	7.3%



Common Rural Community Concerns

- Low educational attainment
 - Good HS graduation rates/low post secondary attendance
 - Rural median income lower than state
- Economic prospects
 - Lack of skilled workers for growing/new businesses
 - Challenging future ahead for younger residents
- Public health challenges
 - Rural chronic illness rates higher than state
 - Opioid and methamphetamine crises have had a deep and negative impact
 - Limited access to health, mental health and social services
 - Shortage of nurses and physicians in rural areas



Rural Community Opportunities

Center for Rural Engagement

- Increasing assistance for addictions, treatment and stigma reduction
- Tourism and recreation opportunities abound
- Opportunities to bolster local food systems
 - Support the growth of specialty crops (aka food)
 - Encourage farmers to collaborate with large-scale purchasers
- Infrastructure investment for broadband
- Improvement for soil and water conservation with resilience planning





*It was so different from anything else, and it was a space where I could always voice my opinion, feel as though I was heard, and see action on those items. When youth are able to collaborate without feeling there are any bounds, they can truly create amazing things.
Kayla Smock*

Youth voices inform a healthier rural community

High schoolers in Greene County, Indiana, are working together to discover, learn about, and inform each other on the health issues that are most important to them through their work with the Greene County Youth Health Council (GCYHC) in collaboration with Indiana University.

Facilitated by Malea Huffman, a 4-H Extension Educator at Purdue Extension Greene County, and co-guided by Deb Getz, an associate professor at the School of Public Health at Indiana University who led the creation of the youth development major and minor in the Department of Applied Health Science.

Huffman began to form the council in response to students' desires to learn more about mental health following the suicide of a fellow student. The council started meeting twice a week and, with help from Getz's IU students, formed plans for a "reverse health fair" that would inform educators and school administrators about the health issues students wanted addressed.

The council has become part of the Well Connected Communities (WCC) initiative through the National 4-H Council, the Cooperative Extension System, and the Robert Wood Johnson Foundation.



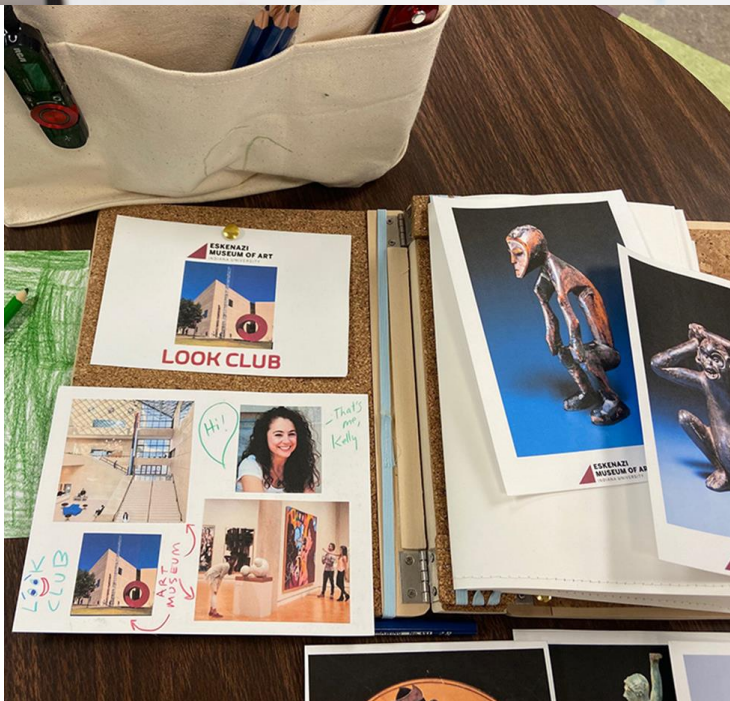
IU Art Museum Reaches out with Look Book

Kelly Jordan, the IU Eskenazi Museum of Art's pre-kindergarten to 12th grade experiences manager had the idea for the *Look Book* after the COVID-19 pandemic began. She especially empathized with elementary students who were stuck at home who might have limited or no internet access and who learn math, English, and science from a paper packet with no interaction. With this in mind, she crafted the *Look Book*.

The book comes in a tote bag with art supplies, an MP3 player with pre-recorded discussions about art, and the book itself which is made of wood to act as a drawing surface. Jordan says she designed the book as a low-tech answer to help bridge the accessibility gap, to continue and create connection despite distance, and as a multi-tool for arts-based learning across disciplines.

For the IU Eskenazi Museum of Art chair of education, and creator of the museum's Rural Teachers Engaging Art program, *Look Books* are central to the creation of *Look Clubs* which can empower students and teachers with access to art resources and supplies.

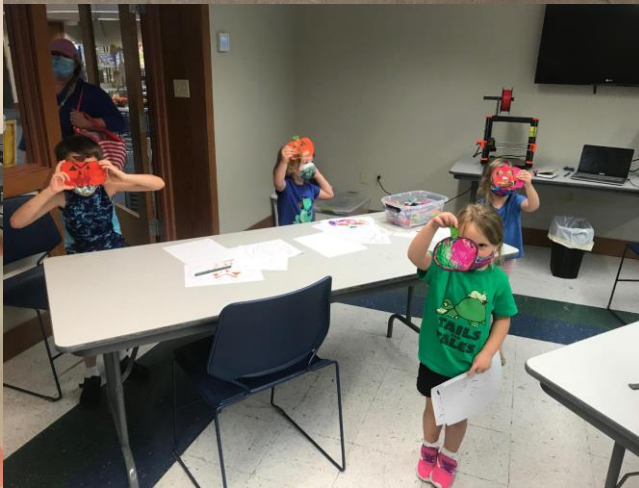
For rural communities that often lack the funding for in-depth art education and have limited or no internet access, the *Look Book* and *Clubs* offer a museum art experience that children in rural communities might not otherwise be able to access.





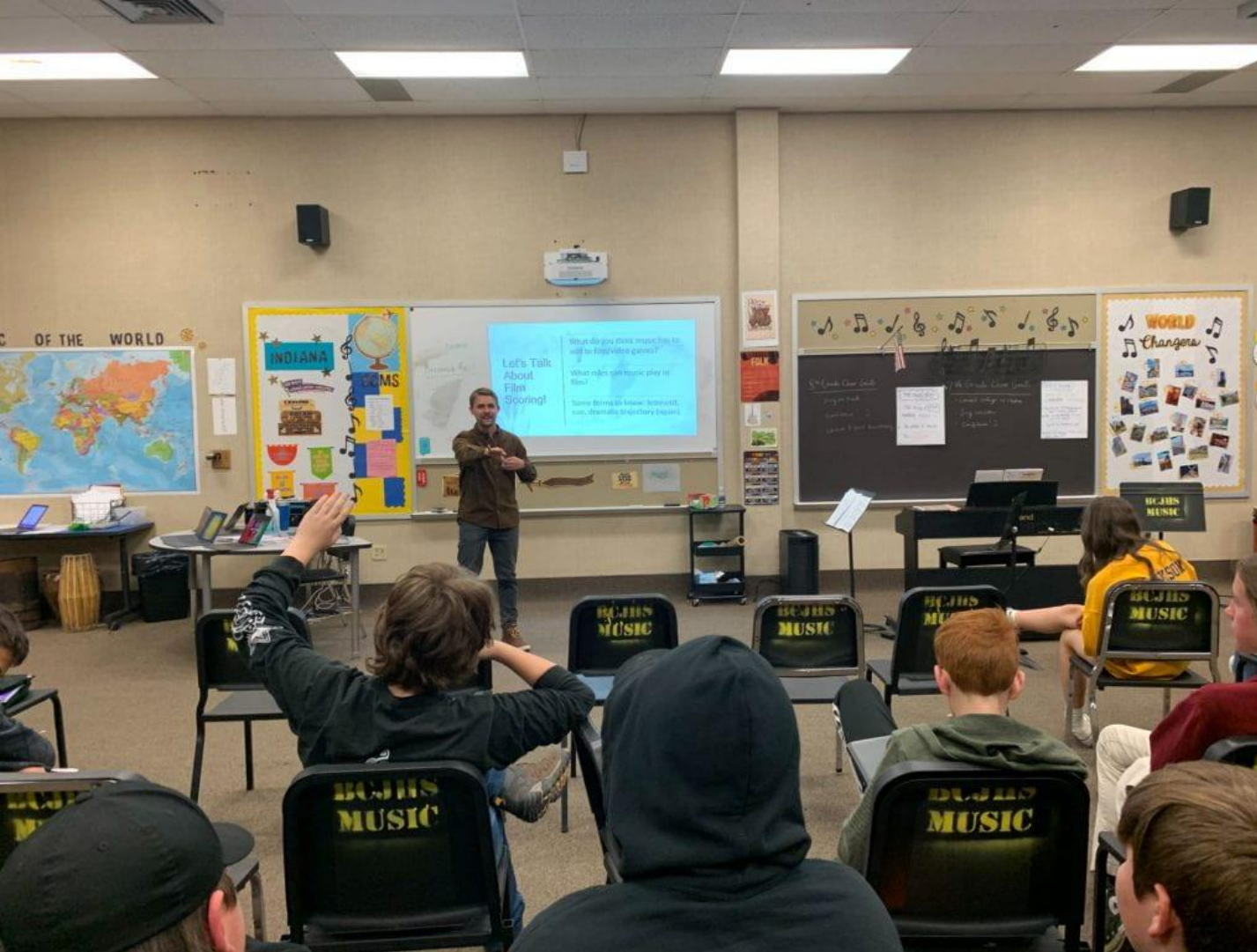
The Uplands Maker Mobile Bringing making to the Uplands region of southern Indiana

Loaded with a full suite of maker tools, including 3-D printers, laser cutters, Cricut machines, sewing machines, CNC routers and electronics, as well as crafting and carpentry tools, the Uplands Maker Mobile brings making to schools and organizations throughout the Indiana Uplands with workshops for children and adults, development and training for teachers and professionals, and assistance at events and projects. This hands-on approach is a way to garner further conversation and interest in making for organizations while offering unique programming options not typically available without a makerspace.



Donation demo for Melton Library Orange County | September 2021

The Uplands Maker Mobile pulled up to Block Bash in French Lick and did "pumpkin carving" with Orange County! Created items were auctioned to raise money for Melton Public Library to get 3-D printers!
Number of new friends: 200



Growing up in small town Indiana, Alex Tedrow played in a teenage rock band, not experiencing his first symphony orchestra concert until the age of thirteen. The impact was massive: "I was like, 'oh my gosh, I want to do that the rest of my life. How do I do that?'"

"Sometimes when you're in school there's a disconnect between the application of what you're doing in school and potential professions and livelihoods and applications outside of a public school setting."

Alex Tedrow teaches a three-day composition workshop to HS students.



"...don't go because you've fallen in love with solvability. Go because you've fallen in love with complexity. Don't go because you want to do something virtuous. Go because you want to do something difficult. Don't go because you want to talk. Go because you want to listen."

-Courtney Martin



DARTMOUTH Center for Social Impact

Where passion becomes action

The Dartmouth Center for Social Impact prepares students to be transformative leaders for the common good. Through community-driven experiential learning, our students cultivate their skills, scholarship and passion to develop high-impact approaches to the most pressing societal problems. Our graduates go on to lead lives of purpose personally and professionally as social innovators, direct service providers, activists, philanthropists and community researchers.





A Learning Center: Reciprocal Relationships



Students

Working Across
Difference

Theory into
Practice

Understanding of
Social Issues

Skills Development



A Learning Center: Reciprocal Relationships

Community

Human Resources-
peoplepower

Access to Expertise

Creativity and New
Energy

Relevant Skills

Students

Working Across
Difference

Theory into
Practice

Understanding of
Social Issues

Skills Development





Community-
Driven Experiential
Learning at DCSI:

Looks Like/Sounds
Like

The
Classroom

- Social Impact Practicum (SIPs)
- Immersion Trips
- Foundations in Social Impact Leadership

The Upper
Valley

- ***Youth, Education & Mentoring (YEM) Programs***
- Social Impact Nonprofit Consulting (SINC)
- '82 Fellowship (Year-long funded)

Beyond

- Internships (Summer Cohort & Design Your Own)
- Immersion Trips (10-days on the Texas-Mexico Border)
- Breaking the Mold Conference
- Bridges to Impact (Post-Grad Alumni Program)
- Lewin Fellowship (Post-Grad Fellowship)



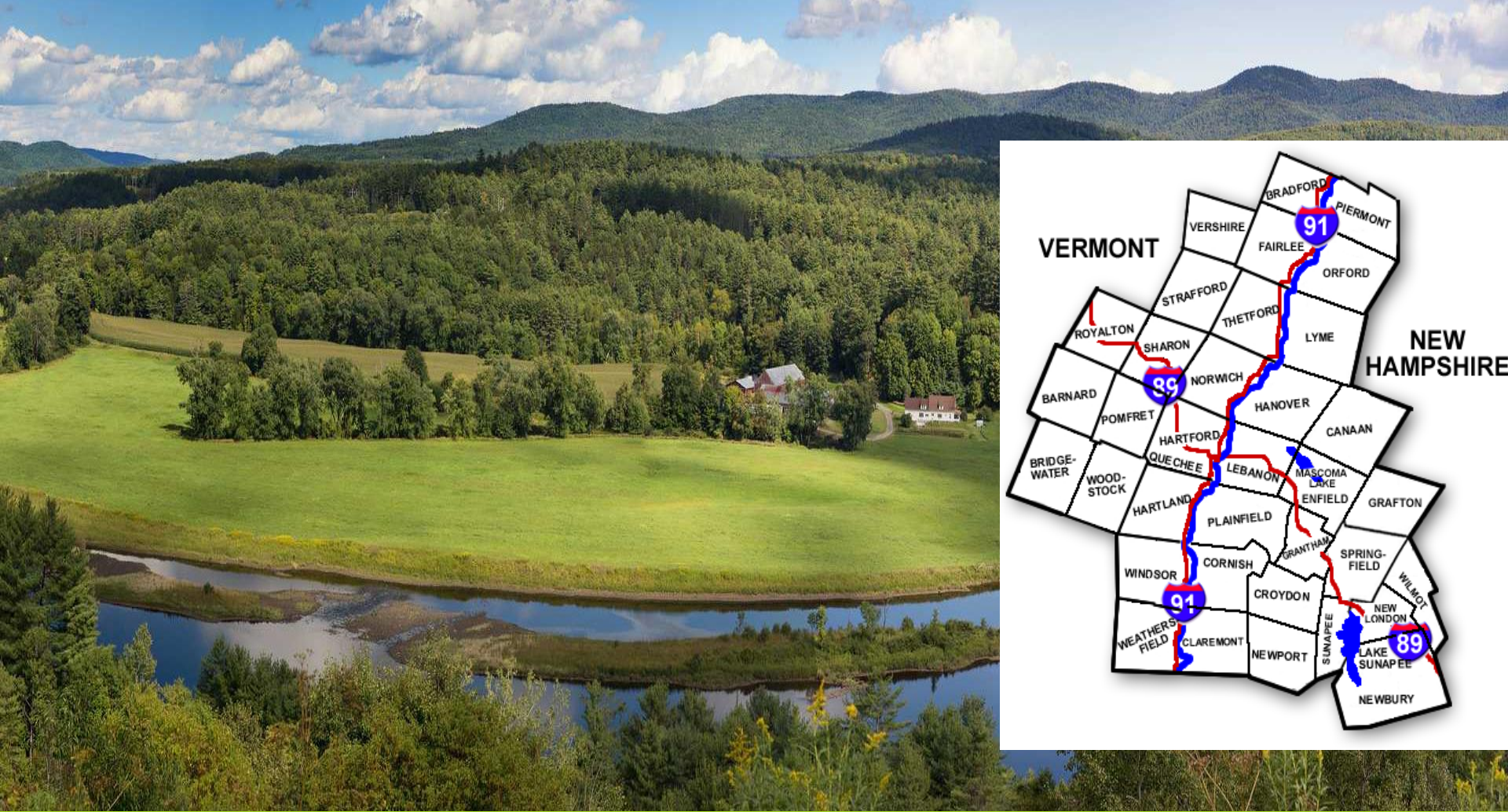
Who/What
are DCSI's
Youth
Education and
Mentoring
Programs?

growing change



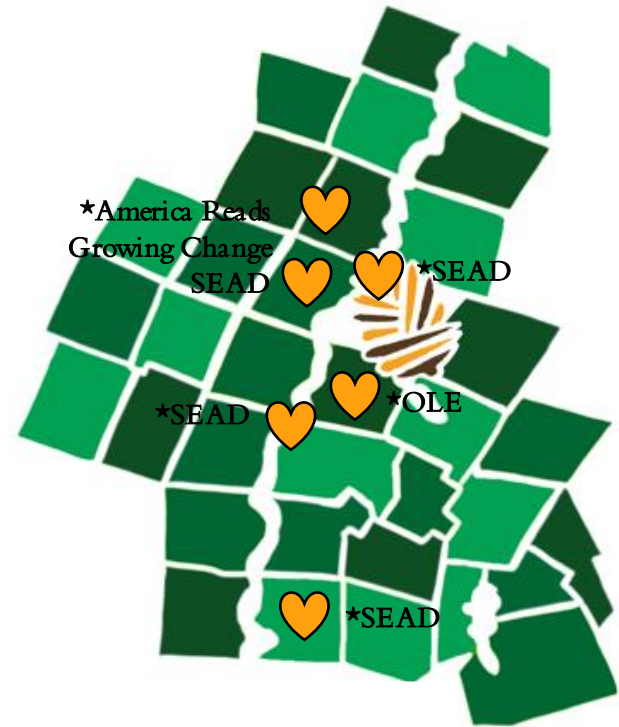
SEAD:
*Strengthening
Educational Access
with Dartmouth*





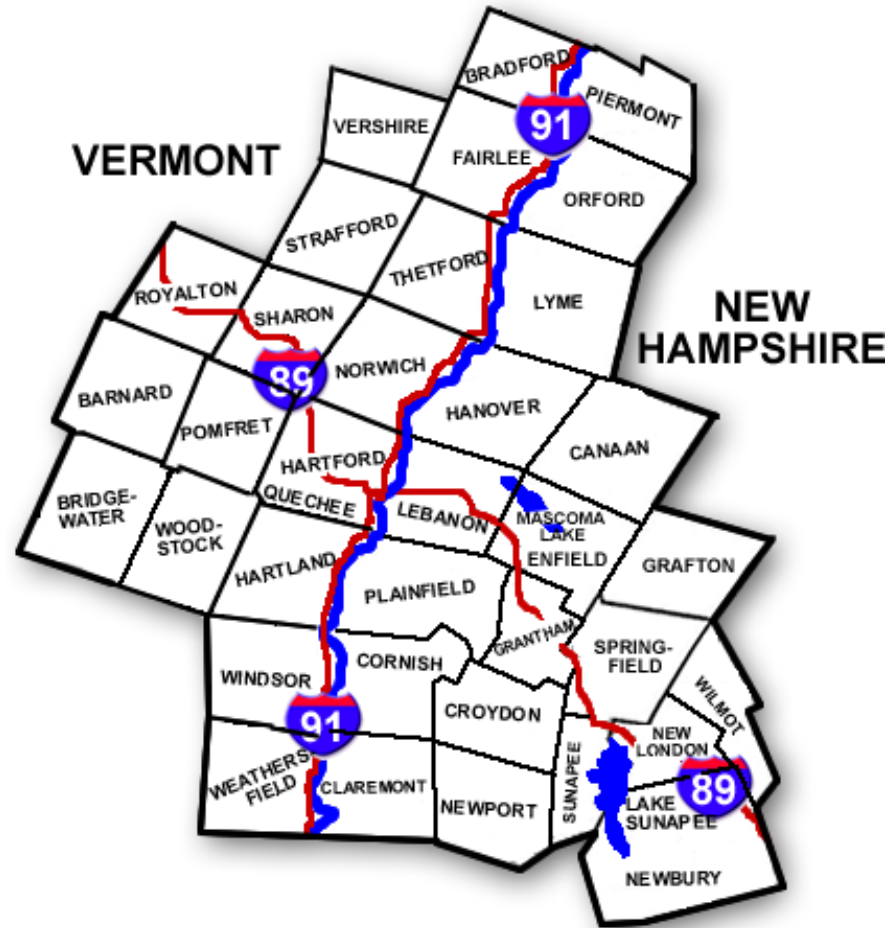
The Upper Valley

Where do the
YEM programs
fit in?



Median household income

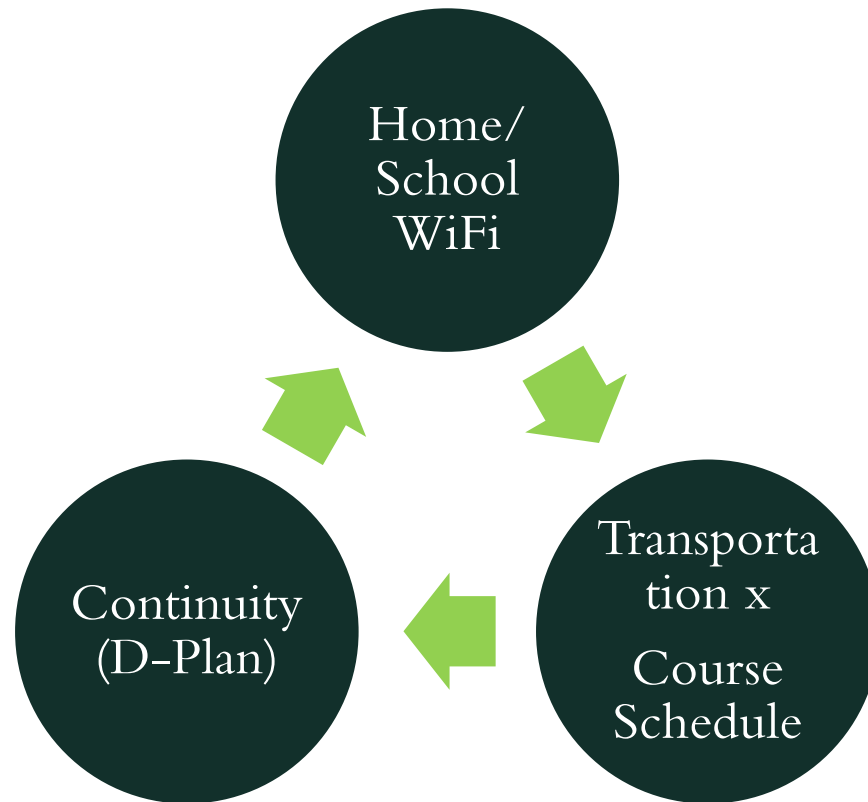
Hanover NH	\$113,925
Norwich VT	\$106,359
Lyme NH	\$121,147
Hartford VT	\$59,365
Lebanon NH	\$56,448
Canaan NH	\$61,061
Dorchester NH	\$55,250
Hartland VT \$	\$58,804



Households under 200% Poverty Rate

Hanover NH	15.2%
Norwich VT	10.8%
Lyme NH	6.7%
Hartford VT	23.9%
Lebanon NH	25.7%
Canaan NH	21.4%
Dorchester NH	31.7%
Hartland VT \$	21%

Student Mentoring Challenges: ACCESS

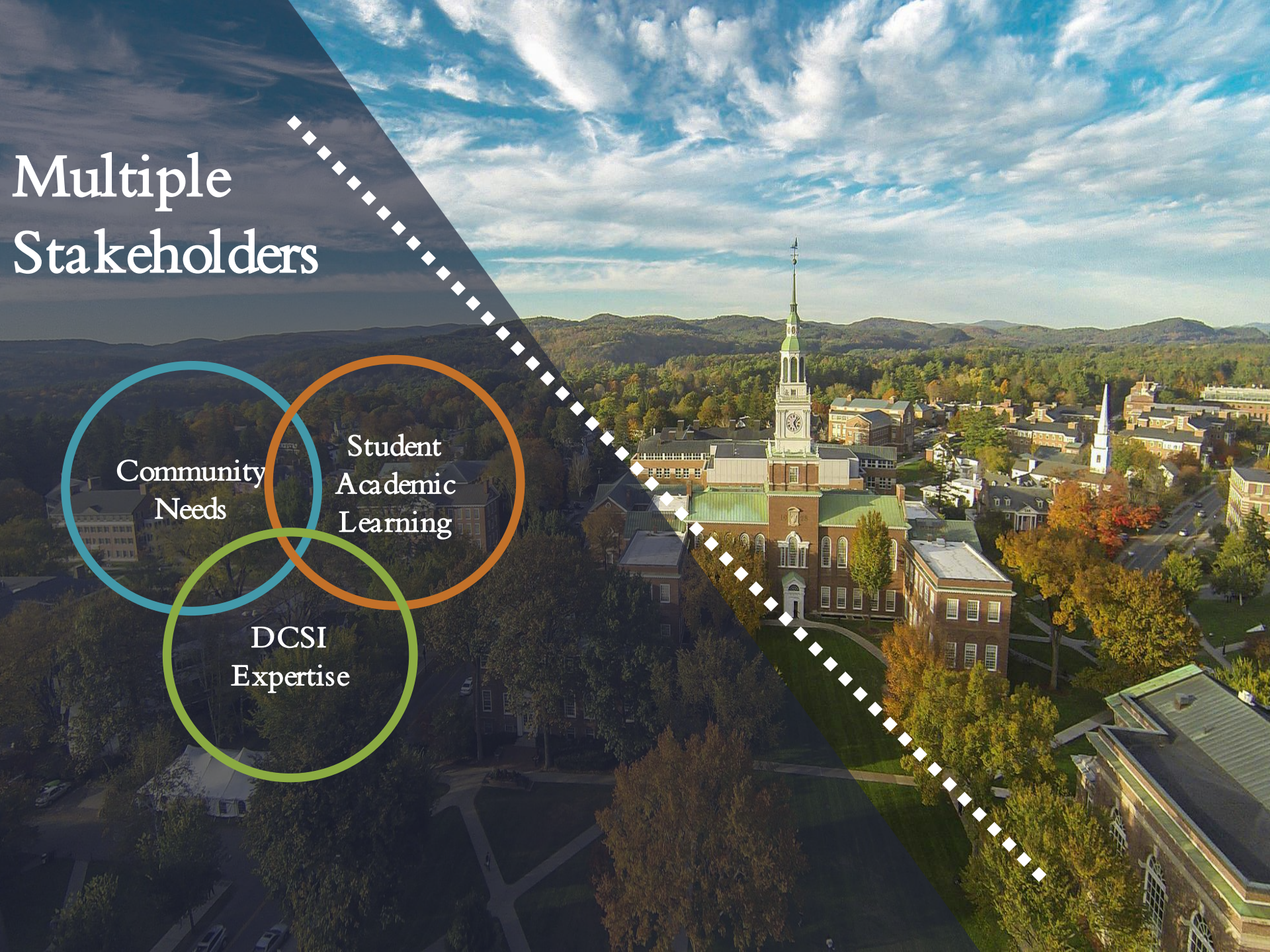


Multiple Stakeholders

Community Needs

Student Academic Learning

DCSI Expertise



Recruitment

Application

Group Interview

Verify College Standing & Selection

Onboarding/ Training

Youth and Mentoring Best Practices

Program Particulars

Protection of Minors / Codes of Conduct

Driving

Dartmouth College Safe Driver Course

DCSI Vehicle Training

E350 van practice

Program Specific

Background Checks and/or Fingerprinting

Parent/Guardian Consent

Termly Check-ins with Community Partners

Contact Our Panelists

Jane L. Rogan

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Ashley T. Doolittle

**Associate Director, Center for Rural Impact
Dartmouth, University
Ashley.T.Doolittle@dartmouth.edu**

Additional Resources

Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here:

<http://www.mentoring.org/our-work/our-affiliates/>

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector

<https://connect.mentoring.org/admin>

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) to access evidence-based mentoring resources and to apply for no-cost training and technical assistance

Remember...

After the webinar:

- Please help us out by answering survey questions at the end of the webinar.
- Everyone will get an email with information on how to download the slides, recording, and resources on the CMWS webpage on the MENTOR website:

http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

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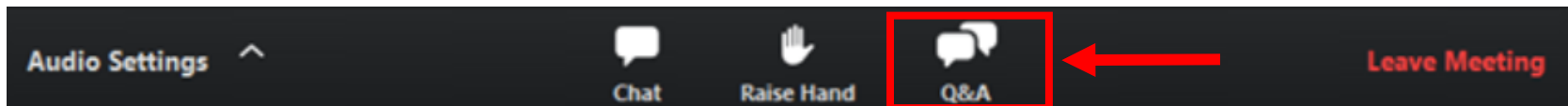


The Collaborative Mentoring Webinar Series is hosted by MENTOR National and facilitated by MENTOR and a planning team of MENTOR Affiliates. Through ongoing planning and evaluation of the latest developments in the field, this team delivers a webinar each month focused on strengthening mentoring practice, sharing new resources, and helping the field put research into practice. These webinars would not be possible without the planning team, which includes the following *Affiliates*: MENTOR Colorado, MENTOR Indiana, MENTOR North Carolina, MENTOR Vermont, and MENTOR Washington.

COLLABORATIVE MENTORING
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Q&A

**Type your questions in
the Q&A panel**



Join Us Next Month!

Next Month's Webinar

Date

Time



**COLLABORATIVE
MENTORING**



WEBINAR SERIES