



**Partnerships from**  
**Pre-K to Post-Grad**



**NC STATE UNIVERSITY**  
**Institute for**  
**Emerging Issues**

**RIPPLE EFFECTS**  
**MAP**

**LAND OF SKY**  
**P20 COUNCIL**

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through support from  
NC State University's  
Institute for Emerging Issues

# Ripple Effects Mapping Overview

Ripple Effects Mapping (REM) is a dynamic and participatory evaluation technique that has gained popularity in the fields of community development, program assessment, and social impact analysis. This method aims to visually capture the multifaceted impacts and outcomes of a project or initiative by engaging stakeholders in a collaborative mapping process.

REM recognizes that the effects of an intervention often ripple out in unexpected ways, and it seeks to uncover these hidden connections and unintended consequences.

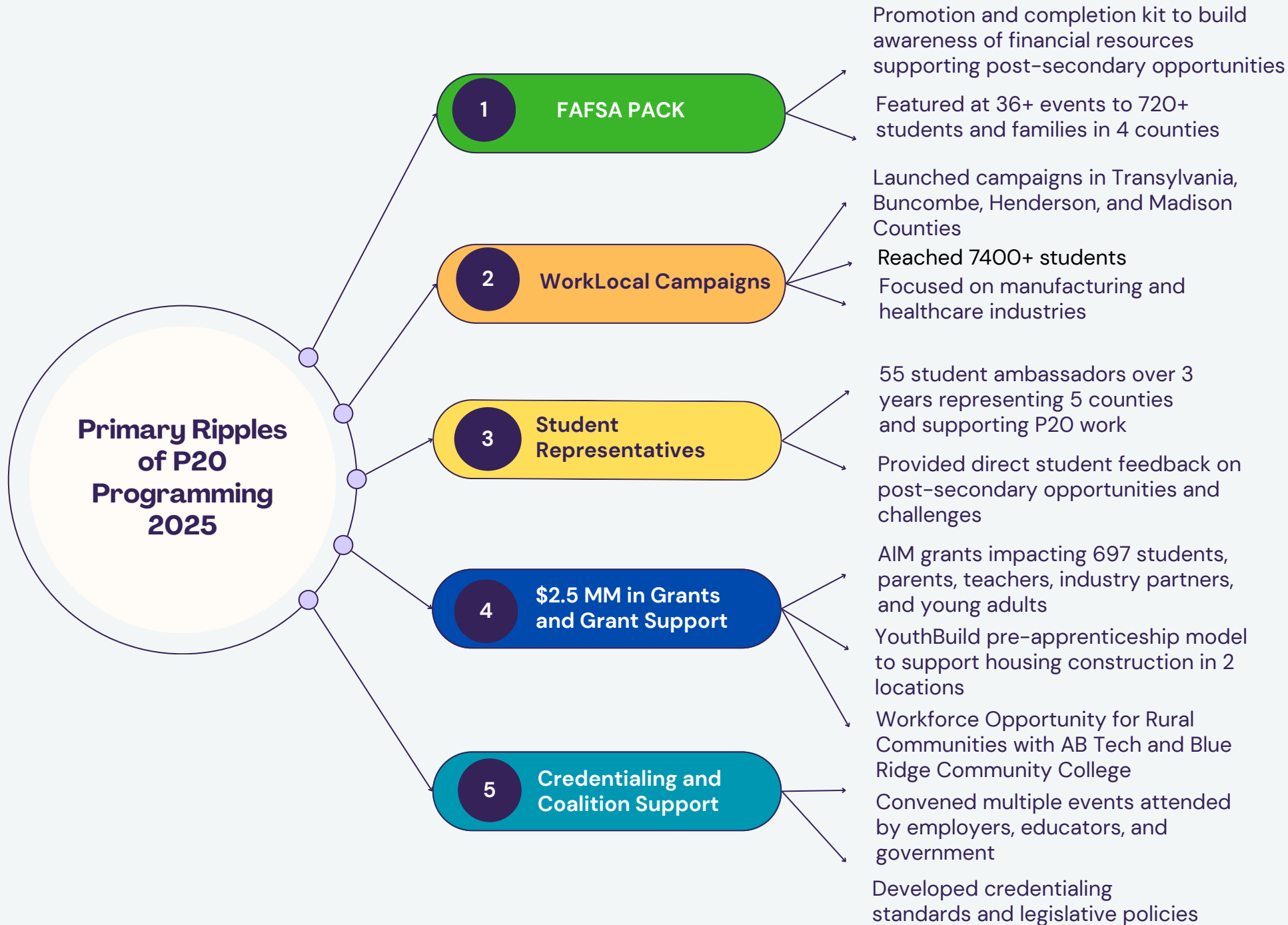
Ripples will be primary, secondary, and beyond and will show both intended and unintended consequences.

On March 5, 2025 the P20 Council met to discuss the ripples of P20 programming to date. This Ripple Effects Map captures the content of that discussion, showing primary and secondary quantitative and qualitative impacts of that programming. Specific data on the map has been supplemented by the January 2022–January 2025 Impact Report prepared by Melissa Zenz.

The map is segmented by P20 program, and after a listing of secondary ripples from each program there are recommendations on how to branch the ripples even further. The document finishes with a listing of wishes identified by P20 Council members to improve the reach and impact of P20 programming.

## 3/5/2025 REM Session Participants:

Amy Barry, Diana Blackett, Dr. Ivry Cheeks, Josh Kersey, Dr. Gene Loflin, Lisa Mann, Emily Martin, Emily Nicholson, Dr. Tracy Parkinson, Brandon Priester, Dr. Jennifer Reed, Scott Rhodes, Rob Rode, Rachael Sawyer, Katlen Smith, Dr. Scott Queen, Melissa Zenz



The FAFSA PACK program has raised awareness among educators, parents, students, chambers, governments, and employers of the availability of resources to pursue post-secondary opportunities.

Job fairs, career expos, high school events, community nights, etc. stimulate conversations with students, young adults, and parents about career pathways and building bridges to the resources needed to achieve every step of a career arc.

Secondary school superintendents have greater awareness of and appreciation for CTE and its significance to the local employer base.

Asheville High School seniors now complete a transitional survey before graduation to get specific information on their next steps, including their plans to prepare for workforce entry, college, the military.

The early childhood profession has benefitted from area high school CTE programs producing early educators.

Blue Ridge Community College and Henderson County Schools have worked together to promote financial aid packages for high school students. The secondary schools now have career coaches to inform students of their post-graduation options, not just push them towards entering college.

### RECOMMENDATIONS:

- Promote the transitional survey adopted by Asheville High School as a model for other high schools to adopt. Engage Dr. Cheeks to workshop the survey to other high schools in the region.
- Feature the Blue Ridge Community College and Henderson County Schools partnership as a “Best Practices” collaboration.
- Consider holding a workshop with HR departments from local businesses to share knowledge gained by Mr. Rode about career pathways. Have the workshop hosted by local chambers.

The WorkLocal Campaigns involve collaborations among businesses, their employees, the school system, high schools, community colleges, and universities.

It engages employers in active recruitment of students at the high school and college levels.

Near peer interactions between employees of local businesses and current students in the area create significant relatability opportunities.

The focus is on high-growth sectors offering living wages.

Pardee Health collaborated with Blue Ridge Community College to adjust class/work schedules to accommodate CNA students, which resulted in a positive hiring outcome.

### **RECOMMENDATIONS:**

- Follow up on other hiring successes from the WorkLocal Campaigns. What actions did the recruiter take to accomplish the successful hire?
- Engage the businesses who participated in the 3 WorkLocal Campaigns to share their experiences at a chamber or other business coalition event. Invite community colleges and universities to share their experiences in preparing their students for the local workforce.
- Hold more WorkLocal Campaigns and engage with more employers to support career pathways.

Student Representatives/Ambassadors complete the P20 stakeholder profile by giving their voice to improve workforce and education outcomes in the region.

Their presence at P20 Council meetings provides student perspective on opportunities and challenges presented by the local workforce.

Their experiences and connections with other students have added significant information to critical data sets concerning the gaps in preparedness for the local workforce.

Citlally Diaz, a P20 Student Representative, is NC's Youth of the Year and has been contacted by Sophia Luna, P20's Belk Impact Fellow, to participate in UNC-CH's Southern Oral History Collection.

### RECOMMENDATIONS:

- Consider offering more opportunities for Student Representatives to speak on behalf of P20 goals, perhaps even meeting with members of the NC General Assembly.
- Survey current and past Student Representatives to determine their personal career arcs and their post-experience perspective on their role with P20.
- Invest in better marketing of Student Representative experiences.

## GRANTS AND GRANT SUPPORT SECONDARY RIPPLES

AIM Grants benefitting students, parents, teacher, and industry partners, have resulted in diverse impacts, supporting job searches by providing childcare vouchers, better reading comprehension through literacy support, improved science knowledge with instructional support, and increased visibility through better branding.

Underserved students will gain skills in the construction industry and receive supportive services through the YouthBuild program funded by the US Department of Labor.

Project Collaborate is funded through the US Department of Labor's Workforce Opportunity for Rural Communities initiative. Two community colleges received funding to scale up their programming designed to improve workforce opportunities, including certificate and apprenticeship programs.

P20 supports partner impacts by writing multiple joint grant applications seeking support of P20 workforce and education goals.

### RECOMMENDATIONS

- Seek grant funding to hire a marketing specialist to better promote P20 goals and successes.
- Seek grant funding to develop a model of preparing for student success in the region, using lessons learned from Project Collaborate and other workforce programming.
- Follow up with beneficiaries of each grant program to learn how their lives changed as a result of P20 support.

There has been an increase in credential and apprenticeship numbers in the region.

P20 developed a list of 10 legislative policy priorities. A similar list was adopted by the Buncombe County government and by the WNC Early Childhood Coalition. Legislators are hearing from multiple sources about the P20 list of legislative priorities.

The WNC Human Resources Association is using its greater network to connect Business HR Departments to educational institutions in the region.

P20 is helping promote dialogue among educators and employers to create a balance of needs from both schools and businesses, e.g., modifying class schedules and places of learning to create more flexibility for students wanting to join the workforce.

#### RECOMMENDATIONS:

- Research and analyze regional workforce needs to determine how educators can best serve top industries. Engage industry to become part of the solution through funding and technical support of credentialing and apprenticeship programming.
- Hold more open spaces for dialogue among business and education.
- Consider opportunities to streamline information to student services staff in the region so that they can help students navigate post-secondary options in the region.
- P20 Council members should present legislative priorities to their County Commissioners for adoption in order to inspire county-wide efforts.
- Catalog “Best Practices” in the region to share with all Coalition members.



# 3 WISHES

The 3/5/2025 REM Session participants had the following wishes for the P20 Council:

- Consider whether P20 should play a role in the O-5 space.
- Advocate for increasing teacher pay.
- Reach out to Education Foundations to expand donor base for P20 programming.
- Recruit at least 3-4 more employers to be a part of P20, including members of the trades and professional workers.
- Research how employers might support education (an employee is paid to instruct at the community college as part of their job duties – paid release time).
- Inspire other employers by shining a light on regional success stories.
- Educate students and other jobseekers on the nuances of compensation packages, including wages and the value of other benefits.