DATA-DRIVEN RECRUITMENT

CREATING A STRATEGIC RECRUITMENT/ENROLLMENT PLAN IN THE LOCAL ASPIRE PROGRAM

WEBINAR OBJECTIVES

PARTICIPANTS WILL HAVE A GREATER UNDERSTANDING OF:

- The importance of strategic enrollment
- The elements of a successful recruitment plan
- How to use data to create a focused and deliberate recruitment plan
- What tools currently exist within each program that can be used to develop the plan
THIS WEBINAR IS NOT!

This webinar is not directly related to pulling data from ABLELink. Moreover, it will demonstrate the characteristics of a data-driven recruitment plan in an effort to assist local programs with the first step to strategic enrollment management. It assumes participants are already comfortable with pulling the data and need to know what to do with it when it is pulled.

SIMPLY PUT, WE CAN NO LONGER BE…

If you build it, they will come.
WHAT IS STRATEGIC ENROLLMENT MANAGEMENT?

DEFINITION

"...defined enrollment management as "an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college".

STRATEGIC ENROLLMENT MANAGEMENT:

- Is a long-term recruitment and retention plan.
- Provides realistic, quantifiable goals for student recruitment and student success.
- Aligns the mission and its current state with the changing market environment.
- Is a comprehensive approach to integrating policies, practices, and planning.
- Integrates planning, strategies, and structures.
- Integrates short-term administrative efforts with long-term planning.
- Is everyone’s responsibility.
We know the answer to a part of the questions...

- **WHO** are our students?
- **WHAT** can we offer them? Resources? Services?
- **WHEN** do we need them?
- **WHERE** will we find them?
- **HOW** will we serve them?
- **WHY** is this important to us?
WHEN DONE CORRECTLY…

Strategic Enrollment Management will:

▪ Help establish clear enrollment goals
▪ Promote student success
▪ Assist in determining, achieving and maintaining optimum enrollment
▪ Enable the delivery of effective academic programs
▪ Increase organizational efficiency
▪ Improve service levels

WHY IS THIS NEEDED IN ASPIRE?

If strategic enrollment management is a product of 1970’s higher education, why use it in Aspire? Will it even work?
Aspire enrollment vs. the stated capacity

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Overall Retention</th>
<th>GED Completion</th>
<th>Entered PSET</th>
<th>Employment</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013</td>
<td>77%</td>
<td>4869/3012 (81%)</td>
<td>1896/11097 (17%)</td>
<td>37%</td>
<td>54.45</td>
</tr>
<tr>
<td>FY 2014</td>
<td>77%</td>
<td>2662/4140 (64%)</td>
<td>1734/6930 (25%)</td>
<td>27%</td>
<td>56.58</td>
</tr>
<tr>
<td>FY 2015</td>
<td>78%</td>
<td>1128/1401 (81%)</td>
<td>1590/6626 (24%)</td>
<td>40%</td>
<td>62.13</td>
</tr>
<tr>
<td>FY 2016</td>
<td>78%</td>
<td>1963/2599 (76%)</td>
<td>1717/8159 (21%)</td>
<td>44%</td>
<td>63.41</td>
</tr>
<tr>
<td>FY 2017</td>
<td>77%</td>
<td>2154/2690 (80%)</td>
<td>1333/8670 15.7%</td>
<td>TBD</td>
<td>60.50</td>
</tr>
</tbody>
</table>

**Retention** – achievers and progressors divided by all participants

**GED Completion** – pass rate of test takers

**Entered PSET** - participants who came in with HSE/higher OR got one while in the program OR who were in a bridge program

**Employment** - participants who were unemployed at enrollment

**Persistence** – average hours per student
EDUCATIONAL GAINS

<table>
<thead>
<tr>
<th>Level</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE 1</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>ABE 2</td>
<td>+</td>
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<tr>
<td>ABE 3</td>
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<tr>
<td>ABE 4</td>
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<tr>
<td>ABE 5</td>
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<tr>
<td>ABE 6</td>
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<td>ESL 6</td>
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</tr>
<tr>
<td>Achieved/</td>
<td>2 / 12</td>
<td>3 / 12</td>
<td>7 / 12</td>
<td>9 /12</td>
<td>4/12</td>
</tr>
<tr>
<td>Possible</td>
<td></td>
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</tbody>
</table>

“Ohio faces a workforce development imperative to address a widely reported mismatch between employer needs and job-seeker knowledge and skills. To successfully compete for business investment and jobs, Ohio must significantly increase the number of its citizens with postsecondary education credentials relevant in the workplace. For Ohio employers to prosper in a global economy, they must have world-class talent with verifiable knowledge and skills aligned with specific workplace needs. And for Ohio citizens to maximize their job, wage and career advancement opportunities, they must possess trusted credentials that reliably document their qualifications and readiness for employment.

That is why we have established a bold statewide goal for educational attainment:

65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025”.
Recruitment
How do we attract them?

Retention
How do we ensure their longevity until success?

This webinar will focus specifically on the recruitment aspects of strategic enrollment management.

WHAT IS A RECRUITMENT PLAN?
WHAT IS A RECRUITMENT PLAN?

“A recruitment plan sets explicit, data-informed goals for enrollment recommending strategies to reach those goals, and provides timelines and resource needs. Although it is a flexible plan that can adapt to changing circumstances, it is meant to drive our recruitment efforts over [a designated period of time].”

Northern Essex Community College

REVISITING THE QUESTIONS

- **WHO** are our students? **WHO** do we want to attract?
- **WHAT** can we offer them? Resources? Services? **WHAT** do they need?
- **WHEN** do we need them? **WHEN** do they need us?
- **WHERE** will we find them? **WHERE** can they find us?
- **HOW** will we serve them? **HOW** will we know what they need?
- **WHY** is this important to us? **WHY** is it important to them?
WHAT ELEMENTS OF THE PLAN DO WE ALREADY KNOW?

WE KNOW THE “WHO”!

REGIONAL NEEDS ASSESSMENT - The degree to which the eligible provider would be responsive to:

A. Regional needs as identified in the local plan under WIOA, Section 108; and

B. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or are English language learners;

Yet, do we know who are students are? Do we really understand the need in our regions?
WE KNOW THE "WHAT"!

<table>
<thead>
<tr>
<th>WIOA Programs to be Funded</th>
<th>Aspire Instructional Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education &amp; Literacy Activities: WIOA Sec. 231(b) Includes the following types of programs:</td>
<td>Eligible providers must offer these activities:</td>
</tr>
<tr>
<td>- Adult Education</td>
<td>- Adult Education</td>
</tr>
<tr>
<td>- Literacy</td>
<td>- Literacy</td>
</tr>
<tr>
<td>- Integrated English Literacy and Civics Education</td>
<td>- Integrated English Literacy and Civics Education, based on county need</td>
</tr>
<tr>
<td>- Workforce Preparation</td>
<td>- Workforce Preparation</td>
</tr>
<tr>
<td>- Workplace Education</td>
<td>- Workplace Education</td>
</tr>
<tr>
<td>- Integrated Education and Training</td>
<td>- Integrated Education and Training</td>
</tr>
<tr>
<td>Corrections Education &amp; Other Institutionalized Individuals – WIOA Sec. 235 Includes the following types of programs:</td>
<td>Eligible providers may also offer any of these services,</td>
</tr>
<tr>
<td>- Adult Education and Literacy Activities</td>
<td>- Workplace Education</td>
</tr>
<tr>
<td>- Integrated Education and Training</td>
<td>- Integrated Education and Training</td>
</tr>
<tr>
<td>- Career Pathways</td>
<td>- Career Pathways</td>
</tr>
<tr>
<td>- Peer Tutoring</td>
<td>- Peer Tutoring</td>
</tr>
</tbody>
</table>

Integrated English Literacy and Civics Education - WIOA Section 242: English Language and Civics Education funds under WIOA Section 242 may only be used in conjunction with Integrated Education and Training as defined in WIOA Section 203(11).

Aspire integrated English Literacy and Civics Education with integrated Education and Training Grant

Eligible providers may offer, under separate grant funds:
- Integrated English Literacy and Civics Education with Integrated Education and Training (ICLE/IEET)

IELCE/IEET must include instruction in:
- Literacy and English language acquisition
- Instruction on the rights and responsibilities of citizenship and civic participation
- Must be delivered in combination with integrated education and training activities

WE KNOW THE "WHEN"!

The definition of “long-term” in Aspire is provided in the Grant Guidance which states “this 3-year grant application covers the following period: State Fiscal Years 2019, 2020, 2021 (July 1, 2018 - June 30, 2021).”

Program recruitment plans should cover activities in the funding period.
**WHAT ELSE DO WE KNOW?**

<table>
<thead>
<tr>
<th>The where?</th>
<th>The how?</th>
<th>The why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sites locations are represented in C5.</td>
<td>Instructional services are noted in C6.</td>
<td>Maintain funding and do our part toward the 65% credential goal.</td>
</tr>
</tbody>
</table>

Yet, how many of the 49 currently funded programs have a true plan for recruitment?

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**HERE IS WHAT YOU SAID...**

- Aspire recruits students through many forms of advertisement. xxx's Adult Ed. catalog is sent out twice a year. Secretaries & managers share our information with potential students. We utilize Facebook & the Aspire website. Our Advisory committee meets twice a year, including community partners, to address student needs & barriers. We hold classes at our OMJ Centers, interact with the job coaches. We attend partner meetings to discuss community needs & Aspire offerings. PSAs run on our local television station, live interviews, newspapers, radio, & our local mayor's press conference, all which promote our class offerings.

- Our program will recruit students through a variety of methods. We will rely heavily on referrals from community partners (such as OMJ Centers and DJFS), current and past students, and post-secondary partners which include xxx Adult Workforce & xxx (local college).

- Our recruitment plan involves maintaining our existing partnerships, establishing specific classes/services to better meet the needs of potential students, and direct advertisement & outreach to adult learners through a variety of recruitment strategies.
...BUT WHAT IS THE RECRUITMENT PLAN?

A little better (at least we can build on this) -
Our program will recruit students through a variety of methods. We will rely heavily on referrals from community partners (such as OMJ Centers and DJFS), current and past students, and post-secondary partners which include xxx (career Center) & xxx (college). Our recruitment plan involves maintaining our existing partnerships, establishing specific classes/services to better meet the needs of potential students, and direct advertisement & outreach to adult learners through a variety of recruitment strategies. Bridge classes that prepare the student for post-secondary success will continue in FY19 for the xxx Nursing Assistant, Medical Assistant, EMT, Phlebotomy, LPN and Pharmacy Technician programs. A xxx Aspire class to specifically address barriers to employment called “Career Paths“ teaches employability skills and financial literacy to xxx CCMEP referrals.

PLAN ELEMENTS

- **Step One - Determine what does your program have to offer and what is its potential**
- **Step Two - Determine who do we want to serve? - Data Driven Element**
- **Step Three - Adapt to the needs of your potential audience**
- **Step Four - Write out the plan**
- **Step Five - Evaluate the plan**
STEP ONE – WHO ARE YOU?

So many of the Aspire programs have changed their names and service offerings as a result of WIOA legislation and/or Career Pathways.

Do you have a mission/vision statement that defines who you are NOW within the realm of ASPIRE?

Who you are and where you are going should define who you want to attract and how you should attract them.
OTHER TECHNIQUES

• SWOT Analysis - Internal strengths and weaknesses, external opportunities and threats
• Gap Analysis - Comparing actual performance with potential (used in Career Pathways)

STEP TWO – WHO DO WE WANT TO ATTRACT?
Start with the approved enrollment and use the following formula.
Approved Enrollment + # of reportable individuals (historically; use a 3-year average) = # of students I must recruit to achieve the approved enrollment
So...
Approved enrollment - 500; 10% of the students who begin my program do not enroll (50).
I must recruit 550 students to meet my approved enrollment.
TARGET AUDIENCE

Now that you have an idea of how many students you need to recruit, ask yourself...

- What is your “successful student” profile? This work was introduced in the Regional Meetings in FY18.
- What changes have you made to ‘recruit’ more of these students?
- What services do you offer that can be used to promote your recruitment processes?

...DID NOT PARTICIPATE IN A REGIONAL MEETING?

Accountability/ABLELink

- ABLELink how-to snippets
  - Viewing referral information by other database fields (11 minutes)
  - Viewing student persistence by other database fields (15 minutes)

- Data and information
  - Retention and persistence charts by referral types and reasons for leaving

- Tutorials (external sites)
  - Microsoft Excel tutorials
  - Citrix Exposure
  - SOP Leave Here

- Discussion
  - Discussion/Questions
REGIONAL WORKFORCE DEVELOPMENT PLANS

The Regional Plans referenced by local programs in the grant application provide a “needs assessment” that can be used to determine the need of the local community; and subsequently how we can help fulfill that need.

How can we better align with the Regional Plans and use that information in the recruitment process?

SAMPLE REGIONAL PLAN RESPONSE

According to the local workforce plan there are three priority regional industry sectors: Healthcare; Manufacturing; and IT. There is a current regional shortage of 750 RNs; projected shortage of 3,500 RNs by 2020. Seven healthcare employers in xxx Ohio are on the list of the 100 largest employers in Ohio. In Manufacturing the most in-demand occupations are Production jobs and Machine Operators. The increased demand for digital skills in traditional jobs has increased the demand for employees with digital skills. The Labor force in xxx County is approximately, 124,800 with 6,100 being unemployed and 20,843 are identified as being poor. Strategies from local plan that include adult education include: developing career pathways with Aspire and local educational agencies; use of Aspire services to help reduce the number of residents without a High School Equivalency Diploma; and to identify residents’ needs for remediation of basic skills so that they can benefit from trainings.
HOW DOES THIS LANGUAGE HELP DIRECT YOUR RECRUITMENT PLAN?

Feel free to unmute to respond or respond in chat.

FROM THE NEEDS ASSESSMENT

- How the program can/should change to accommodate the need in my area?
- Where are the pockets of students who most in need of Aspire services?
- Who are the key partners/partnerships?
- Am I serving at the right times, days, etc.?
STEP THREE - ADAPT

Let’s pretend your average successful student is:

- A white male (we will call him Mike)
- Approximately 35 years old
- Veteran
- Employed, notice of job termination
- Lives in a zip code where there is a high-population of other enrollees
- Found out about the program through the local OMJ center
- And...

THE REGIONAL PLAN SAYS...

xxx County experiences a 4.5% unemployment rate but many under employed, dislocated workers, and youth seeking employment remain. Lack of skills, training or education leave jobs unfilled making it hard for adults to find employment with a sustainable wage. 8.1% of the population has no diploma with 33% only completing high school. Jobs are expected to increase by 4,929 over the next 10 years with highest increases expected in healthcare, retail, and construction. Many jobs will require secondary training. xxx fulfills the educational part of the strategic plan providing upskilling, ABLE/ASE, HSE preparation, ELL classes and employment readiness skills to improve success in trainings and employment for those with barriers: low literacy, ex-offenders, limited English, veteran, youth and long term unemployed. Coordination of services with our local OMJ partner provides employment and job training opportunities, barrier resolution and trainings to improve self-sufficiency.
CAN THIS INFORMATION GUIDE YOUR RECRUITMENT PLANNING?

Consider the “successful student profile” and the regional plan details. Feel free to unmute to respond or respond in chat.

EVALUATE AND ADAPT

**IS MY PROGRAM READY?**
- Can your program accommodate this student? Are you in the right locations at the right times on the right days?
- Do your services match what is identified as a need in the needs assessment?

**HOW DO WE ATTRACT HIM?**
- Do you have the right promotional materials?
- What could be his motivation?
- Are they in the right locations?
- Do the local social service agencies have the correct information about how you are?
- Can our communications be customized?
- Are we able to track our efforts?

THINK LIKE THE STUDENT...
TRACKING YOUR EFFORTS

• Leaving brochures at various locations? - code them; place a note asking individuals to bring the brochure with them to orientation or include a tear-out information card that can be mailed.

• Recruiting from an employer? - make sure the student completes part B of the registration form.

• Staffing a table at an employment event or county fair - make quick information cards that the individual can fill out for more information and code them with the event.

CUSTOMIZED COMMUNICATIONS

Messaging should suit the interests, priorities, and style of the prospective student.

<table>
<thead>
<tr>
<th>Sample Category</th>
<th>Sample Headlines</th>
<th>Sample Messaging</th>
</tr>
</thead>
</table>
| Career Climbers | • Change course.  
                 | • Chase your dreams.  
                 | • Where endless opportunities are within reach. | You have real-life experience. We have flexible learning, career connections. With all that, you have only one way to go... up. |
| Inactive Military | • Discover new ways to serve.  
                  | • Where honor and integrity meet precision and performance. | You've got skills, discipline and experience. We have flexible learning options and tuition reimbursement for military service. Advance your career without putting your life on hold. |
STEP FOUR – WRITE THE PLAN

Mission → Vision → Goal 1 → Objective → Strategy → Goal 2 → Objective → Strategy

Look familiar?

SMART
Specific Measurable Attainable Relevant Time Based

SMART Program Improvement Goal 1 - What do you want to achieve?

<table>
<thead>
<tr>
<th>Strategy 1: What is a strategy that will support this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps</td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Strategy 2: What is a strategy that will support this goal?</th>
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<tbody>
<tr>
<td>Action Steps</td>
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</tbody>
</table>
SAMPLE - Overarching goal - Increase Enrollment

SMART GOAL 1  Increase participation in the Health Care Bridge Class by 45 students in FY 2019.

Why?
- New course offering in Career Pathway
- Fits new program branding of “College and Career Readiness”
- Addresses deficit/need in the regional plan

Strategy 1  Develop a recruitment campaign that speaks to the target audience.

Action Step 1  Determine appropriate messaging for students like “Mike” - “Discover a new way to serve”, etc.

Action Step 2  Determine the where; where would “Mike” so he will see the information

SMART GOAL 2  Increase the number of (insert population here) to... by...
(Can be used if you notice a gap in a population that is identified as “high-need” in the regional plan)

Remember to assign responsible parties and timelines to complete the plan!

SO IF THE REGIONAL PLANS SAYS:

The population, age 18-64, in xxx, xxx and xxx counties is 456,832. In this area 41,947 people of working age lack a high school equivalency(HSE) diploma and 4,511 speak English less than well. According to the American Community Survey, the poverty level in xxx County is 16.8%. The unemployment rate for adults without a HSE is 24.1%. Area xxx statistics show a larger proportion of blacks and Hispanics have a higher percentage of unemployment when compared to whites and Asians. The black unemployment rate (15.9) is over twice that of whites and the Hispanic unemployment rate(10.3) is twice that of Asians.

...and your program is serving a low or negligible number of “blacks and Hispanics”, you might need a SMART GOAL 2 “increase the number of (insert population here) to... by...”.
STEP FIVE - EVALUATE!

What does the data say about our efforts? Where can we make improvements?

NEXT STEPS

• Strategic Enrollment Plan - Retention (Coming Soon to a Webinar Near You!)

What can I do while I wait?

• If you need assistance creating your successful student profile, please contact your regional program manager.
• PICPs are due on August 30th. Don’t wait!
WEBINAR OBJECTIVES

Participants will have a greater understanding of:

- The importance of strategic enrollment
- The elements of a successful recruitment plan
- How to use data to create a focused and deliberate recruitment plan
- What tools currently exist within each program that can be used to develop the plan