

STRUCTURE

Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessment or demographic data.

Overview

Recruitment of specific “target” groups into adult education programs is a priority in Florida. With the influx of immigrants and the increase of adult education students, it is important that adult education programs identify and recruit the populations in their counties that are in need of instruction. Furthermore, with the introduction of performance-based funding issues, recruitment criteria have become part of the program review process.

Specific strategies to recruit adult education students are examined. Potential collaborative recruitment efforts among schools, libraries, agencies, and volunteers are identified.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessments or demographic data.

Descriptor 4.1 Number and percent of target *populations enrolled* compared to local demographics.

Measured by:

- ✓ Target population groups in adult education programs in Florida.



Module 1: Target Population Groups in Adult Education Programs.

Why? To assess the degree to which Florida's target groups are represented in adult education programs.

How?

1. Identify the populations currently enrolled in your program. Documentation can be found in the student enrollment sheets. Determine the extent that your program is recruiting the populations in need of instruction.

2. *Identify the target population of adult education.*

Florida has identified the following target groups that could benefit from enrollment in adult education programs:

- Limited English proficient adults
- Adults with Disabilities
- Undereducated adults
- Institutionalized/incarcerated adults
- Adults in the workplace
- Illiterate adults
- Minority adults
- At-risk youth (16 years or older)
- Older adults
- Parent/family literacy
- Homeless adults

Of these target groups, some such as the homeless, migrant workers, etc., must meet certain criteria to be considered a priority (i.e., having less than a high school level of education).


Module 1: Target Population Groups in Adult Education Programs, cont.

Use the enrollment materials to determine various population represented in your program. Data from outside sources will enable you to determine if your program is successfully recruiting the population in your area.

Data may be obtained by:

- ✓ Census Bureau
- ✓ 1996-1997 Report of Adult Education

Compare the data regarding enrollment in adult education programs. Assess the degree to which various target groups are represented.

In 1992-1993, a stratified sample survey of adult education programs showed that ***75% or more of enrolled adult education students were from priority populations.*** Data from 1993-1994 indicated that 75% or more of the adults enrolled in such programs were from populations identified as State priorities.


Resources for Module 1

#4-1: Tutorial: Philosophical perspectives on demography and successful recruitment

Jelinek, J. J. (1992). Demographic factors in adult and continuing education.

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Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessments or demographic data.

Descriptor 4.2 Number and percent of students enrolled with *specific characteristics* compared with the population with these characteristics in need of instruction in the service area.

Measured by:

- ✓ Florida adult education statistical and demographic sources



Module 1: Florida Adult Education Statistical and Demographic Sources

Why? To identify sources available for adult education demographic data related to its target population groups.

How? 1. Properly identify and define your target population. A number of sources are:

- The Florida Statistical Abstract
- Florida Population: Census Summary 1990.
- Florida Industry and Occupational Employment Projections 1990-2005
- Population Projections, May 1992 Issue, Bulletin 101-102
- Florida Population Studies
- Florida Figures: A Subject Guide to Statistics in state documents
- Florida Vital Statistics
- Public Policy I Florida: A 50 State Perspective
- 1990 National Census
- Florida County Comparisons



Module 1: Florida Adult Education Demographic and Statistical Sources, cont.

2. *Employ the services of social, community, labor and business agencies, as well as written documents, to develop a profile of each community.* These include:

- Chamber of Commerce
- Private Industry Council (PIC)
- Job Training Partnership Agreement (JTPA)
- Job Services of Florida
- Department of Health and Rehabilitative Services (HRS)
- Laubach, LVA and LEA's
- School Boards
- Juvenile Justice
- Vista Literacy Corps
- Department of Labor (Project Independence)
- Adult Literacy Plan
- Surveys of families such as those enrolled in Even Start Programs

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Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessments or demographic data.

Descriptor 4.3 Types of *recruitment* activities performed for the program

Measured by:

- ✓ Ways to recruit adult education students
- ✓ Orientation procedures in adult education programs



Module 1: Ways to Recruit Adult Education Students

Why? Effective recruitment activities promote adult education programs and encourage participation.

How? 1. *Assess that recruiting entails attracting adult learners to enroll in a program of learning that addresses their needs.*

Successful recruitment of adult learners depends on:

- ✓ effective public relations
- ✓ sound marketing strategies
- ✓ effective promotion of program availability and benefits to the participants
- ✓ knowledge of specific needs of each community
- ✓ degree of awareness and commitment of teachers and administrations to recruitment promotion
- ✓ organized registration procedures
- ✓ accessible counseling and advising
- ✓ referrals from other agencies
- ✓ local agencies outreach endeavors



Module 1: Ways to Recruit Adult Education Students, cont.

2. Employ specific marketing strategies to recruit adult education students. Implementing numerous strategies, such as those which follow, will likely aid recruitment efforts.

- ✎ **Recruit through currently enrolled students.** Ask each student to bring a friend or relative on a given night for a “Get Acquainted” session. Have orientation to the program on this night to help potential students preview the learning environment.



Word of mouth is one of the best methods to recruit new students!

- ✎ **Spotlight successful students.**



When adult education students are successful, broadcast it through every feasible means!

- ✎ **Use radio and television media for free advertisements.**
Combine this approach with popular music jingles to catch young adults’ attention.

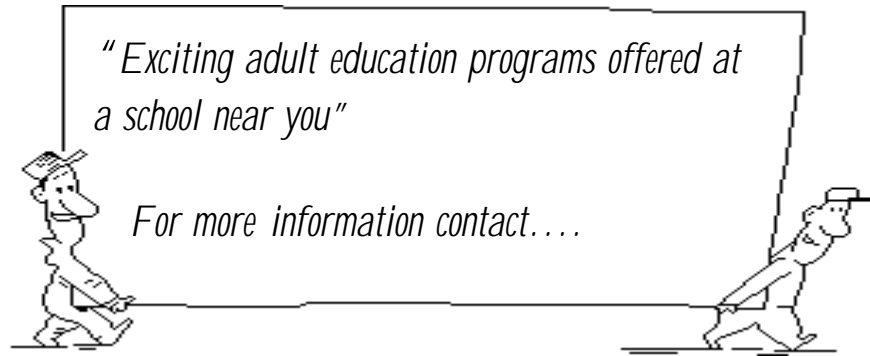
- ✎ **Advertise an “open house” specifically for the purpose of inviting potential students to become acquainted with the school facilities and personnel.**

- ✎ **Post signs with information on adult education programs in public places** (i.e., hospitals, welfare offices, public schools, churches, post offices, grocery stores, businesses).



Module 1:

Ways to Recruit Adult Education Students, cont.



✎ **Seek public school support by sending home brochures with students to share with their parents and/or spouses regarding adult education programs.**

✎ **Sponsor a “blitz week”.** Inundate the community for one week with adult education public relations material. Include fliers, posters, banners, news ads, radio and TV ads, and direct mail strategies.

✎ **Appoint personnel on a rotating basis to attend community meetings where they can share information related to available adult education services.** (Include expense funds in your budget to compensate personnel for these recruitment activities).



Module 1: Ways to Recruit Adult Education Students, cont.

✍ **Distribute printed material throughout the community , including municipal buildings, public libraries, and public agencies.** Try a variety of mediums: For example,

- Bookmarks
- Coupons
- Reprints of news articles, testimonials related to adult education students
- Newsletters with data on current happenings in adult education programs
- Reply postcards
- Reports related to progress at targeted adult education sites
- Placemats with adult education services listed on them.
- Grocery store inserts
- Mailouts
- Bulletin Boards in Community Centers, Churches, HRS, employment offices



Resources for Module 1:

#4-2: Tutorial: Marketing Tips, in Schmeiter, H.B. *Adult Access to Education and New Careers*, 1980.

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Recruitment

Descriptor 4.3: Types of recruitment activities performed for the program



Module 2: Orientation Procedures in Adult Education

Why? To identify steps in effective orientation procedures.

How? *Preparing the staff to conduct meaningful orientation for new students is essential to effective recruitment.* To achieve this, each staff member must share a common vision regarding the school's philosophy, goals and objectives, and policies and procedures.

Philosophy

A coherent effort by the staff to provide the best setting possible to promote the success of all students is required. This entails that each staff member understand the goal of the school's program and how it relates to their specific mission. The relationship of staff members with their particular role needs to be explicitly defined in relation to the whole work setting. Furthermore, each individual's accountability to uphold the philosophy of the school needs continuous prioritizing and renewal.

Goals and Objectives

Once the philosophy for the school culture is determined, the school's long and short-range goals may be identified and addressed. Not only do students need "end-of-program plan sheets", but staff members need identified goals along with specific strategies listed to reach these goals. Goals need to relate directly to the goals of the students. Therefore, **resources to accomplish facilitative learning become a large part of the staff's goals.** The ultimate staff goals are to provide strategies and resources that meet the individual needs of each student and to assist them in succeeding toward their long-range goals.



Module 2: Orientation Procedures in Adult Education Programs, cont.

Policies and Procedures

Research shows that policies and procedures must be understood by staff and upheld systematically in a manner that promotes student

retention. This includes providing orientation and intake processes that truly increase the students' knowledge about the program.

Assure the students from the beginning that the program is designed to assist them in reaching their personal goals and fulfilling their personal needs. Staff awareness of support services and agencies that may help increase the likelihood that students' holistic needs are fulfilled is imperative. Policies and procedures must be designed so that the students' needs are met.

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Descriptor 4.4

Nature of *agreements* with public schools, libraries, governmental agencies, and volunteers *for the identification of adults* in need of adult education services.

Measured by:

- ✓ Collaborative recruitment efforts in adult education



Module 1: Collaborative Recruitment Efforts in Adult Education

Why? Adult educators need assistance in fostering an environment that can help students become more productive, more employable, and more responsible citizens

How?

1. Document letters of agreement with public schools, libraries, governmental agencies, etc. that confirm the existence of collaborative partnerships.
2. When personal concerns surface, students' educational focus suffers. Therefore, adult education programs must rely on a variety of state and local agencies for support. Such support may enhance the educational programs as well as help to fulfill the personal needs of students. These include, but are not limited to: Literacy and reading resources connected to English as a Second Language programs. Information services list volunteers who are willing to tutor students, provide health care assistance, counseling, and child care services.



Module 1:

Agreements

Recruitment efforts that partner with public schools, libraries, governmental agencies, and/or volunteers may include:

- written contract agreements
- inter-agency councils
- advisory boards
- partnerships such as “adopt-a-program”
- Private Industry Council (PIC)
- official networking agreements among community services
- school advisory councils
- Literacy Volunteers of America (LVA)
- Implementation of the Adult Literacy Plan and Laubach literacy materials through volunteers
- Local Education Agencies (LEA)
- Department of Education
- HRS (formal agreement with the DOE for education services for disadvantaged & handicapped)
- Department of Labor and Employment Security (agreement with the DOE to support literacy efforts)
- CESA (contract to provide education services to inmates)
- Informal agreements between two Indian tribes and adult education programs
- Cooperative local agency agreements between educational and other agencies (including Reading Is Fundamental (RIF), senior citizen groups, local libraries, JTPA, The Urban League, and local vocational training programs).

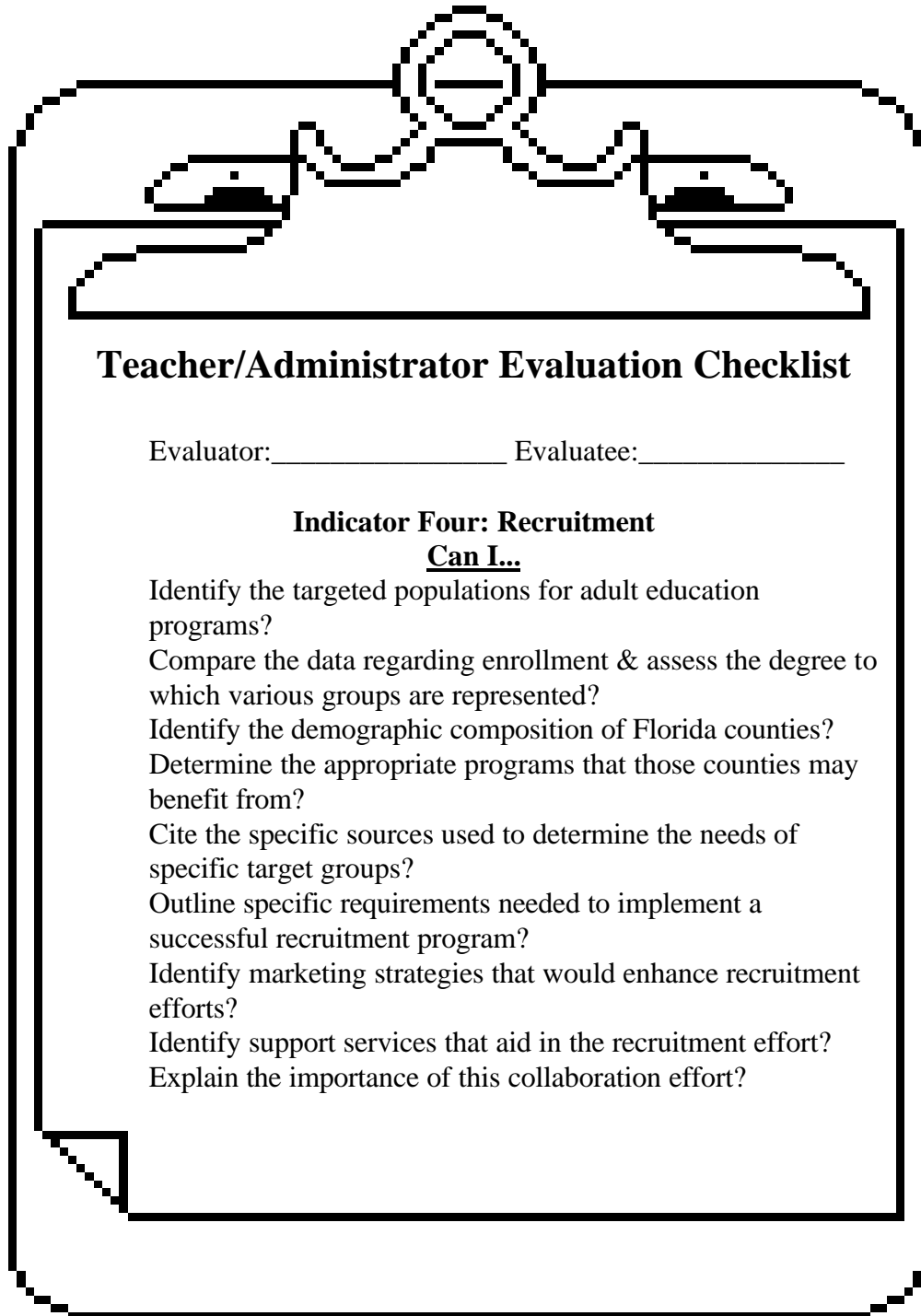


Module 1:

Collaborative Recruitment Efforts in Adult Education, cont.

Strategies which are conducive to developing effective recruiting agreements among sundry stakeholders include:

- ✎ Establish a common goal.
- ✎ Determine what contribution stakeholders will make to the recruiting process.
- ✎ Assess how recruiting activities will be implemented.
- ✎ Incorporate monitoring procedures of the recruiting process.
- ✎ Include methods to determine the effectiveness of the procedures.



Teacher/Administrator Evaluation Checklist

Evaluator: _____ Evaluatee: _____

Indicator Four: Recruitment
Can I...

Identify the targeted populations for adult education programs?
Compare the data regarding enrollment & assess the degree to which various groups are represented?
Identify the demographic composition of Florida counties?
Determine the appropriate programs that those counties may benefit from?
Cite the specific sources used to determine the needs of specific target groups?
Outline specific requirements needed to implement a successful recruitment program?
Identify marketing strategies that would enhance recruitment efforts?
Identify support services that aid in the recruitment effort?
Explain the importance of this collaboration effort?