

# 3.10 Recruitment, Retention, Marketing and Outreach Plans



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Revises Previous Effective Date: N/A

**I. Policy:**

Recruitment and Retention Plans and Marketing and Outreach Plans are developed to meet the needs of the population in the local eligible program area including special populations who are most in need of literacy services.

**II. Applicability:**

This applies to all Adult Education offices and employees associated with the Technical College System of Georgia.

**III. Related Authority:**

P.L. 105-220 Section 231

On-Site Program Review, Category 2c: Recruitment, Outreach and Retention Plans

Self Assessment: Category 2.8: Recruitment, Outreach and Retention Plans

**IV. Definitions:**

**Displaced Homemaker:** an individual who has been providing unpaid services to family members in the home and who:

1. has been dependent on the income of another family member, but is no longer supported by that income; and
2. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (NRS)

**Homeless Adult:** an adult lacking a fixed, regular and adequate night time residence as well as an individual having a primary night time residence that is (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, battered women shelters, and transitional housing for the mentally ill); (2) an

institution that provides a temporary residence for individuals intended to be institutionalized; (3) a public or private place not designated for, or ordinarily used as, regular sleeping accommodations for human beings. (NRS)

**Individuals with Disabilities:** adults with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. This definition includes adults who alcohol and drug abusers, mentally retarded, are hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedic ally impaired, other health impairment and adults with specific learning disabilities. (NRS)

**Individuals of Limited English Proficiency:** adults or out of school youths who are 16 years of age and over and not enrolled in school and who have limited ability in speaking, reading, writing, or understanding the English language, and:

1. Whose native language is a language other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

**Institutionalized Adults in Community Corrections Programs:** adults who are required to attend or live in a community based rehabilitation facility or halfway house.

**Other Institutionalized Adults:** patients or residents of a medical or other specialized institution.

**Low Income Individual** is an individual who:

1. Receives, or is a member of a family that receives, cash payments under a federal, state, or local income based public assistance program; and/or
2. Received an income, or is a member of a family that received a total family income, for the six month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and old age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402) that, in relation to family size, does not exceed the higher of:
  - The national poverty line, for an equivalent period; or
  - 70 percent of the lower living national standard income level, for an equivalent period; and/or

3. Is a member of a household that receives (or has been determined within the six month period prior to application for the program involved to be eligible to receive food stamps pursuant to the *Food Stamp Act of 1977* (7 U.S.C. 2011 et seq.); and/or
4. Qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the *Stewart B. McKinney Homeless Assistance Act* (42 U.S.C. 11302); and/or
5. Is a foster child on behalf of whom state or local government payments are made; and/or
6. In cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a specific program, but who is a member of a family whose income does not meet such requirements. (NRS)

**Multiple Barriers:** conditions or a combination of barriers experienced by the learner that require assistance. Examples include problem areas such as the following:

- Child care
- Disabilities
- Domestic violence
- Emergency financial needs
- Housing instability
- Lack of health insurance
- Mental health
- Substance abuse

**Outreach:** activities designed to (1) inform educationally disadvantaged adult populations of the availability and benefits of the adult program; (2) actively recruit these adults to participate in the adult education program; and (3) assist these adults to participate in the adult education program by providing reasonable and convenient access and support services to remove barriers to their participation in the program.

**Single Parent:** an individual who has sole custodial support of one or more dependent children. (NRS)

**Student Recognition:** public recognition of levels of completion, good attendance, goal achievement, GED and any other achievement worthy of recognition. The EAGLE student award program is the premier student recognition. The GED Recognition Ceremony is held for those passing the GED exam. Refer to Marketing and Outreach.

**Retention:** when the Adult learner (1) progresses within a level or (2) remains long enough to complete one or more levels of completion within an NRS reporting year.

**Retention Rate or Percentage:** 100% minus the percent of adult learners who dropped out before completing an academic level.

Example: 80 adult learners are served

20 drop out before completing level

20 divided by 80 = 25% drop out rate

100% – 25% = 75% retention rate

**V. Attachments: N/A**

**VI. Procedure:**

**Recruitment/Retention**

Each local eligible program will develop and implement a recruitment/retention activity plan to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills. A plan must include:

- Special efforts to recruit and serve low-income students, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement including those with limited English proficiency;
- Activities to develop a close working relationship with other agencies serving persons eligible for adult education services;
- Efficient utilization for local media;
- Utilization of the resources available in the community, including media, schools, government, formal and informal community groups and social service providers;
- Curriculum and support service to meet the needs of the target populations, including those with disabilities;
- Embracing follow-up on absenteeism;
- Conducting needs assessment to help ensure that the program is effectively reaching the eligible population in its area; and
- Activities to support the marketing and outreach function.

## **Marketing and Outreach**

In conjunction with the Recruitment and Retention Plan a Marketing and Outreach Plan will be developed to help ensure that the program is effectively reaching the eligible population in its area. The plan will include:

- Activities to locate pockets of special populations in the area;
- Activities to get the word out about the adult education program;
- Methods used for recognizing student achievements such as student recognition event programs, celebrations of level completions, scrapbooks/albums, GED graduations, recognition awards, press releases, recognition of attendance, etc.;
- Utilization of brochures, announcements and advertisements; and
- Activities to support the Recruitment and Retention Plan.

## **Target Populations**

The local service providers will develop and implement appropriate and effective strategies for working with the target populations. The populations include, but are not limited to, the following:

- Low-income students who are educationally-disadvantaged;
- Individuals with disabilities;
- Single parents and displaced homemakers;
- Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency;
- Homeless adults; and
- Criminal offenders in correctional institutions and other institutionalized adults.

## **VII. Records Retention:**

The local eligible program will adhere to the Record Retention Chart which is available in the attachment section of Policy 2.3.