

Coordinating Marketing, Recruitment and Intake

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Consult with your Career Pathway Partners to identify ways to build more coherent connections between existing partnerships. Use the questions below to help you to consider how to coordinate marketing, recruitment, and intake.

Questions to Consider	How do we do it?
<ul style="list-style-type: none"> ➤ How are participants at each stage of the process recruited, and by whom? Have any of the partners conducted market research to determine the most effective sources and methods of recruitment? ➤ What are the characteristics of participants in current programs? Where do these individuals come from (e.g., directly from high schools, community organizations, workplaces, etc.)? What motivated them to enter these programs? How did they learn about the programs? What barriers did they face? ➤ Are there other sources of participants that have not been tapped for the programs at each level? Have providers considered recruiting individuals who might not otherwise participate occupational education and training? (Examples might include low-wage workers in the target sectors, workers displaced from other industries, or individuals who have applied for jobs or training in the field, but lack the necessary qualifications.) ➤ How can partners collaborate to strengthen marketing of career pathway programs, particularly to potential participants who are disconnected from existing education and workforce systems? ➤ Will one partner design marketing and recruitment efforts for the entire pathway, or will individual partners take responsibility for various segments of this task? 	<p>What do we need? Who does what?</p>

<ul style="list-style-type: none"> ➤ What can be done to allow participants to enroll in a career pathway sequence through any partner organization operating at any given level of the pathway? ➤ To what extent can provider partners coordinate entrance standards and assessments? <ul style="list-style-type: none"> • What are the standards for entry into programs at each level of the pathway? • What assessment instruments are used? • How can partners coordinate assessments and program standards to ensure that individuals who successfully complete one level are prepared to succeed at the next? • What needs to be done to ensure that participants entering at various levels are aware of the full range of career and educational opportunities in the target fields? • What advising or counseling is currently available at each program level? Are these resources adequate to the need? Do participants feel that the current advising and counseling services are helpful? 	
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