



# RECRUITMENT STRATEGIES

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Illinois Center for Specialized Professional Support,  
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- Creates, supports, and delivers professional development for career, technical and adult education professionals across Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.

# RESOURCES: RECRUITMENT SUPER STRATEGIES

## SUPPORTING STUDENTS WITH DISABILITIES

Recruitment Super Strategies

Introduction

### WHO ARE STUDENTS WITH DISABILITIES?

The term "disability" means with respect to an individual... a physical or mental impairment that substantially limits one or more of the major life activities of such an individual, a record of such an impairment, or being regarded as having such an impairment. (The term "impairment" does not include characteristics of or predisposition to illness or disease). For the purpose of Perkins special populations, an individual with disabilities can be defined as an individual who, with or without reasonable accommodation, can perform the essential functions of the employment position (or academic program) that such individual holds or desires to hold. Consideration shall be given to the employer's judgment as to what functions of a job are essential, and if an employer has prepared a written description before advertising or interviewing applicants for the job, this description shall be considered evidence of the essential functions of the job. (Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).<sup>1</sup>

When designing recruitment and retention efforts for students with disabilities it is important to consider the wide range of students that qualify under this category and the unique barriers they face. Do not limit your efforts to removing barriers for just one type of disability and ensure you consider potential situations that may arise.



Recruiting learners with disabilities into Career and Technical Education (CTE) programs can be challenging due in part to the myths and stereotypes held by instructors, parents, and/or learners themselves about the ability of individuals with disabilities, the requirements of CTE programs and individual's ability to meet those requirements. When

## SUPPORTING STUDENTS IN NONTRADITIONAL CAREERS

Recruitment Super Strategies

Introduction

### WHAT IS A NONTRADITIONAL OCCUPATION?

Nontraditional occupation (NTO) refers to occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.<sup>2</sup>

#### SUMMARY

When recruiting learners into NTO programs, it is important to use multiple forms of media to market to parents and learners since the decision to enroll in a career or educational pathway is often a family decision. It is crucial to dispel stereotypes held by instructors, parents, and/or the learners themselves regarding nontraditional occupations by raising awareness of nontraditional careers early in the recruitment process. Additionally, special consideration must be given to the messages sent by recruitment materials and activities. A goal of a recruitment strategy should be to promote a message that suggests to a student of an under represented gender that they can succeed in a nontraditional career. The message should be comprehensive and promote this idea among more traditional student populations, faculty, and college staff.



Gender equity issues pose a significant barrier to recruitment of students into NTO programs. Difficulties recruiting students into nontraditional careers are compounded by the fact that most learners do not picture themselves working in nontraditional fields; they need consistent exposure to materials and career exploration activities to stimulate their interests. In light of these barriers traditional awareness-raising recruitment methods are insufficient to impact career decision making.

## SUPPORTING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Recruitment Super Strategies

Introduction

### WHO ARE STUDENTS WITH LIMITED ENGLISH PROFICIENCY?

Carl D. Perkins Vocational and Technical Education Act of 1998 includes individuals with limited English proficiency (LEP) meeting one of the following definitions:

- Individuals who were not born in the United States or whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indians or Alaskan Natives who come from an environment where the language is other than English and where this has had a significant impact on their English language proficiency.
- Individuals who, by reasons thereof, have sufficient difficulty speaking, reading, writing, or understanding English that they may be denied the opportunity to learn successfully in classroom where the language of instruction is English or to participate in society.<sup>3</sup>

This document will provide recommendations related to recruiting members of the LEP population. Effective recruitment of LEP learners should be coordinated with a variety of stakeholders, especially the ethnic communities and organizations that serve LEP populations. Also ensure recruitment material and information about support services are available in multiple languages so it can be accessed by LEP students and their families. Be aware of current immigration legislation and immigration status issues that may effect your student population in order to create an environment that is accessible for those with undocumented immigration status.



## SUPPORTING SINGLE PARENTS AND DISPLACED HOMEMAKERS

Recruitment Super Strategies

Introduction

### WHO ARE SINGLE PARENTS AND DISPLACED HOMEMAKERS?

Single parent: an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.<sup>4</sup>

Displaced Homemaker: An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Recruitment of single parents and displaced homemakers involves attracting them to Career and Technical Education (CTE) programs using a variety of outreach efforts such as media, communications, community involvement, and persistent follow-through.

#### Recruitment efforts should be designed to:

- reach individuals who may not be in the school setting but are in need of career and technical training;
- inform possible displaced homemakers or single parents about the program, its support services, and its relevance to their needs.



# STRATEGIES FOR RECRUITING STUDENTS: PARTNERSHIP

- Seek out assistance from potential recruiting partners.
  - Secondary Schools
  - Parents groups
    - Include parents in recruitment and career exploration activities to encourage word-of-mouth recruitment.
- Adult Education programs
- Career and Technical Education programs
- Current Students
  - Students can provide a more honest assessment to other potential students.
- Employers
  - Create relationships with employers to provide accurate information and facilitate contact resources.



# STRATEGIES FOR RECRUITING STUDENTS: MARKETING

- Create targeted recruitment materials.
- Understand that a message may need to be encountered multiple times, so design it to facilitate word of mouth.
- Ensure all electronic media used in recruitment is designed in an accessible format.
- Use gender inclusive language, not gender neutral; you are actively seeking students of all genders.
- Use common language instead of professional terms like “nontraditional careers” in promotional materials.
- Market through community organizations that serve the population and refer students to those organizations when their services may be of assistance.

# STRATEGIES FOR RECRUITING STUDENTS

- Provide information about financial benefits of livable-wage and focus on local employment opportunities.
- Disseminate information in multiple languages.
  - Local papers, websites, student organizations with presence in non-English speaking communities, and all other avenues of communication used by the college.
- Present a realistic picture of the skills involved to work in a field.
  - Assumptions about skills needed for a career can act as a barrier even if they are untrue.
- Create promotional materials that feature photos and testimonials of current learners and graduates of programs that are working.
  - Include pictures of diverse individuals.

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QUESTIONS?





# CONTACT US

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