

## Adult Reengagement workgroup meeting — July 31, 2018

### Initiative Branding

- WSAC created a list of potential names for the overall adult reengagement initiative and presented the options to staff and the advisory team via survey to solicit feedback.
- Responses were varied by age groups though three emerged as more favored than others.
- WSAC wants to ensure the naming options do not raise potential red flags—no one among the group had concerns.
- Internal staff discussions considered naming the whole of the adult reengagement initiative vs. just the portal and decided to pursue a name that captures the entire initiative.
- The name could potentially speak to a specific need or a barrier, though taglines or targeted messaging will likely address them.
- Oregon did market research in similar work and a message that resonated was “it’s never too late to graduate.”
- WSAC may also pursue market research with the Department of Enterprise Services (DES).
- Marketing campaigns may likely target subgroups among the adult learner population (e.g. veterans, single parents, etc.).
  - WSAC will spend some time considering which subgroups to target in the initial marketing.
- A few partners are willing to market test some of the names with students—suggested to consider testing at Worksource Centers as well.
- Alternatively, further market tests for just a name may be unneeded work. If the tool works well, people will use it regardless of the name.

### Messaging

- Will have a tiered approach to messaging
  - Top level will speak to motivations—Intrinsic and extrinsic value of completing (e.g. example to family, better for future, promotion, career change, more earnings, etc.)
  - Second level will address personal barriers (e.g. time, place, money, and life circumstances, etc.)
  - Third level will address institutional/system barriers (e.g. stale credits, PLA concerns, etc.)
- There are also barriers for certain sub-populations (parents, vets, etc.) that require additional resources and data mining.
- The affordability theme will likely resonate strongly, though institution flexibility is also critical to message.
- Use of prior credit is also a top concern for many of her returning students.
  - Want to be cautious about the state making a potential promise that only the institutions can satisfy.
- The idea of change could have negative connotations among returning students.
  - We don’t have to remind adults that change is there—instead the message should be similar to Indiana’s last message – “we are making it easier to finish your degree.”
- Alternatively, the change message can work, depending on how it’s delivered.

- This is where market research for our target audience could help.
- Important that messages are informative *and* accurate. Sometimes “learn more/earn more” doesn’t prove to be true.
- The messages also should not communicate that it’s “easier” to get a degree, rather that it is more convenient and doable.
- Within the workforce, childcare and transportation are critical barriers. Indiana mentions online and evening and weekend classes—this message should be emphasized.
- An analogy in the world of sales: Potential customers (those within the target population who don’t know they want/need what is being sold) can become prospective customers (those who are aware of their want/need and are shopping the best product for them).
  - That is to say, messages might be different depending on audience, and where prospective students are in terms of preparedness.
  - A site/tool for potential customer might be different than a site/tool/messaging geared towards prospective customer (with specific barriers).
- Additional “market segments” or subpopulations to consider include persons with disabilities, and possibly former foster youth.

### **Institutional Participation—State and Campus Role**

- The term “state” includes WSAC, the Workforce Board, State Board for Community and Colleges (SBCTC), and any possible future legislative directives and or resources.
- Six areas of “activity” identified include: Student Identification, Outreach, Student Financial Aid, Portal, and Completion Supports.
  - The state will take a central role in identifying students, and outreach with some flexibility to coordinate with institutions—particularly when messaging to students.
  - The state will manage the content, data, and maintain the portal while also transferring inquires (leads) to campuses participating at a certain level.
  - Institutions would contribute to the development of messaging specific to their campus offerings (incentives), provide program content, respond to student inquiries generated from the system, and report on student leads.
  - The state will facilitate and convene communities of practice. Additionally provide technical assistance to campuses, pre-enrollment support to students, engage employers and community partners, allocate resources, and support child care services.
  - Campuses will provide students with enrollment supports, may offer financial commitments to students, deliver programs, engage employers and community-based partners, and provide completion supports.
- Concerns whether users (prospective students) will be willing to share information.
  - Something to keep in mind, and will need to consider a strong privacy statement about how information will be used.
  - An approach may be an opt-out option for outreach and institutions promising to honor it.

### **Levels of Participation**

- Related to roles—the state will offer institutions a three tiers at which they may choose to participate in the portal.
  - Third tier approach offers highest level of participation and services offered to students.
    - Designated point of contact
    - Will respond to leads

- Participate in the microgrant and provide campus supports
- Second tier ideal for institutions unable to participate at the third tier due to lack of resources or capacity, but will still provide information regarding “incentives” offered—if applicable.
- First tier: Minimal campus/program information is provided in the tool.
- Institutions participating at the second tier will likely be limited to those that participate in state financial aid programs to account for consumer protection concerns—already built-in to the Career Bridge model.
- There is also support for designated support staff on campuses participating at the third tier.
- Important for institutions at all tiers to keep information up to date.

### Reporting

- What are the most important information should collect from participating campuses?
  - Child care information
  - Advising
  - Career Services
  - Delivery models
  - Open Educational resources (There may be added complexity—possibly an optional field)
  - Internship opportunities
- Reporting agreement, and updates could be included with campus point of contact responsibilities
- All items should be included in participation MOU.