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RECRUITING DIRECT SUPPORT PROFESSIONALS

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Recruitment is the process that an organization uses to let people know that a position is available and to describe that position in a way that leads the potential employees to apply for and accept a job if it is offered (Wanous, 1992). In the 1970s and 1980s, when members of the baby boom generation were in their 20s and 30s, most organizations that provided direct human services could easily recruit employees to fill vacancies created by growth or by staff turnover. Increases in the demand for supports and changes in demographic trends, however, have made it far more difficult for organizations to find new employees. This chapter reviews strategies that improve the likelihood that the people the organization wants to hire will be attracted to the organization by increasing the number of potential recruits who learn about job opportunities (marketing the organization and expanding the recruitment pool). It also reviews strategies to improve the match between potential recruits and the organization through the use of inside sources.

Recruitment is one component of an organizational entry process that also includes realistic job previews (helping applicants learn about the organization so they can make an informed decision about whether to accept an offered job), selection (assessing candidates to choose those that are most likely to perform the job competently and who will stay in that job), orientation (helping newcomers through the process of initial adjustment), and socialization (the process through which new employees adjust to their work group and the culture of the larger organization) (Wanous, 1992). Chapters 3, 4, and 5, respectively, are devoted to these other components of the organizational entry process and should be considered together with this chapter during the development of a comprehensive organizational entry process.

TARGETED FRONT-LINE SUPERVISOR COMPETENCIES

Competent front-line supervisors (FLSs) who are effective recruiters will exhibit an array of skills. The primary competencies for effective recruitment are from the Personnel Management competency area. Effective recruitment also involves several related skills from the Staff Relations and Promoting Public Relations competency areas (see Figure 1 in the Introduction for a description of these competency areas).

Primary Skills

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FLSs recruit new direct support professionals (DSPs) by posting open positions both within the organization and externally in newspapers and on job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, 2- and 4-year colleges, job centers, welfare-to-work programs, and other sources of potential hires.

FLSs articulate the difference between recruitment and selection and the importance of both.

Related Skills

1

FLSs seek staff opinions and input regarding various issues (e.g., program plans, budgets, procedures) and empower staff to make decisions.

7

FLSs provide education to community members regarding people with developmental disabilities (e.g., rights, responsibilities, dispelling of myths).

FLSs recruit and mentor community volunteers, interns, and students.

FLSs assist in the development of promotional materials, including newsletters, newspaper articles, brochures, videotapes, and contacts with media.

UNDERSTANDING THE PROBLEM

Organizations providing community supports to individuals with disabilities have reported challenges with workforce issues since such supports were first introduced. A national study of community residential settings in 1978 found that 84% of administrators had problems recruiting, retaining, or training staff (Bruininks, Kudla, Wieck, & Hauber, 1980). Today, those struggles have not only continued, but have also intensified. In North Carolina, 70% of administrators reported having problems finding new DSPs (Test, Solow, & Flowers, 1999). In Alaska, 82% of administrators reported major problems finding qualified direct support professionals (Johnston, 1998). In Minnesota, the proportion of administrators reporting problems finding qualified employees increased from 57% in 1995 to 75% in 1999 (Hewitt, Larson, & Lakin, 2000; Larson, Lakin, & Bruininks, 1998). More than 50% of administrators in Minnesota reported moderate to severe barriers to effective recruitment in the following areas (Larson, 1997):

- Lack of qualified applicants (reported by 69% of administrators)
- Inadequate pay or compensation (67%)
- Challenging hours (evenings, nights, weekends, holidays; 55%)
- Applicants who do not demonstrate adequate work ethic (52%)

Service coordinators in Minnesota noted that recruiting foster families and residential and in-home staff were serious problems for Minnesota's Home and Community-Based Services Waiver program (Hewitt, Larson, & Lakin, 2000).

Recruitment problems are costly. For example, in Alaska, organizations reported spending \$353.33 per DSP position per year on overtime (Johnston, 1998). In Minnesota, the average in 2000 was \$300.80 per DSP position per year (Hewitt, Larson, & Lakin, 2000). In Kansas in 2003 the average overtime cost per DSP position per year was \$476 (Kansas Mobilizing for Workforce Change Stakeholder Advisory Group, 2004). That money could be spent on upgrading services or on increasing wages, but because of unfilled hours due to vacant positions or employee absences, it is being used

for overtime. Another cost of recruitment is advertising expenses. Advertising costs range from \$68.64 per DSP per year in Alaska to \$496.83 per DSP per year in Minnesota (Hewitt, Larson, & Lakin, 2000; Johnston, 1998; Larson, Hewitt, & Anderson, 1999).

Recruitment challenges are substantial. Vacancy rates in recent reports ranged from 0% for full-time positions in Hawaii to 33% for part-time positions in Pennsylvania (see Table 2.1), with a median of 8% for all positions and 16% for part-time positions. DSP positions were vacant for an average of 2.8 weeks in Minnesota residential and vocational settings (Larson et al., 1999), 4.0 weeks in Alaska residential settings (Johnston, 1998), 4.3 weeks in Minnesota Home and Community-Based Services Waiver settings (Hewitt, Larson, & Lakin, 2000), and 10.5 weeks in New York residential settings (NYSARC, 2000). FLSs in residential settings reported that they offered positions to 53% of all applicants (an indication of having little choice regarding whom to hire; Larson, Lakin, & Bruininks, 1998). In Kansas in 2003, 43% of administrators reported curtailing services to newcomers due to workforce challenges (Kansans Mobilizing for Workforce Change Stakeholder Advisory Group, 2004). These challenges are severe and require intervention. Given the changing labor market described in Chapter 1, new approaches may be needed to find an adequate supply of DSPs.

Labor market issues affect recruitment of qualified DSPs. For example, the unemployment rate in the United States declined from 8.5% in 1975 to 6.0% in 2003 (Bureau of Labor Statistics [BLS], 2004b). In addition, the number of women in the U.S. ages 20–44 years (the group most likely to work as DSPs) increased in the early 1990s but is projected to decline from 50.57 million in 2000 to 50.01 million in 2005 and 49.93 million in 2010 (U.S. Census Bureau, 2000a, 2000b, 2000c).

At the same time, the demand for support services is increasing. Between 2002 and 2012 the number of personal and home care aides needed is projected to increase

Table 2.1. Vacancy rates in community settings supporting individuals with intellectual disabilities

Study	State or area	Vacancy rate
Johnston (1998)	AK	17%
Kansans Mobilizing for Workforce Change Stakeholder Advisory Group (2004)	KS	8%
Hewitt, Larson, and Lakin (2000)	MN	8%
Oklahoma Department of Human Services, Developmental Disabilities Services Division (2000)	OK	6%–7%
ANCOR (2001a)	USA (community)	11%
Larson, Coucouvanis, and Prouty (2003)	USA (institution)	6%
National Association of State Directors of Developmental Disabilities Services and Human Services Research Institute	Residential (1999–2001)	
	CT	6%, 16% ^a
	DE	9%, 20% ^a
	HI	0%, 10% ^a
	IN	7%, 11% ^a
	MA	11%, 17% ^a
	NE	5%, 12% ^a
	PA	12%, 33% ^a
	WA	6%, 16% ^a

^aThe first number is for full-time positions, the second for part-time positions.

by 246,000 (40%), the number of home health aides needed is projected to increase by 279,000 (48%), and the number of nursing aides, orderlies, and attendants needed is projected to grow by 343,000 (BLS, 2003–2004). These demographic realities suggest that recruitment problems may get worse before they get better.

Finally, the demographic composition of the workforce is changing. Success in the future may require substantial changes in who is recruited and how they are contacted. Between 1995 and 2050, the proportion of the U.S. population that is European American is projected to decline from 73.6% to 52.8%, with the greatest change accounted for by an increase in the proportion of Americans of Hispanic origin (projected to increase from 10.2% to 24.5%; U.S. Department of Labor, 1999). During this period, immigration will account for almost two thirds of the nation's population growth.

RESEARCH SUPPORT FOR SOLUTIONS

Researchers examined recruitment practices and the effectiveness of various recruitment approaches. Three studies in organizations supporting people with disabilities documented the most common recruitment strategies used in those settings (Larson, Lakin, & Bruininks, 1998; NYSARC, 2000; Test et al., 1999). In all three studies, the most commonly used recruitment strategy was newspaper advertisements. Recruitment by or among current or former employees was the next most commonly used strategy. Fewer than half of the organizations used job fairs, employment or referral agencies, or television or radio advertisements.

Two studies examined the use of various recruitment incentives (Johnston, 1998; Larson et al., 1999). More than two thirds of organizations supporting individuals with disabilities reported trying to attract new employees by offering competitive benefits, time off without pay, and paid leave time. More than half reported using competitive wages and flexible hours. Just over 40% reported offering hiring bonuses to new recruits. Fewer than one quarter reported using targeted recruitment practices such as offering recruitment bonuses to current employees who find new employees, and almost none offered transportation or child care.

Effective recruitment practices ensure that potential recruits receive adequate information during the hiring process so that they have realistic expectations about the job. If such information is not provided, there may be a mismatch between what employees want from the job and the organization's climate (the way things are done). This mismatch can reduce satisfaction and organizational commitment and can lead to voluntary turnover (Wanous, 1992). For example, a prospective employee may want daily access to his or her supervisor. In reality, however, it may turn out that the employee only sees the supervisor once every 2–3 weeks. This mismatch between what the person wants and what the organization offers may eventually reduce the employee's job satisfaction and lead the person to quit his or her job. Several recruitment strategies take this principle into account by finding ways to provide information to potential recruits to help them make an informed decision about the match between them and the potential employer. One such strategy is using inside recruitment sources. Another such strategy, realistic job previews, is highlighted in Chapter 3.

Job applicants can hear about openings either through inside sources or outside sources. Inside sources provide information not typically available to people outside the company (Wanous, 1992). Inside sources include people who have worked for the organization before, current employees, volunteers, board members, and others who have direct connections to the organization and who can provide the inside scoop about what the job is about. Outside sources provide less specific information about the organization as a place to work (Wanous, 1992). Examples of outside sources include advertisements; job fairs; employment agencies; and high school, technical college, and college placement offices.

The research support for using inside recruitment sources is fairly direct. In a summary of 12 studies, job survival (the number of months a new hire stays in the organization) was 24% higher for employees recruited using inside sources than for employees using outside sources (Wanous, 1992). The benefit was greater among organizations that had high turnover rates. Another study found that employees who heard about the job through multiple informal sources, those who were rehired, and those who learned about the company through a clinical rotation had the most prehire knowledge, whereas those recruited through walking in or through advertisements had the least prehire knowledge. Increased prehire knowledge was associated with lower turnover among 234 nursing applicants (Williams, Labig, & Stone, 1993). Other studies have confirmed the benefits of using inside recruitment sources in increasing information about and commitment to the job, improving the extent to which prehire expectations are met, and improving job survival (Saks, 1994; Taylor, 1994; Zottoli & Wanous, 2000). The Saks study showed that both recruitment source and information provided by the organization were significant contributors to job survival. A study conducted in 1995 of newly hired DSPs in residential settings also supported the effectiveness of inside sources in human services settings (Larson, Lakin, & Bruininks, 1998). The study found that 57% of new hires who stayed 12 months had heard about the job from an inside source, compared with only 36% of new hires who left during the first 12 months (a statistically significant difference). Finally, whether through internships or work experience, previous experience is associated with lower turnover rates (e.g., Balfour & Neff, 1993; Lakin & Bruininks, 1981). Clearly, using inside sources as a primary means for finding new recruits is effective.

STRATEGIES FOR RESPONDING TO THE PROBLEM

Market the Organization to Potential New Employees

To compete successfully for a dwindling supply of employees, community human services organizations must consider what sets them apart from other human services organizations and from other service industries. They must then develop, implement, and evaluate comprehensive marketing plans designed to let prospective and new employees know what the organization is about—its mission, vision, and values; its history; and its commitment to DSPs. The marketing plan should identify the important characteristics of the culture of the organization so that they can be shared with potential and new recruits. The plan should answer these questions: What is unique

about the organization? Why would a prospective employee choose it over the organization down the street?

An effective marketing plan should do the following (Caudron, 1999):

1. Identify the needs and perceptions of current employees and potential new hires.
2. Craft an organizational identity.
3. Create or update the organization's mission and vision statements.
4. Identify and remove barriers to attracting high-quality recruits.
5. Package the organization's image.
6. Spread the word to potential employees.
7. Enhance the organization's visibility.
8. Monitor and update the plan as needed.

Questions to ask when implementing these steps can be found at the end of this chapter. Caudron's model illustrates activities that can be used by community human services organizations to recruit DSPs. The steps in this process are described next.

1. Identify the Needs and Perceptions of Current Employees and Potential New Hires

The first step includes clarifying who current and potential employees are, what they need, and how they view the organization. Identifying the needs and perceptions of current employees and potential new hires involves conducting staff satisfaction surveys (for new hires, current employees, and exiting employees). Benchmark information for staff satisfaction surveys and new hire surveys can be found in studies such as Larson, Lakin, and Bruininks (1998). In that study, 36% of new hires accepted their job because they needed the income or benefits, 35% accepted because they had an interest in the organization or the people served by the organization, 17% accepted because they needed the training or experience provided by the job, and 11% accepted their position for other reasons (the percentages do not add up to 100% due to rounding). A study of DSPs from 70 Ohio organizations found that 67.2% heard about their jobs from an inside source, 20.7% heard only from an outside source, and 12.1% heard from both inside and outside sources (Doljanac, Larson, & Salmi, 2003). A marketing plan for DSPs should include a variety of information to reach those who are looking for jobs for different reasons.

2. Craft an Organizational Identity

The next step in the marketing process is to decide how the organization wants to be perceived by potential new employees and the general public. What does the organization want to be known for? Does this organization want to be known as the organization that bends over backwards to be flexible in supporting employees? As the organization that provides leading-edge supports to consumers by offering a highly trained staff? As the organization that offers competitive compensation packages by involving employees in extensive fund-raising activities?

Crafting an identity may involve making difficult choices about the most essential components to communicate to potential employees. In developing this marketing identity, the organization must be certain to involve people at all levels and in all aspects of the organization. Potential employees will be able to describe the relative

benefits the organization has to offer because many of them have worked for more than one organization. Individuals who receive supports from the organization and their family members along with case managers can provide frank insight into the quality of the organization's services. For nonprofit organizations, members of the board of directors may be able to share the community's perspective of the organization. Listening to these voices will improve the accuracy of the organization's marketing approaches.

3. Create or Update the Organization's Mission and Vision Statements

Mission and vision statements are discussed briefly in Chapter 12 of this book. In developing the organization's mission and vision, it is important to address both the vision of how the organization will support individuals with disabilities and the vision of the organization as an employer. The marketing plan will rely on the mission statement to guide activities to make improvements needed to successfully convey the organization's identity to current and future employees. The organization's mission and vision should match or align closely with the marketing message. For example, if the vision statement emphasizes competent, well-trained staff members but the marketing message is that anyone can do this work, the inconsistency could be misleading or confusing to potential recruits.

4. Identify and Remove Barriers to Attracting High-Quality Recruits

Once the organization has identified its target image and has mission and vision statements to guide the change process, the next step is to identify components of the organization that do not support this image, mission, and vision and to make changes needed to bring the organization into compliance with the image and mission. This may include ensuring that all administrators, managers, and supervisors in the organization have the skills needed to accomplish the mission and uphold the image as well as the attitude needed to convey this mission and image to those they work with. These skills include administrators', managers', and supervisors' being competent in their jobs, understanding the mission and image, performing their jobs in a way that upholds the image, effectively communicating the mission and image to employees, and ensuring that employees in turn have the skills and attitudes needed to accomplish the mission and uphold the organization's image. Conducting focus groups, interviews, or employee satisfaction surveys (see the end of Chapter 13) can help to identify areas that may need to change. This information will help the organization to consistently deliver the identified image (Caudron, 1999).

5. Package the Organization's Image

Packaging the organization's image involves developing distinctive names, logos, colors, and slogans for the organization (Caudron, 1999). The packaging of human services organizations should focus, at least in part, on describing how people interact with one another to achieve the organization's mission and vision. Marketing materials and strategies should use the names, logos, colors, slogans, and descriptions of how people interact with one another to clearly convey the organization's desired image to potential employees. It is important to ensure that these images, logos, colors, and slo-

gans are updated regularly so that they do not become outdated. Although updating these elements can be expensive, this is necessary because each generation of recruits has a different set of life experiences. The baby boom generation grew up going to schools that excluded people with disabilities or that segregated them. Their firsthand knowledge of people with disabilities may have been limited to people within their family or to the pitying language used by telethons to raise funds. By contrast, later generations have been exposed to television shows and movies that depicted people with disabilities in a more positive way (e.g., *Life Goes On*, *ER*, *Joan of Arcadia*, *Radio*) and have gone to schools that, in many states, included students with a wide range of abilities and disabilities. The organization's image should be updated to convey the current culture of the organization and society at large. Sometimes simple changes such as a new catch phrase or updated photos can make a world of difference.

6. Spread the Word to Potential Employees

Once an organization has packaged its new image, it is time to spread the word to potential employees about why they should consider working for the organization instead of some other community human services organization. Many such organizations focus on spreading the word about specific current openings, but that is not sufficient. Spreading the word also includes communicating a consistent message about the organization as a potential employer on an ongoing basis. Using public relations techniques such as identifying how the organization wants to be perceived and identifying three to five key messages to support that perception is important in the organization's advertising (Caudron, 1999). However, before an advertising campaign is initiated, the core messages for that campaign should be identified and shared with the full range of people associated with the organization to confirm that the messages are meaningful and accurate and to solicit their involvement in sharing the messages with people they know. Once the core messages have been finalized, current employees, individuals receiving supports, board members, volunteers, and others associated with the organization can be asked to share printed and other types of materials with people they know to encourage those people to consider working for the organization.

7. Enhance the Organization's Visibility

Now that the organization has crafted an image and has developed marketing messages or slogans to communicate, that information needs to be shared both within the organization and in the community at large. Enhancing the organization's visibility means communicating both about current job openings and about potential careers in human services. There are many ways to communicate the organization's image to current and potential employees. Paid advertising in newspapers or magazines and on the radio or television is only one strategy. Other strategies include but are not limited to having current employees spread the word about job openings to their friends and family members; using public service radio or television to share stories about community human services to enhance the visibility of the industry; developing a web site to communicate the organization's image, mission, and vision to potential employees; issuing press releases with positive stories about the organization's structure and the outcomes it helps achieve; making recruitment videos; and posting job openings on free web sites or with agencies that connect people with jobs.

Organizations have used many innovative strategies to spread the word. These innovative marketing and recruitment practices share an approach that is becoming more common in human services: consortia or groups of employers working together to address common recruitment challenges. For example, the Colorado Association of Community Centered Boards developed a statewide recruitment campaign that developed a brand image for the industry and then used recruitment videos, print ads, and radio spots to look for people who wanted to “make a difference in the lives of others” (Collins, 2000). In the first year, the campaign brought 332 responses to print ads, 30 responses to radio spots, 26 responses to postings on the web site (<http://www.caccb.org>), and almost 100 confirmed hires.

A similar campaign was developed in Ohio. The Ohio campaign included developing marketing materials such as brochures, posters, flyers, press releases, and a customizable videotape for marketing and recruitment (Thomas, 1999). Before embarking on this campaign, data were collected demonstrating the extent of recruitment challenges. Having a baseline was helpful in assessing the effectiveness of the campaign as it was implemented.

Provider associations and informal consortia addressing recruitment challenges have emerged in other states such as Minnesota and Oregon and have developed materials or resources to assist in recruitment efforts (Association of Residential Resources in Minnesota, 1998; Craven, 1999). These efforts reflect a growing awareness of the need for human services organizations to work collaboratively to address recruitment challenges.

More traditional forms of advertising may also be important in getting the word out. Those sources include print advertisements in the help-wanted section of local newspapers and web site advertisements. The most effective places for print ads may vary depending on the size of the community and on the educational requirements for new hires. Many supervisors report higher success with print ads placed in local community papers than with those placed in large metropolitan area newspapers, especially when recruiting individuals who are not required to have college degrees. Increasing the diversity of the organization’s workforce may require advertising in culturally specific newspapers. In some cases this may even include advertisements in non-English language papers. Some organizations have found success in targeting certain types of potential recruits, such as women who work in manufacturing jobs who might be interested in a career change. Those organizations found that advertising in the manufacturing section of the newspaper yielded a new group of recruits because their ads really stood out. In addition to newspaper ads, print ads that are posted at libraries, supermarkets, local colleges and universities, and workforce centers can also enhance an organization’s visibility. Such ads can usually be larger to more completely market the organization’s image.

Not all print ads are the same. Some are much more likely to effectively market the organization’s image than others. Consider the example in Figure 2.1. This ad reflects a typical ad found in a large metropolitan newspaper. Unfortunately, an ad like this one may draw few new applications, especially when placed in a metropolitan newspaper with a large circulation. Often organizations find newspaper ads to be costly, so they use acronyms and abbreviations to reduce their cost. This is a mistake. The ads need to be written so that they can be understood by potential applicants who

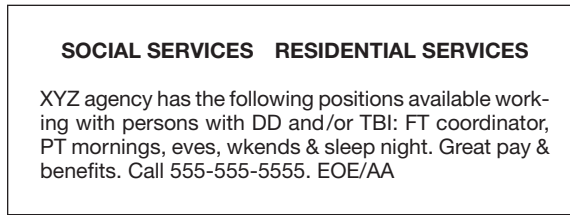


Figure 2.1. Traditional newspaper advertisement.

may not have experience in the industry (who make up about half of all new hires; Larson, Lakin, & Bruininks, 1998). Advertisements containing acronyms and abbreviations are not inviting to applicants, especially if applicants are unfamiliar with these terms.

Compare the ad in Figure 2.1 with the revised ad in Figure 2.2. These two ads for the same position are very different. The first ad uses words and acronyms that may be unfamiliar to potential recruits. It also advertises great pay and benefits. Unless the organization has unusual sources of funds, however, this statement is misleading at best. The first ad also fails to indicate why a person should want to apply.

The revised ad is easier to understand because it does not use abbreviations or acronyms. It points out that the job offers challenging opportunities that allow an applicant to make a difference in someone's life. It also provides a specific name to contact for more information. It is only eight words longer, so it would not be significantly more expensive. Finally, it emphasizes the organization's values to provide supports using reliable, caring, and trained staff members.

8. Monitor and Update the Plan as Needed

Work on a marketing plan does not end when it has been implemented. It requires ongoing attention to be sure that the plan attends to the everchanging needs and desires of current and potential employees. Each generation of employees has a unique set of interests and needs. An effective marketing plan will thus have to be reviewed regularly.

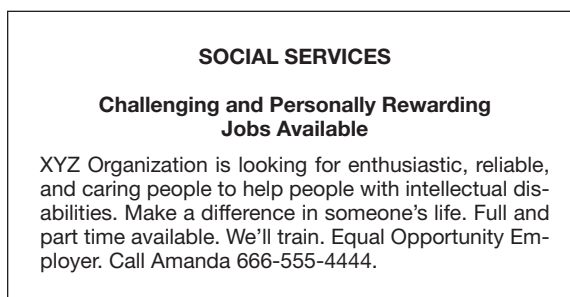


Figure 2.2. Well-written newspaper advertisement.

In the Spotlight: Massachusetts Department of Mental Retardation

The Massachusetts Department of Mental Retardation has developed a comprehensive recruitment program that targets DSPs. The Rewarding Work campaign began in 1998 with a collaboration of 25 provider organizations in the Boston area, the state government, and a marketing communications company (Parker & James Communications, Inc.). The project began by assessing the existing recruitment situation, asking provider organizations questions such as the following:

- Where did your organization recruit its workers?
- How many people did your organization need?
- What pay and benefits were offered?
- What was your organization's turnover rate?
- What recruiting tactics has your organization tried? What worked? What didn't?
- What hasn't your organization tried?

In the next phase of the project, the marketing communications company held six directed group discussions, involving approximately 40 DSPs. The meetings were held at work sites without managers or supervisors present. Although the participants came from a variety of backgrounds, a consistent story emerged. Those who kept working in direct support positions did so because they could make a difference and their efforts were deeply and sincerely appreciated by people with disabilities. The campaign's theme—"Some people are lucky enough to love their work"—emerged directly from these discussions.

Once the research had been compiled, an initial marketing plan was developed. The recruitment campaign was kicked off in May 1999 with a well-publicized event at the State House. A well-known local radio personality was master of ceremonies, and the Commissioner of Human Services and legislative leaders spoke. Organizations honored outstanding staff members, who told their stories. Marketing materials, including a poster and an informational brochure, were handed out at the launch.

The marketing strategies used in the campaign included direct mail campaigns (to retired military, retired teachers, and other groups), bus billboard ads, stories profiling DSPs in community and college newspapers, and a job fair. A web site (<http://www.rewardingwork.org/>) was also created. A toll-free telephone hotline was also set up. The web site describes available jobs in general terms, has a search engine to locate provider organizations in the local community, contains profiles of DSPs, provides resources for people looking for a job (including an on-line application used to schedule job interviews), and describes Massachusetts for prospective employees from out of state. All leads generated by the site are forwarded to participating organizations in the community where the applicant is interested in working. Participating providers have access to a password-protected web site where they can screen applications by location and other key variables. All inquirers receive an initial screening telephone call from a project recruiter. The state of Massachusetts provided the funding for the marketing agency, whereas providers contributed a fee on a sliding scale basis to purchase marketing materials for the project.

The project proved very successful, with 2,000 inquiries in the first year. It expanded from just the Boston area to statewide in 2001. Information about this project has been shared at many conferences on direct support. Several other states have begun their own marketing campaigns as a result.

Expand the Pool of Potential New Recruits

Given the demographic trends in the United States and the increased need for additional employees within community human services settings, organizations will have to work hard to expand the pool of people from whom they select employees. Short-term recruitment strategies such as posting help-wanted advertisements or even recruitment campaigns are the most common strategies used by community human services organizations. Such strategies, however, are typically designed to find people who are already interested in a job or career in the industry to work for a particular organization. Long-term recruitment success will require strategies that actually expand the pool of potential employees. Strategies such as cultivating relationships with career and placement resources through networking with area high school guidance counselors, college and university career counselors, and postsecondary training program staff are important to recruiting high-quality candidates over the long term (Levy, Levy, Freeman, Feiman, & Samowitz, 1988).

Draw on Varied Sources of Recruits

One potential source of new recruits is recent immigrants to the United States. Many human services organizations have had great success in recruiting immigrants into direct support positions. Immigrants bring with them new experiences and insights into the roles and work of direct support. Many immigrants are highly educated and have had years of experience in health or human services careers in their home countries. Effective marketing to immigrants requires identifying ethnically and culturally diverse publications, community centers, and organizations.

Organizations that actively recruit immigrants will need to make organizational practices culturally competent. Orientation, training, and communication practices may need to be adapted to accommodate people who speak or who are learning English as a second language. In addition, company benefits for holidays and scheduled time off may need to be modified and existing staff may need training to encourage effective teamwork in diverse teams. Supporting families and individuals who receive services to develop effective communication strategies will be important as well. Resources such as *The Power of Diversity* curriculum (Sedlezky et al., 2001) can help organizations become more culturally competent.

Finding adequate supplies of employees also depends on tapping other sources of potential recruits, including older or displaced employees and people from groups that have traditionally experienced high unemployment rates (e.g., unskilled employees, high school dropouts). Another source of potential recruits is from occupations in which employment is declining. Between 2002 and 2012 the biggest declines in employment are projected to be for farmers and ranchers (declining by 238,000 jobs), sewing machine operators (91,000), and word processors and typists (93,000) (BLS, 2003–2004). To recruit and train these individuals as DSPs, organizations will need to work with community education and training programs such as school-to-work initiatives, welfare-to-work initiatives, postsecondary education programs, lifelong learning programs, community centers, and vocational/technical programs. State- and federally funded workforce centers or one-stop shops provide valuable information for

employers and can be an excellent resource for those who want to expand their recruitment sources. The value of these types of recruitment strategies, especially if they include an internship (whether paid or not), is that they provide good information about what to expect in the job.

Use Innovative Training Programs

Several different programs have attempted to expand the pool through innovative training programs. For example, Minnesota developed a comprehensive pre- and in-service training program for DSPs called Community Supports for People with Disabilities (see Chapter 15). In one part of the state, the technical college coordinator for the program recruited high school students into the program to provide them with a good introduction to the work of a DSP, with the goal of helping students who might not otherwise have considered careers in direct support to decide for themselves whether such a career is interesting to them while they earn college credits.

A pilot project in the city of Minneapolis used the Community Supports Program as a platform for training and recruiting individuals who were previously welfare recipients into careers in direct support. Of the 27 students who began the training, 20 completed the program. Of those 20 completers, at least 13 found jobs in human services organizations. Approximately 63% of the training participants were of non-European American ethnicity, 52% were receiving public assistance when they entered the program, 44% were single parents, 30% were male, and 22% identified themselves as having a disability (O'Neil & Westerman, 1998).

Initiate Long-Term Recruitment Strategies

Individual provider organizations also have initiated long-term recruitment strategies. For example, one provider in a community with particularly low unemployment rates developed a paid internship program for high school students. The program was created through a partnership between the provider and a local high school. A few high school juniors or seniors were selected to participate in the program each year. These students worked with current DSPs in residential settings. Although the interns did not work unsupervised, they did provide extra support to enable individuals in those settings to expand their leisure and community activity options. At the end of the school year, interns were recognized by the organization at the high school's all-school awards program. The awards presentation raised awareness of the program among other students at the school and increased interest among the students regarding participating in future years.

Several tools have been developed to assist schools, workforce centers, and employers communicate about possible careers in human services. One of the best tools, Career Pathmaker (Taylor, Silver, Hewitt, VanGelder, & Hoff, 1997), was developed by the Human Services Research Institute. Career Pathmaker provides an excellent introduction to the human services industry for individuals who are unfamiliar with it. Career Pathmaker guides potential employees through a series of structured exercises and questions to help them identify and document their skills, attitudes, and life experiences that are related to entry-level positions in human services or health care.

The activities can be self-paced or can be completed with an employment counselor or as part of a career exploration class. Other resources are listed in the Resources section of this chapter.

Use Inside Recruitment Sources

Although the emphasis of this chapter is on long-term recruitment and strategic planning, organizations can also take action in the short term to improve their recruitment success. The source of potential new hires can make an important difference in whether those recruits will stay with the organization. Staff members who are recruited using inside recruitment strategies stay longer. Inside sources are individuals who know what the job is really like and who can provide a potential new employee with reliable information about the job so that the potential recruit can truly make an informed decision.

Use Internal Postings

Many strategies can be used to increase the number of applicants who hear about a job opening from an inside source. The most obvious of these is to make sure that current employees are notified when openings exist so that those who are looking for a change can learn of opportunities within their current organization rather than looking for a job with another organization. Internal postings are important both for positions that would be lateral moves and for positions that are potential advancements. Components of a good internal posting include geographic location, hours; characteristics, preferences, and needs of people supported; minimal job requirements (e.g., having a car); and supervisor information. Organizations that provide supports in many different communities or states can use internal postings to keep employees who move for whatever reason working in the company.

Promote from Within

Promoting from within can be a powerful tool for recognition and for retention of current employees. Some organizations worry that posting positions internally will result in people hopping from one program to another, which can be disruptive. Another way to look at this shifting is that the DSP may be trying to find his or her niche or to recover from burnout in his or her current position. Helping the employee find a place where he or she feels comfortable and connected to the individuals supported, co-workers, and supervisors can improve job satisfaction and increase the likelihood that the person will stay.

Offer Recruitment Bonuses

Providing recruitment bonuses to current employees who are listed as the source of job information for new hires can encourage inside recruitment. A survey by the Society for Human Resource Management (2001a) reported that 49% of organizations across industries offer a formal recruitment referral bonus program for nonexempt employees and that another 17% offer an informal program. Recruitment referral bonuses have been used for DSPs supporting individuals with disabilities in Ohio

(where 41% of employers used bonuses; Barry Associates, 1999), Alaska (where 9% of employers used bonuses; Johnston, 1998), and Minnesota (where 22% of employers used bonuses; Larson et al., 1999). Several factors should be considered when establishing a recruitment bonus program. Probably the most important consideration is that current employees need to be active participants in planning and implementing any incentive program that affects them. They need to be part of the team that develops the marketing plan (described earlier in this chapter) so that they understand the message the organization is trying to convey to potential recruits. They also need to understand that the goal is not to simply find people to apply for a job but rather to identify people whose interests and skills are a good match with the organization and who will want to work for the organization for an extended period.

Recruitment bonus programs vary widely. Table 2.2 shows an array of options for recruitment bonus programs. For example, the type and size of the incentive offered may vary. Some organizations offer gift certificates to restaurants or hotels or tickets to sporting events, while others offer cash bonuses ranging from \$25 to more than \$750. Some companies add a second-level incentive in which all employees who earn a recruitment bonus during the year become eligible for a drawing for a super bonus such as a laptop computer or a vacation (Solomon, 1998). The amount and type of incentive offered should be determined by the organization in consultation with current employees to ensure that it is meaningful, within the context of other recognition programs, and sufficient to change the behavior of those employees.

Table 2.2. Recruitment bonus program options

Participants	<ul style="list-style-type: none"> Current employees Supported individuals and their family members Board members Other stakeholders
Type of award	<ul style="list-style-type: none"> Cash (\$50–\$1,000) <ul style="list-style-type: none"> Grossed up (the person gets the stated amount after taxes) Not grossed up (taxes reduce the amount of the reward) Gift certificates <ul style="list-style-type: none"> Dining Specialty stores Sporting event tickets Company products (e.g., T-shirts, mugs, briefcases) Entry into a quarterly cash drawing Paid time off Use of a company car Trips Gifts (e.g., television, compact disc or MP3 player)
Timing options	<ul style="list-style-type: none"> At hire After 30 days After 90 days After 6 months After 1 year

Several strategies can be used to increase the effectiveness of a recruitment bonus program. Effective bonus programs do the following (Brounstein & Visconti, 1992; Martinez, 2001):

- Define who is eligible for the incentive
- Keep the rules simple
- Market the program
 - Publicize the criteria for participation in the incentive program
 - Share information about the program during orientation for new hires
 - Use paycheck stuffers and the company newsletter or computer network to publicize the program
 - Kick off the program each year
- Maintain an internal job posting system
- Maintain clear records
- Provide feedback to employees about the status of their referrals
- Give the referral award in time increments rather than all at once (e.g., at 6 and 12 months after the person is hired)
- Are patient and give the program time to work

The timing of the incentive is important. Since most DSPs who leave their positions leave during the first 6 months after they are hired, a recruitment bonus program should provide an incentive for employees to refer individuals who will surpass that 6-month tenure mark. Therefore, although it is important to provide some incentive soon after the hiring of a new employee (e.g., after the person completes orientation), it is also important that part of the incentive be offered at a later time (e.g., 6 or 12 months after hire). Criteria for the initial bonus might include that the new hire has to actually work for 30 days before the bonus is paid. The behavior that is important to reinforce is not just finding a person to fill the position, but finding a qualified, interested individual who will remain in the position for at least 6–12 months. The advantage to a tiered approach is that the initial bonus can reinforce an employee for bringing a new recruit to the organization and the long-term bonus reinforces the employee for helping that new recruit survive the initial employment period.

Market the Inside Recruitment Campaign

Think creatively about who can act as inside recruiters for the organization. For example, individuals who receive supports, family members, and board members of the organization may know of people who would be interested in working for the organization. Offering gift certificates or cash bonuses to those individuals when they find recruits can expand the pool of applicants while also empowering those individuals to become active participants in addressing recruitment challenges.

Hand Out Recruitment Cards

Recruitment cards are another tool that might be useful for organizations considering implementing a recruitment bonus program. Recruitment cards are the same size as typical business cards, but instead of identifying particular employees, they identify the organization's hiring authority. Current employees and others can distribute the cards to potential recruits to provide specific information about whom to call to pur-

sue a job opportunity. These cards list the short version of the organization's mission statement with an invitation to apply for a position. One advantage of using recruitment cards is that an employee can write his or her name on the back of the card as the referring person so that he or she can get credit for the recruit.

Offer Incentives to Attract New Employees to the Organization

Human services organizations are increasingly using hiring bonuses to attract new employees. As employment in service occupations such as hotels, restaurants, entertainment, and telemarketing grows, some individuals who may have been attracted to jobs in human services are being lured away by hiring bonuses ranging from a few hundred to a few thousand dollars. *The Wall Street Journal* cited a Society for Human Resource Management study noting that 39% of all employers, as diverse as White Castle and Burger King and AT&T and Microsoft, are providing hiring bonuses (Lubin, 1997). To remain competitive, human services organizations have had to introduce either one-time hiring bonuses or rapid increases in wages during the first year of employment. Hiring bonuses should be developed using the same principles as recruitment bonuses. That is, some of the hiring bonus should be paid shortly after hire, but since the goal is not just to get people to start the job but also to find people who will stay, part of the hiring bonus should be paid 6–12 months after hire.

Considerations for Developing and Using Recruitment Strategies

Recruitment can be viewed as both an ongoing process (every year, x number of new employees in y job class will need to be hired) and as an event (a specific job opening exists now). Before implementing a recruitment plan for a particular opening, the organization should evaluate how the opening corresponds with current overall staffing needs. The organization should ask at least the following questions:

- Could current employees increase their hours to fill the position?
- Could other open positions be combined with this one to make it a more attractive position?
- Can an internal candidate fill the job, thereby creating an opening for a more entry-level position?
- Can the vacancy be filled on a temporary basis and then be eliminated?
- Can the position be eliminated altogether? (Brounstein & Visconti, 1992, p. 75)

Developing an effective recruitment plan requires a systemic approach. This approach must involve DSPs in all phases. As with any of the approaches discussed in this book, the recruitment plan should include specific goals and objectives, a baseline assessment, a time line for implementation, and an evaluation process to identify whether the strategy worked. The tools appearing at the end of this chapter include a form for assessing the relative success of using various recruitment sources; a form for assessing the outcomes of the recruitment and hiring bonus program; and a checklist of recruitment strategies to consider for the plan. These tools can be used in planning and implementing new interventions. Assessing the effectiveness of various recruitment sources can be helpful. A study conducted in 1990 indicated that 73% of service sector companies with 200 or more employees conducted follow-up studies of recruitment sources to determine which sources yield greater proportions of high-performing

employees (Terpstra & Rozell, 1993). That same study reported that using recruitment studies was significantly correlated with sales growth and overall organizational performance.

OVERCOMING IMPLEMENTATION BARRIERS

Developing and implementing a recruitment plan and using effective recruitment strategies require changes in organizational practice. Change has the potential to be difficult, producing resistance from those affected. Resistance to change from current employees can be reduced by involving those employees in the planning process from the beginning. For example, current employees may resist playing a role in recruiting their friends because they may not think it will make any difference. Clearly explaining the reasons for wanting to use more inside sources (to improve the chance that new hires will stay) can help overcome this resistance.

Another possible problem that should be avoided is that of emphasizing, recognizing, and rewarding new employees to the detriment of current employees. The challenge is that current employees may feel it is unfair if new employees get access to benefits or rewards that current employees cannot get access to. One way to avoid this problem is to pair a recruitment bonus with a hiring bonus so that both current and new employees have access to the new program. Another strategy is to make sure that the recognition program for current employees (see Chapter 9) is fair and fully operational before specific incentives are offered to new employees.

Another barrier to implementing a recruitment program with specific monetary outlays is that board members or administrators may resist the expenditures. The primary strategies for overcoming this barrier include providing evidence from the organization's own data about the size and impact of the challenge (e.g., turnover rates, vacancy rates, the percentage of leavers who stay less than 6 months), citing research findings about the effectiveness of proposed recruitment strategies, and building an evaluation process into the intervention so that stakeholders can see how well the intervention worked.

QUESTIONS TO PONDER

1. How is your organization different from other similar organizations in the area? Why would someone want to work for your organization instead of for another?
2. Does this organization have an up-to-date marketing plan developed with the input of DSPs?
3. How might your organization's most recent newspaper advertisement be revised to communicate your organization's vision and to enhance your organization's visibility?
4. What is your organization's primary target audience for potential recruits? Has the message been tailored to this group?
5. What new audiences might your organization consider targeting? Why? How might the message be tailored to those audiences?

6. Does your organization welcome and support new immigrants? If yes, how? How might your organization improve its success recruiting and supporting a diverse workforce?
7. What strategies does your organization use to promote the use of inside recruitment sources? How effective are they? What new strategies can be tried to increase the proportion of new hires that have heard about the job from an inside source?

CONCLUSION

A plan to address turnover and retention problems must include attention to the recruitment process. Since most employee turnover occurs during the first 6–12 months after hire, finding effective strategies to reduce early turnover is essential. This chapter reviews both short- and long-term strategies (e.g., using inside recruitment sources and developing a marketing plan, respectively) to address recruitment challenges. Organizations must also modify the marketing approach and make an ongoing assessment of emerging sources of potential new hires to get the word out to people from those emerging groups. As with all of the strategies in this book, assessing the status of current recruitment efforts and the results of changing practices are critical components of an effective recruitment strategy.

RESOURCES

Brounstein, M., & Visconti, R. (1992). *Effective recruitment strategies: Taking a marketing approach*. Menlo Park, CA: Crisp Publications.

This workbook provides practical information and exercises to assist people who are new to the task of recruitment or who want to improve their success. It provides step-by-step instructions on implementing some of the interventions mentioned in this chapter.

Doverspike, D., Taylor, M.A., Shultz, K.S., & McKay, P.F. (2000). Responding to the challenge of a changing workforce: Recruiting nontraditional demographic groups. *Public Personnel Management*, 29, 445–457.

This article describes demographic challenges for recruitment and discusses strategies to focus recruitment on older baby boomers, Generation Xers, and members of racial and ethnic minority groups.

Kazis, R., & Gittleman, M. (1995). School-to-work programs. *Info-line* (Issue 9509). Alexandria, VA: American Society for Training and Development.

This booklet provides guidelines for organizations considering using school-to-work programs to improve recruitment success. It talks about these programs, provides two case study examples, and describes challenges organizations may face in implementing a school-to-work intervention.

Taylor, M., Silver, J., Hewitt, A., VanGelder, M., & Hoff, D. (1997). *Career pathmaker: A toolkit for entering careers in human services and health care*. Cambridge, MA: Human Services Research Institute. (Available from the publisher, 2236 Massachusetts Avenue, Cambridge, MA 02140; 617-876-0426; fax: 617-492-7401; https://ssl23.securedata.net/hsri/index.asp?keywords=career+pathmaker&type=Title&id=pub_search)

See the description of the toolkit earlier in this chapter.

Wanous, J.P. (1992). *Organizational entry: Recruitment, selection, orientation and socialization of newcomers* (2nd ed.). Boston: Addison Wesley.

This academic text reviews research and describes best practices in recruitment, selection, orientation, and socialization.

Worth, W.E., & North, A.B. (1995). Building an internship program. *Info-line* (Issue 9511). Alexandria, VA: American Society for Training and Development.

This booklet provides an overview of the process of designing an internship program. It describes selection techniques, orientation and training guidelines, supervision strategies, and evaluation strategies.

Developing a Marketing Plan

Use these questions to guide the development of a marketing plan. The steps are adapted from Caudron (1999).

- 1. Identify the needs and perceptions of current employees and potential new hires.**
 - What are the demographics of current employees?
 - How do current employees perceive this organization?
 - What do the current employees like and/or dislike about this organization?
 - What is important to current employees?
- 2. Craft an organizational identity.**
 - What does this organization want to be known for by its employees?
 - Do the current logo and marketing materials effectively communicate the mission and vision of the organization? Do they clearly communicate the identity?
 - How have current DSPs been involved in crafting the organization's identity?
- 3. Create or update the organization's mission and vision statements.**
 - Does the mission statement clearly reflect the vision of the organization?
 - How are the mission and vision communicated in marketing activities?
- 4. Identify and remove barriers to attracting high-quality recruits.**
 - What inconsistencies exist between the articulated mission and vision and the actual employment practices in this organization?
 - What do current employees say about barriers and problems?
 - What do leavers give as reasons for leaving?
- 5. Package the organization's image.**
 - What names, logos, colors, and slogans will be used to communicate the image?
 - How long has it been since the names, logos, colors, and slogans have been updated?
- 6. Spread the word to potential employees.**
 - What are the five key messages the organization wants to convey?
 - How can various people in the organization be involved in spreading the word?
- 7. Enhance the organization's visibility.**
 - Is the organization marketing careers in human services, not just specific jobs?
 - Is the organization using a range of different mediums to communicate about careers and jobs that are available?
 - What three to five new strategies can be used this year to enhance the visibility of this organization?
 - How can this organization work together with other human services organizations to promote careers in human services?
- 8. Monitor and update the plan as needed.**
 - What process can be used to ensure that the marketing plan is updated regularly?
 - What should be monitored and how?

Source: Caudron, 1999.

Staff Recruitment, Retention, and Training Strategies for Community Human Services Organizations
by Sheryl A. Larson & Amy S. Hewitt.

Assessing the Effect of Recruitment Sources on Hiring

This chart can be used to evaluate the effectiveness of recruitment sources for an entire calendar year. According to recruitment source, track the number of applicants and the number who were hired. Calculate the percentage of applicants from each source who were actually hired. The data recorded on this chart will tell which recruitment source yielded the highest percentage of actual hires. Whenever possible, use a computerized database or spreadsheet to track this information to automate the computations.

Year:			
Referral source	Number applied	Number hired	% hired from source
<i>Inside sources</i>			
Applicant was referred by current or former employee.			
Applicant was referred by person receiving supports from organization or family member.			
Applicant responded to internal posting.			
Applicant worked for organization in past.			
Applicant was an intern.			
Applicant was a volunteer.			
Applicant was a school-to-work participant.			
Applicant was a welfare-to-work participant.			
Applicant was referred by another inside source (e.g., board member, volunteer).			
<i>Total inside sources</i>			
<i>Outside sources</i>			
Newspaper advertisement			
Job fair			
High school or college job board			
Employment or referral agency			
Television or radio advertisements			
Other outside source			
<i>Total outside sources</i>			
<i>Totals</i>			
Total inside sources			
Total outside sources			
Total recruitment source unknown			
GRAND TOTAL			

Assessing the Effect of Recruitment Sources on Retention

This chart tracks all employees who quit during a calendar year. You will need to know the recruitment source for the people who left the organization in the year and the number of months each person worked before quitting or being fired. Enter the number of people who left who had heard about the job from each type of source. Then enter the number in each tenure group who heard about the job from each source. Finally, calculate the percentage of those who left who had 0–12 month’s tenure by referral source (number of leavers with 0–12 months’ tenure divided by number who quit or were fired). Referral sources with the lowest proportion of leavers in the first 6 and 12 months are the most effective for retention. Whenever possible, use a computerized database or spreadsheet to track this information to automate the computations.

Year:						
Referral source	Number who quit or were fired	Tenure of leavers			% from the referral source who left after	
		0–6 months	7–12 months	13+ months	0–6 months	7–12 months
Inside sources						
Applicant was referred by current or former employee.						
Applicant was referred by person receiving supports from organization or by a family member.						
Applicant worked for organization in past.						
Applicant responded to internal posting.						
Applicant was an intern.						
Applicant was a volunteer.						
Applicant was a school-to-work participant.						
Applicant was a welfare-to-work participant.						
Applicant was referred by someone who works in a similar organization.						
Applicant was referred by another inside source.						
Outside sources						
Newspaper advertisement						
Job fair						
High school or college job board						
Employment/referral agency						
Television or radio advertisements						
Other outside source						
Totals						
Total inside sources						
Total outside sources						
Total recruitment source unknown						
GRAND TOTAL						

Assessing the Effect of Hiring Bonuses and Recruitment Sources on Retention

Use this chart to assess the effectiveness of recruitment and hiring bonuses. For each person hired in the year, you will need to know if he or she received a hiring bonus, whether the organization paid an inside source a bonus when the person was hired, and how long the new hire kept working for the organization. Record the number of people hired during the year that fit in each box.

To determine if hiring bonuses made a difference, compare the proportion of new hires who left within the first 6 months after hire and who received a hiring bonus with the proportion of new hires who left within the first 6 months after hire and who did not receive a hiring bonus. If the number of new hires who received a bonus and left in the first 6 months is smaller than the number who did not receive a bonus and left in the first 6 months, the bonus may have had a positive effect on retention. A similar comparison can be done for the proportion of new hires that left within the first year of being hired.

To compute whether providing recruitment bonuses to current employees made a difference, use the same procedure as for gauging the effectiveness of hiring bonuses.

Intervention	Number hired	Number who left after 0–6 months	% who left after 0–6 months	Number who left after 7–12 months	% who left after 7–12 months
<i>New hire received hiring bonus</i>					
Yes					
No					
<i>Inside source (e.g., current employee) got recruitment bonus</i>					
Yes					
No					

Checklist of Creative Recruitment Strategies

Use this chart to note how many creative strategies the organization is using now and to rate the extent to which those strategies are working, whether the organization would like to start using the strategy in the future, and when to start using the strategy. In the empty spaces at the bottom, add any other strategies you are aware of or are currently using. For strategies that are not effective, consider whether any of the ideas in this chapter could improve the effectiveness of the program. If a strategy is not working and the organization cannot or will not modify it, consider discontinuing it in favor of another strategy. Use the Priority column to identify one or more strategies to modify or start using in the next 3 months.

Strategy	Use now (mark all that apply)	How effective (1, low; 5, high)	Priority for next 3 months (mark up to 3 choices)
1. Internal recruitment (posting job opportunities internally)			
2. Networking with other managers and supervisors to find internal applicants			
3. Recruitment bonus for current employees			
4. Recruitment bonus for supported individuals and their families, board members, and other referring stakeholders			
5. Hiring bonus for new recruits			
6. Developing relationships with school-to-work, welfare-to-work, and job service staff			
7. Internship programs for high school students			
8. Comprehensive marketing plan development			
9. Development of creating marketing materials			
10. Recruitment videotapes			
11. Television and radio advertisements			
12. Trade show giveaways (e.g., pens, pencils, letter openers with organization name)			
13. Web site recruitment			
14. Marketing to nontraditional sources			
a. Community clubs, civic groups, scouts, and churches			
b. Advertising in ethnic newspapers			
c. Military bases and veterans groups			
15. Presentations about careers in human services			
a. High school and college classes			
b. Workforce centers			
c. Job fairs			
16. Open houses			
17. Volunteer programs			
18.			
19.			