



Assets for Independence University

Retention and Recruitment: Strategies to Identify, Enroll, and Retain Participants in the Saving Process

Wednesday, November 7, 2007

8:30 a.m.

Session Agenda

Description

Successful completion and asset purchase is often a long road for participants. With limited resources for operations, AFI grantees need to target their recruitment efforts to yield the maximum number of eligible and able participants who will complete their savings and purchase an asset. This training session will provide inter-related strategies to focus outreach and recruitment and minimize loss of enrollees.

Presenter Bios

Amy Shir ***Asset-Building Consultant***

Amy Shir has supervised technical assistance delivery for IDA programs nationwide. As Director of Economic Development at ISED, she managed the technical assistance delivery for all IDA grantees funded by the Office of Refugee Resettlement and many grantees in the AFI IDA Project, funded by the Office of Community Services. Amy also launched the Refugee IDA Program in Louisville, Kentucky. She has an extensive business and marketing background and started up two Internet banks and her own international internet marketing consulting firm. She is a graduate of the Maxwell School of Citizenship and Public Affairs in Syracuse. Amy is a member of the Assets Alliance and is a free-lance asset-building consultant based in Louisville, KY.

Session Handouts

The following materials are provided for use during this session:


- Powerpoint follows



Welcome!

Recruiting and Retaining IDA Participants

by Amy Shir
AFI Resource Center



Purpose of Recruiting Segment

To help you:

- identify your target markets,
- reach them with the right message, and
- enroll them into your IDA program.

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Objectives of Recruiting Segment

- Define recruitment and explore reasons some AFI Projects have struggled in this area
- Explain key relationships among AFI time limits, recruitment and retention
- Identify and describe target markets and market segments
- Construct benefit-centered messages
- Find ways to build trust
- Enroll with little “waste”

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Marketing

- Is the AFI Project accessible?
- Is the opportunity cost of participating greater than the perceived benefits?
- Is the project's value communicated compellingly? Or does it sound like a scam??
- Is it marketed at the times and places people will hear it?
- Is it designed and delivered for the right group(s)?

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Recruitment

- Why have some AFI Projects had difficulties recruiting participants?
- How do we build relationships with our prospective participants? Why would they trust us?

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Where to Recruit?

- Brainstorm Ideas

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Where to find participants?

- WITHIN YOUR AGENCY
- Graduates of CCCS credit repair
- Vita site participants; tax clients
- Faith based organizations
- Community college students
- Habitat for Humanity Wait List
- Welfare to Work Clients
- Single Parent Groups
- Refugee Resettlement Programs
- Head Start parents
- Small business centers
- CAA's
- Affordable Housing Clients
- Section 8 Clients
- Vocational School Students
- Employers (e.g., hotels, restaurants, big box stores, cleaning services, other retail or service employers)

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AFI Project Time Limits & Recruitment

- Do people enrolling in years 2 & 3 have enough time to acquire the asset? Can they finish all of the other requirements, e.g., financial education, asset education, credit repair, others?
- What are the implications for your recruitment activities?
- How would communication about your program in year 3 potentially be different from your marketing communications during start-up, years 1 & 2?

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Golden Rule of Account Design

Monthly deposits (how do our projects block and tackle for our participants?)

+

Match during the savings period

+

Attendance at required trainings

=

Participants acquiring their selected asset

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AFI Eligibility

- TANF Eligible in Your State
OR
- Household Adjusted Gross Income of 200% of Poverty or Less; or Qualifying for Earned Income Tax Credit;
AND
Household Net Worth < \$10,000, excluding home and one vehicle
- IDA savings deposits must come from earned income.

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Measurable Recruitment Goals: An Example

GOAL: 165 account holders

- Average 27-30 per quarter for 6 quarters, allowing for attrition and start up time
- Generate 25 inquiries per month during each quarter of the first and second project year. (600)
- Register 12 people per monthly orientation during each quarter of the first and second project year. (288)
- Generate 30 eligible applicants from orientations and referring partners during each quarter of the first and second project year. (240)
- Enroll 180 account holders > 165 completions with 8% attrition
- **Actual attrition may be much higher, even more than 50%.**

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Evaluation

- Track your results
 - How many queries from what strategy?
 - How many applicants from target market members or referral sources?
 - How many eligible applicants from target markets/sources?
 - How many enrolled from target markets/sources?
 - Retention/attrition rate for target markets/sources?
- Be prepared to make changes in target markets or recruitment strategies.

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Purpose of Retention

- Keep those participants you worked so hard to find, recruit and enroll!!
- Save time and money!
- Ensure that as many participants as possible acquire selected asset.

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Objectives of the Retention Segment

- Define attrition and retention
- List factors that impact attrition and retention rates
- Describe accountholder success
- Identify facilitators as well as obstacles to successful completion at each step in the AFI Project

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Objectives of the Retention Segment (con't)

- Identify and prioritize programmatic strategies to enhance success and mitigate/eliminate obstacles
- Develop and implement retention plan
- Describe different methodologies and resources that can facilitate problem solving during emergencies

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Accountholder Success

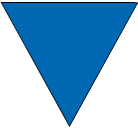
- What is accountholder success?
- Why is identifying and communicating interim success important?

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Retention and Recruitment

- What is the relationship between recruitment and retention?

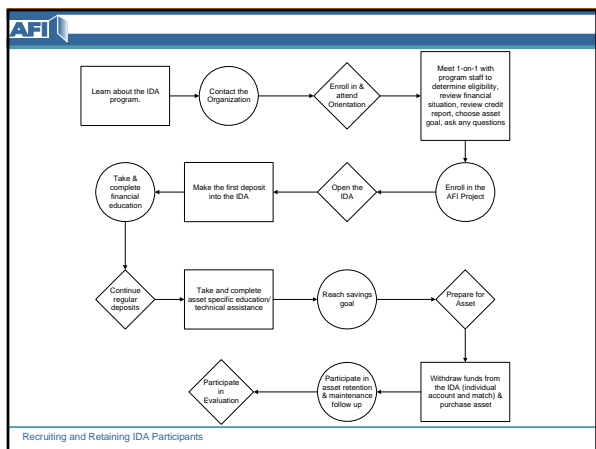


Most Programs look like this



Best Programs look like this

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Strategies for Retention: Group Instructions

- Brainstorm all facilitators and barriers for the step your group has been assigned
- Select the 2 facilitators and 2 barriers that have the biggest impact on retention at that step
- Develop specific strategies that will mitigate/eliminate barriers OR enhance facilitators. Be specific. Answer: HOW

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Report Out-Group Instructions

1. The “step” you examined
2. A few of the facilitators and obstacles you identified
3. The 2 facilitators and 2 obstacles that in your opinion have the biggest impact on retention
4. The 2 best strategies identified for each category

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Lessons from the Field

- Offer alternatives for making deposits: e.g., direct deposit, mail-in, deposit only ATM
- Implement systems of contact and encouragement: Continually monitor progress and Savings Plan. This depends on good data management and organized client files.
- Require savings prior to enrollment
- Do credit check early in program to assess

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Lessons from the Field (con't)

- Require some or all financial education prior to enrollment
- Schedule flexible, accessible trainings
- Provide support for training attendance: location, transportation, childcare, food, interpreters
- Plug into VITA site; encourage lump sum deposit

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Allowable Emergencies

- Expenses for medical care
- Payments necessary to prevent eviction or foreclosure
- Living expenses following job loss

Establish parameters for replacing emergency withdrawals within specified timeframe. Provide support network to hasten return to program.

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AFI Resource Center

- For more information on this topic or other AFI Training Curriculum modules, contact the AFI Resource Center at the Office of Community Services
- Phone: (202) 401-4626
- Email: AFIProgram@acf.hhs.gov
- Web: <http://www.acf.hhs.gov/assetbuilding>

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