

# ADVANCING EQUITY:

Strategies to Recruit More  
Black, Indigenous &  
People of Color (BIPOC)  
and Women to Green  
Skilled Trades/Crafts, and  
STEM Job Training

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## National Green Jobs Advisory Council Marketing Toolkit (2023)

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# Strategies to Recruit More Black, Indigenous & People of Color (BIPOC) and Women to Green Skilled Trades/Crafts, and STEM Job Training Programs

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## **National Green Jobs Advisory Council Marketing Toolkit (2023)**

Funded by Lumina Foundation, the National Green Jobs Advisory Council is an initiative of the National Council for Workforce Education (NCWE). The National Green Jobs Advisory Council (NGJAC) is a consortium of 13 community colleges and their industry partners. The purpose of NGJAC is to develop and facilitate the processes and technical assistance necessary to bring awareness and expand the opportunities for Black, Indigenous, and People of Color (BIPOC) and women to become trained and gainfully employed in the emerging green sector. The NGJAC team of Subject Matter Experts also works with our community colleges to integrate green skilled competencies into legacy trade academic and training frameworks.

## **Contributors:**

### **Nayita Wilson, Founder & CEO, NVisions Communications & Consulting**

Nayita Wilson is the founder and CEO of NVisions Communications & Consulting where she oversees public relations, strategic communications, and marketing projects for nonprofit, business, and governmental clients in areas such as education and workforce, community, and economic development. Nayita is the author of *PR That Propels* and facilitates PR and communications training for leaders and organizations. She previously worked in public information for government and nonprofit communications and fund development.

### **Girard J. Melancon, Ph.D., Director, National Green Jobs Advisory Council**

Dr. Girard Melancon is the Director of the National Green Jobs Advisory Council (NGJAC) with NCWE and funded by the Lumina Foundation. Dr. Melancon brings over 25 years of progressive workforce development experience. In 2019, Dr. Melancon received the National Skills Coalition Skill Champion Award.

### **Darlene G. Miller, Ed.D., Executive Director, National Council for Workforce Education**

Since 2010, Darlene G. Miller has served as the executive director of the National Council for Workforce Education. Dr. Miller has over 25 years experience working in community colleges with expertise both as a faculty member and as an administrator in workforce education and economic development. Prior to joining NCWE, she served as President of Manchester Community College (MCC) in New Hampshire.

### **National Council for Workforce Education**

As a workforce-focused nonprofit organization committed to equity and inclusion, the National Council for Workforce Education (NCWE) leads our members with innovative ideas and bold actions to drive economic advancement for all. Our vision is to build an inclusive network of workforce professionals that champion innovation, justice and economic opportunity through policy and practice. Working in partnership with business and industry, and national leaders, NCWE transforms workforce education programs to ensure student success and meet local labor market needs. Our focus as an organization is grounded in practitioner support.

Thanks to the following: Tiana Morgan, NVisions Communications, for graphic design and layout; and Rachel Italiano, MA, NVisions Communications, for editing.

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# Purpose of Toolkit

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This **ADVANCING EQUITY** marketing toolkit provides green jobs training programs within community colleges with proactive marketing strategies to recruit BIPOC individuals and women. At its core, this toolkit is designed to empower colleges to invest in marketing strategies that will increase awareness and student enrollment in green, skilled crafts/trade, and STEM sector training programs while preparing a more representative workforce.

## Goals & Objectives

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- Increase awareness among BIPOC individuals and women regarding green jobs training programs.
- Increase the number of BIPOC individuals and women who enroll in green jobs training programs.
- Identify and activate marketing channels to recruit BIPOC individuals and women to green jobs training programs.
- Foster strategic partnerships that will leverage recruitment strategies.
- Establish messaging for equitable recruitment.

## The Case for Why

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The need for strategic marketing to recruit BIPOC individuals and women to green, skilled trades/ craft, and STEM training programs is supported by: employers' desire for a more representative workforce; U.S. based policy shifts that focus on green sector market solutions; and the emergence of new technologies that require trained professionals to maintain the green sector economy.

In 2022, the Interstate Renewable Energy Council (IREC) polled 54 green energy stakeholders on matters of diversity, equity, and inclusion regarding career placement. Poll participants indicated that recruiting students for jobs and the visibility of job opportunities were among their challenges with diversity. In the same study, the respondents indicated that mentorship and pre-apprenticeship programs are among their most effective strategies for recruiting "hard-to-employ/disadvantaged" job seekers.

The 2021 National Solar Jobs Census found that "a majority of solar firms have not developed a strategy to increase diversity of their workforce" even though 70% of the current solar workforce is comprised of white males.

# Challenges

Through a series of meetings and roundtables with employers, training providers, and educators in 2022, the National Green Jobs Advisory Council (NGJAC) found challenges in student recruitment, retention, equity and inclusion in green sector job training programs. A 2023 survey of NGJAC member colleges found that most schools that completed the survey did not have a strategy to recruit and support BIPOC individuals and women. Understanding these and similar challenges empowers colleges to advance recruitment solutions and messaging that will help to develop a representative cadre of skilled candidates for growing green sector jobs.



## Case Study: University of South Florida

The University of South Florida (USF) implemented a “student-centered” marketing strategy to recruit more underrepresented minorities to its maternal and child health (MCH) program. USF targeted existing undergraduate students who met eligibility requirements including, but not limited to: first generation students, family hardship, descendants of migrant or migrant family or multi-language proficiency, and economically disadvantaged.

To implement, USF recruited students through feeder programs (i.e. student support services, program advisors, etc.) and other methods such as social media, career fairs, meet and greets, and online university platforms. Students were also offered a stipend and tuition waiver. The university ultimately recruited 35 students across three cohorts—the majority of whom were underrepresented minorities: Hispanic/Latino, 37.1%; Black/African American, 31.4%; Asian, 20%; and American Indian/Alaskan Native, 5.7%. More than half of the cohorts' members joined the MCH workforce after graduation while one third pursued advanced studies in the field (Armstrong, et. al., 2022).

# Opportunities

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The demand to train a more representative workforce is not unique to the green, skilled trades/craft, and STEM sectors. Other sectors realize the need and are taking action to develop more targeted and inclusive marketing strategies. The lessons learned can benefit colleges that are committed to recruiting a diversified workforce.

## Increased Awareness & Recruitment:

Moving forward, intentional marketing to BIPOC individuals and women will enable colleges to raise awareness about green sector job training programs that may not be as visible or widely known to said individuals. The byproducts may include increased enrollment, increased graduation/completion rates, and an increased, thoroughly representative pool of highly trained, prepared, and skilled workers.

## Building Wealth & the Workforce:

Intentional marketing will help build wealth in minority communities and single-family homes where mothers are the majority of the caregivers. Growing this pipeline will be extremely important for employers who are dealing with a tight labor market with many retirees and expanding opportunities in various green sectors.

## Communicating Win-Win & Buy-in:

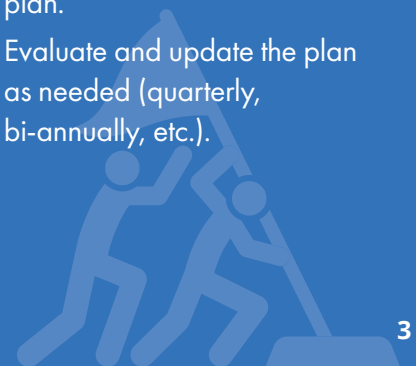
Additionally, colleges can develop more favorable internal and external perceptions of targeted marketing strategies. This can be accomplished by shifting the conversation from divisive topics to shared goals such as: expanding reach and awareness about growing green sector training opportunities; developing a representative workforce; and enhancing recruitment efforts to attract and retain a more representative student population.

This toolkit offers marketing strategies that can provide cross-sectional benefits to colleges, students, community partners, and employers who desire to provide BIPOC individuals and women with more equitable access to green sector job training programs. The college's credit and noncredit workforce programs, particularly legacy skilled trades/crafts programs, students, employers, and communities, will all benefit from a more diverse and inclusive green workforce.

## This NGJAC Toolkit Recommends 7 Steps to Build a More Inclusive Marketing Strategy

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1. Evaluate your existing marketing plans.
2. Develop and implement strategies to identify the intended audience.
3. Ensure the language used in messaging & marketing collateral appeals to BIPOC individuals and women.
4. Build an inclusive marketing plan that includes determining the appropriate media and strategies designed to reach the target market.
5. Grow and facilitate community partnerships and outreach to increase the number BIPOC individuals and women enrolled in green sector, skilled trades/crafts, and STEM training programs.
6. Align staff, partners, and resources to implement the plan.
7. Evaluate and update the plan as needed (quarterly, bi-annually, etc.).



# Evaluate Existing Marketing Plans

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The need to recruit more BIPOC individuals and women to the green sector, skilled trades/crafts, and STEM programs provides colleges with the opportunity to evaluate and build upon existing marketing plans. The following questions can serve as a foundation for evaluating existing marketing practices.

## 7 Questions to Evaluate Your Marketing for Inclusivity

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1. Has the college set recruitment goals or benchmarks to recruit BIPOC individuals and women to the green sector, skilled trades/crafts, and STEM training programs?
2. Does the college or program marketing plan include ways to attract more BIPOC individuals and women to these programs?
3. Have dedicated funding or resources been allocated to recruit BIPOC individuals and women to these programs?
4. To what extent, if any, do the marketing/communications platforms and materials accurately portray the BIPOC individuals and women we are seeking to recruit to the green sector, skilled trades/crafts, and STEM training programs?
5. Does the marketing team have members, consultants, or relationships with individuals or entities who have cultural knowledge and understanding of the targeted audiences?
6. Has the college identified an individual or committee to ensure the marketing strategy's implementation, accountability, and evaluation will be executed as intended?
7. Are existing marketing strategies compliant with any associated funding requirements or policy changes?

*Tip: These evaluative questions are intended to help colleges identify and remedy any weak spots in recruiting BIPOC individuals and women and can be built upon for college-specific needs. Once answered, colleges can take the following steps toward planning and implementation.*

# Identify Your Intended Audience

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Most colleges have an active marketing and recruiting strategy in place. However, often, the leaders and practitioners implementing the plan's strategies have not identified the potential target audiences.

## 6 Ways to Identify the Potential Intended Audience

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1. Use the college's data to build a prospect list of BIPOC individuals and women who dropped out of credit and non-credit programs to recruit them for new training opportunities.
2. Use the college's data to identify students who partially completed an application or did not enroll post-acceptance to create a prospect list.
3. Partner with state/government workforce commissions or offices to identify and reach BIPOC individuals and women job seekers.
4. Seek out mid-career professionals looking for a career change. For example, barbers and painters make great welders. Sculptors and drafters are great in the fabrication space.
5. Tap into alumni to identify individuals who may be at a transitional phase in their career path (i.e. recently laid off, career change, retired, military retirees).
6. Build a database that includes a collection of demographic information such as personal contact information and training interests by using a QR code in all print and digital advertising media.



# Align Language and Messaging with Inclusivity



After reviewing the content of existing marketing plans and collateral, amend the language and messaging used in those materials to accurately reflect the diversity of your community and the community you are trying to attract to your programs. Put into place strategies to ensure that the language you utilize in all future materials are representative and inclusive. Proactively incorporate messages that will appeal to your target audience. Provide resources and information in multiple languages.

## Sample language and best practices

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- Avoid listing programs or funding eligibility requirements and related language that may create enrollment hurdles or confusion for applicants. Instead, train staff members on what the potential student may qualify for to ensure they are well-versed in this area if and when a potential student makes an inquiry.
- Titles such as “technician,” “professional,” “colleague,” “artisan,” and “assemblyperson” are accepted as inclusive.
- Sample attention-grabbing phrases: “free tuition,” “on-the-job training,” “apprenticeship opportunity,” “grants available for women,” training for women in STEM,” “construction courses built for you,” “truck driving course with everyone in mind,” “women in electrical,” and “target community electrical training initiative.”

## For more resources, see:

- [Reporting Race: Use of Inclusive Language in Disparities Research](#)
  - [Advancing Language for Equity & Inclusion](#)
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# Build an Inclusive Marketing Plan with Targeted Strategies

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There are several targeted strategies an inclusive marketing plan can incorporate, including: advertising, e-mail marketing, branding and design considerations, digital marketing (website and social media), community outreach, events, and media relations.

## Advertising Strategy

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To create an inclusive advertising strategy, colleges must understand advertising trends. While multicultural advertising spending is not as heavily financed as overall advertising spending, the research indicates that TV is a dominant force, platform choices vary by race and ethnicity, and native and bilingual language advertising is growing. Thus, a more inclusive advertising strategy will consider these trends when recruiting BIPOC individuals and women. (See Tables 1 and 2 in the appendix for more information.)



## 2019 Study of Multicultural Media

The 2019 U.S. Multicultural Media Forecast analyzed the multicultural media industry and growth by focusing on three demographics: African American, Asian American, and Hispanic American. The following are key findings from the study (see Tables 1 and 2 in the appendix):

- 5.2% of advertising and marketing spending was spent in multicultural media, while multicultural ethnicities accounted for 37.3% of the general U.S. population during the study period.
- Television was the highest ranking form of multicultural advertising in 2018 (\$7.57B). Hispanic media reported the largest revenue shares of (\$17.94B) compared to African American media (\$7.2B) and Asian American (\$0.72B).
- English language media accounted for 53.9% of revenue and grew by 6%; the native/bilingual language media share was 46.1% and grew by 5%.

# Recommended Advertising Channels

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## Multicultural Media:

Advertise with multicultural media in the local and surrounding areas. These entities may not have the reach of an area's primary news outlets but may have significant influence and credibility among their primary audience. Where appropriate, create and place bilingual and native language advertisements with multicultural media. In addition, develop media sponsorship packages or opportunities that will create long-term visibility opportunities. (See the appendix for a list of multicultural media organizations.)

## TV/Video:

Dedicate a reasonable amount of the marketing budget to video advertising. Incorporate the faces, voices, and stories of BIPOC individuals and women in TV, video, and radio advertisements. Develop bilingual and/or native language scripts.

## Billboard/Poster Campaigns:

Secure billboards or posters (traditional or digital), bus benches, bus ads, or other long-term signage in or near corridors where there is a higher concentration of the targeted audience. Include verbiage that indicates that the program is open to individuals whose native language is not English.

## Sponsorships:

Many community-based nonprofit organizations offer sponsored opportunities for events and other initiatives. Identify seasonal, cultural, and ethnicity-based events to partner with (i.e., Indigenous People Day, Hispanic History Month, Women's History Month, Black History Month, Vietnamese New Year, etc.).

*Tip: Include BIPOC and women consultants and creatives to help develop and implement college-specific advertising campaigns. Community colleges that develop strategic marketing plans with allocated funding will position themselves to attract and retain more BIPOC individuals and women.*

# E-mail Strategy

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E-mail marketing is the digital equivalent of a direct mail piece. The sender has the creative freedom to deliver messages and information directly to an intended recipient. Partner with organizations that have robust e-mail databases for your targeted audiences. Explore paid or sponsored e-mail marketing opportunities with these entities. When doing so, inquire about the audience size, open rates, and additional options the distributor may offer to promote the information (i.e., social media, text messaging campaign, etc.).

- Invest in an e-mail marketing platform (Constant Contact, MailChimp, HubSpot, Sendinblue, Salesforce, etc.).
- Develop an e-mail marketing calendar for marketing/recruitment and content that targets BIPOC individuals and women. Develop targeted email lists from applications, interest forms, etc.
- Create email campaigns that highlight student accomplishments, funding opportunities, job opportunities, and other content that is relevant to the recruitment and promotion of BIPOC individuals and women.
- Create targeted or segmented email lists (i.e., past graduates, current students, faculty and staff, community partners, workforce partners, etc.).
- Create mechanisms to collect and gather e-mail addresses (i.e., QR codes, text to join, sign-up sheets at events, registration databases, etc. Include options for individuals to report demographic information).

# Branding & Collateral Strategy

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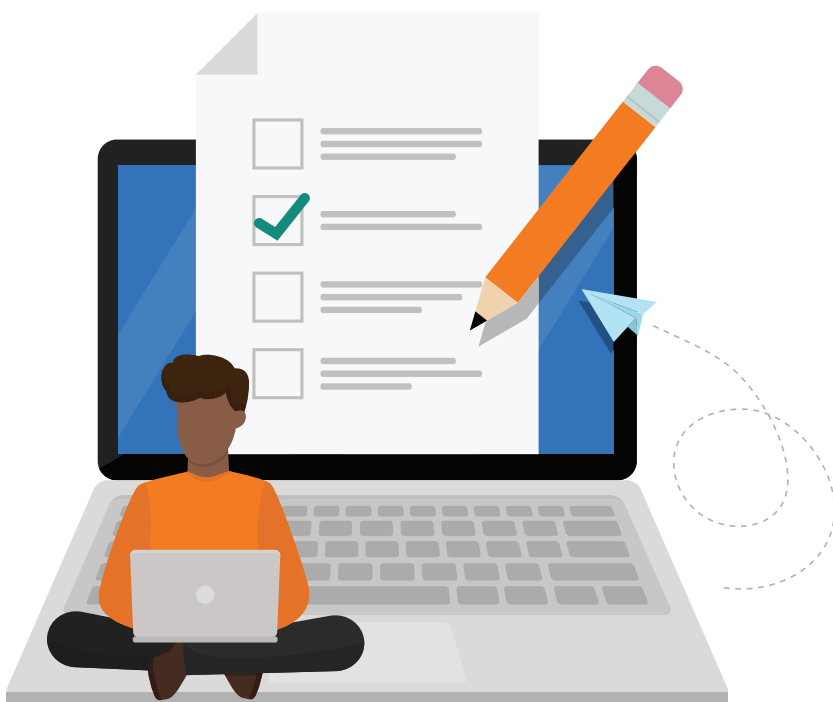
All print and digital marketing collateral, recruitment, and informational materials (flyers, brochures, fact sheets, etc.) must reflect the BIPOC and women students the college seeks to enroll.

- When developing artwork for advertisements, digital marketing, and print collateral, incorporate high quality images of BIPOC individuals and women. If necessary, utilize stock images. (See list of places to acquire stock images in the appendix.)
- As a best practice, utilize images of actual students on campus in work attire or using technical equipment. Have instructors review the images to pick up nuances of the craft, tools used, equipment identification, correct use of PPE, etc.
- When necessary, collaborate with professional or campus-based photographers and videographers to build a unique, college-specific media library that features student, staff, or models who represent BIPOC individuals and women.
- Have materials translated into various languages for tabling events and strategic locations (i.e., enrollment events, community events, resource fairs, enrollment offices, websites, social media).
- Develop templated slide decks for recruitment-based initiatives that include photos, videos, and the native language of the students the college seeks to recruit and enroll.

# College Website/ Webpage

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Evaluate the college's website and pages dedicated to job training programs to determine whether BIPOC individuals and women are equitably represented. Use the college's website to share the stories of BIPOC individuals and women who are enrolled in job training programs or who have graduated from the program and are working in green, skilled trades/crafts, or green industries. Diversify photos and messaging where appropriate. Most importantly, ensure that the website is ADA accessible.



## Facebook Studies Diversity & Usage Trends

A **2021 Facebook study** found that “limiting and negative representations are still present in online advertisers,” particularly in gender-based advertising.

Additionally, 54% of those surveyed reported not feeling “culturally represented” advertising and 71% favor more diversity in online advertising. According to the Pew Research Center, **7 in 10 U.S. adults “say they ever use any kind of social media site”** with YouTube and Facebook being the more widely used platforms for U.S. adults. See the appendix for more survey results.

# Social Media



Social media provides creative and dynamic opportunities to market green, skilled trades/crafts, and STEM sector job training programs to prospective students. Understanding social media users' concerns and social media usage enables colleges to develop more representative social media campaigns.

- Develop campaigns, content, and a social media strategy to utilize the “right” social media platform to recruit BIPOC individuals and women. In tandem, create and develop social media campaigns on platforms where there is a more dominant presence among BIPOC individuals and women. (See Tables 3-6 in the appendix for more information.)
- Utilize inclusive photos and media in social media content.
- Develop social media advertisements and content around seasonal, cultural, and ethnicity-based events (i.e., Indigenous People Day, Hispanic History Month, Women’s History Month, Black History Month, Vietnamese New Year, etc.).
- Collaborate with local and regional social media influencers and leaders who have a substantial social media following among local BIPOC individuals and women.
- Develop landing pages, sign-up forms, and calls to action on social media content and advertisements.

Additional 2021 [data from Pew](#) provides further insight into how social media users vary by gender, race, and platform. Across the board:

- More Blacks and Hispanics say they use at least one social media site.
- More women say they use at least one social media site.
- Hispanics are in the majority of those who say they have used Instagram, Snapchat, YouTube, WhatsApp and TikTok at some point.
- Blacks are in the majority among those who say they have used Facebook, Twitter, and Pinterest at some point.
- A greater percentage of women have used Facebook, Instagram, Pinterest, and Snapchat at some point compared to men. An equal percentage of women and men have used TikTok.
- Among those who say they’ve ever used YouTube, men (82%) slightly outpace women (80%).

# Community Outreach



## Community Partnerships

Creating, growing, and sustaining relationships with community organizations should be a key component of recruitment. Community colleges can expand their endeavors to recruit more BIPOC individuals and women by partnering with community-based organizations (CBO), high schools, faith-based organizations, and workplace partners committed to serving BIPOC individuals and women.

A partnership is an agreement where partners agree to cooperate to advance their mutual interests and to increase the likelihood of achieving their mission or goals. Community colleges cannot do this all alone. Partnerships with CBOs focused on a specific population can assist colleges in outreach to new and/or targeted communities. CBOs also assist community colleges with student support services (case management, transportation, childcare, housing assistance, etc.) that are not typically offered at the college.

Nevertheless, working with community partners is not straightforward or easy work. Community colleges and CBOs, for example, have very different cultures. Many community organizations have had less than positive or less than beneficial experiences with colleges, so building trust is preeminent. Colleges must show respect for their partners and recognize what they bring to the relationship to build a trusting, collaborative relationship.

Thus, a successful partnership with community organizations takes time and effort. If you are working with them to recruit BIPOC individuals and women to green jobs, make sure they thoroughly understand the craft. Take them on site tours of companies and job sites. Work with them to talk with local businesses to address any previous trauma that their clients had with that industry. In many cases, workers of color were the first to be let go in an economic downturn or did the dirtiest jobs with no career pathway. This trauma must be dealt with first before you can build trust in your program. Be patient. Building trust takes time.

### Some activities with which to engage with community partners:

- Identify the organizations in the local areas that are mission-focused on BIPOC individuals and women and develop segmented contact lists of these organizations. (See list of potential partners in the appendix.)
- Host targeted/sector-based meetings (i.e., events dedicated to faith-based leaders, elected officials, industry leaders, employers).
- Invest in organizational-level memberships in targeted community-based organizations; have college representatives involved in boards of directors and committees.

*Tip: If you are targeting a specific population, for example Black or African American communities, look for organizations that have a presence and are trusted in those communities (i.e., churches, sororities, and fraternities).*

# Events & Other Promotional Activities

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Hosting or participating in events is a great way to attract students to a program and to collect leads for future or current recruitment purposes. Collaborate with community partners on cross-promoting content (i.e., business chambers, cultural organizations, immigration advocacy groups, women-based organizations, and ethnic-based organizations).

- Host and/or participate in community-wide events that are highly attended by BIPOC individuals and women (i.e., music festivals, cultural festivals, Mother's Day).
- Host industry-day and/or empowerment events in partnership with high schools and workforce partners (i.e., Girls Day at XYZ company, Asians in STEM, etc.).
- Host informational events for home school associations and parents/guardians who home school.
- Partner with the legal community during expungement day events to identify and recruit individuals who may be on a new path or are seeking new opportunities.
- Create campaigns and events or marketing collateral to attract BIPOC individuals and women. For example: St. Patrick's Day – Green shirts with a catchphrase, website, etc. to promote green sector jobs during parades and events (i.e., Girl\$ in the Green \$ector, Guy\$ in the Green \$ector).



## Impact of Community on Community Colleges

Hubard-Jackson relied on research on the impact of community on community colleges and their diversity, equity and inclusion efforts. The study affirms that colleges are tasked with impacting the community and monitoring the extent to which the community impacts the college's culture. Additionally, colleges, by way of geographic location, often mirror their community's culture and racial make-up. This can foster a lack of diversity and work against a college's goal. To counter, the researchers recommend that colleges evaluate their own culture, use geography to "unite," and employ effective marketing strategies, and create partnerships with "neighboring and community institutions" (2021).

# Media Relations



Earned media has the potential to communicate messages to the masses through outlets that are accepted as credible and reliable. As such, news stories may get greater reach and visibility when news outlets or social media users share them on social media platforms. Storytelling is an approach that works effectively with local media. Colleges should take a proactive approach in communicating the success of their programs and students, the experience and caliber of the teaching faculty, and the impact of community partnerships.

- Pitch story ideas to multicultural publications in the local area to promote training programs, student successes, strategic partnerships, etc. (See a list of local and national media organizations in the appendix.)
- Document the progress of a cohort of BIPOC individuals and women enrolled in training programs. Showcase the program's success with stories that highlight student matriculation and employment.
- Seek speaking opportunities before local or regional press clubs to provide statistics and insight regarding the college's workforce initiatives for BIPOC individuals and women.
- Develop stories on historic accomplishments (i.e., "firsts" for BIPOC individuals and women).
- Create and arrange media events around topics and seasonal or cultural events that bring awareness to diversity.
- Help students (BIPOC and women) write letters to editors/op-ed pieces highlighting the importance or impact of diversity in green skilled industries.
- Arrange press conferences or releases for new funding, programs, partnerships, or incentives specifically for BIPOC individuals and women.
- Deploy various techniques to tell stories (written articles, blog posts, video testimonials, on campus displays and videos, social media graphics, etc.).





# Implementation & Oversight

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When preparing a marketing strategy, identify the individual(s) responsible for implementing the plan (i.e., the college’s marketing and communications department; the department offering the training; third-party consultants, etc.). The delegated department or individuals should:

- Operate within the college’s marketing and branding guidelines.
- Collaborate with the college’s communications department for leverage.
- Reflect and represent diversity.

An effective way of ensuring representation while providing oversight is to consider a “Marketing Advisory Committee.” This committee would be tasked with strengthening the purpose, reach, and effectiveness of the college’s inclusive marketing plan. The committee can be comprised of internal and external partners (i.e., marketing team members, faculty, students, BIPOC individuals, women, workforce partners, and representatives from CBOs.). Some functions of the committee may include:

- Identify mutually beneficial initiatives that can help attract BIPOC individuals and women.
- Leverage the reach of marketing campaigns and initiatives through external communication channels.
- Examine campaigns prior to launch to identify any concerns that may be deemed non-inclusive or culturally insensitive.
- Provide input on marketing strategies or resources.

*Tip: For such an initiative to be effective, it is important for the internal marketing team to welcome the input of the Marketing Advisory Committee. It is equally important for the advisory committee to respect the marketing team’s ability to work collaboratively, yet autonomously and in the best interest of the college.*

# Evaluate



Measure, monitor, and report the outcomes of marketing and recruitment initiatives. Use the data to enhance the marketing strategy and eliminate or minimize the use of strategies that have minimal to no return on investment. Some areas to monitor:

- General enrollment numbers by race and gender.
- Enrollment in programs by race and gender.
- Analyze traditional, digital, and social media advertising campaign reports to gauge trends.
- Administer post-recruitment and post-completion surveys.
- Evaluate data from CRM software.
- Monitor and collect news clippings.



# Resources and Appendix

## RESEARCH, DATA & STATISTICS

- [bls.gov](https://www.bls.gov)
- [ncwe.org](https://www.ncwe.org)
- [irecusa.org](https://www.irecusa.org)
- [nationalskillscoalition.org](https://www.nationalskillscoalition.org)

## REPORTS ADDRESSING DIVERSITY AND INCLUSION

- **Industry & Inclusion, Community Colleges Collaborate to Advance Racial Equity in Manufacturing (2022)**
- **In Her Own Words** (2023 NCCER survey of tradeswomen in construction)
- **Gender composition of the construction industry and other resources**
- **2022 Construction Craft Salary Survey**
- **Data for an Inclusive Economic Recovery (2022)**
- **The Roadmap for Racial Equity**

## MULTICULTURAL MEDIA ORGANIZATIONS

*Resources for multicultural news outlets:*

(Many of these organizations provide information for members by state.)

- Asian American Journalists Association, [www.aaaja.org](https://www.aaaja.org)
- National Association of Hispanic publications, [www.nahp.org](https://www.nahp.org)
- National Newspaper Publishers Association, [www.nnpa.org](https://www.nnpa.org)
- Native American Journalists Association, [www.najanewsroom.com](https://www.najanewsroom.com)
- National Association of Black Journalists, [www.nabj.org](https://www.nabj.org)

*Resources for national industry- and ethnicity-based media:*

- Essence Magazine
- Hispanic Network Magazine
- Latina Style Magazine
- American Indian Magazine
- Asian American Media Inc./AsAm News

## RESEARCH, DATA & STATISTICS

- **Trade jobs go unfulfilled as tech sector announce layoffs**  
Soledad O'Brien, Matter of Fact, Feb. 12, 2023
- **NY Colleges are training students to lead statewide push toward green energy**  
Thomas C. Zambito, New York State Team, March 1, 2022
- **Eastern Conn. Program serves as example as state puts \$70 million into workforce training**  
Matt Grahm, The Bulletin, Jan. 13, 2022
- **A long-standing push**  
Sara Weissman, Inside Higher ED, Sept. 8, 2021
- **In celebrating King, reminding of sense of community, collaboration at SCTCC**  
Lauri Kloos, Opinion piece, St. Cloud Times, Jan. 29, 2023

# Advertising Data

Table 1

TOP 3 MEDIA PLATFORMS BY REVENUE SHARE IN 2018		
Hispanic American	African American	Asian American
<ul style="list-style-type: none"> <li>■ TV advertising (\$5.43B)</li> <li>■ Relationship marketing (\$3.34B)</li> <li>■ Promotional marketing (\$2.33B)</li> </ul>	<ul style="list-style-type: none"> <li>■ TV advertising (\$2.01B)</li> <li>■ Relationship marketing (\$1.19B)</li> <li>■ Digital advertising, Pure Play (\$0.78M)</li> </ul>	<ul style="list-style-type: none"> <li>■ TV advertising (\$0.22M)</li> <li>■ Digital advertising, Pure Play (\$0.118M)</li> <li>■ Promotional marketing (\$0.076M)</li> </ul>

Table 2

TOP 3 MEDIA PLATFORMS BY GROWTH IN 2018		
Hispanic American	African American	Asian American
<ul style="list-style-type: none"> <li>■ Brand/Content marketing (11.5%)</li> <li>■ Influencer marketing (11%)</li> <li>■ Other advertising (10.9%)</li> </ul>	<ul style="list-style-type: none"> <li>■ Influencer marketing (13.5%)</li> <li>■ Other advertising (12.5%)</li> <li>■ Branded &amp; content marketing (12.2%)</li> </ul>	<ul style="list-style-type: none"> <li>■ Other advertising* (37.5%)</li> <li>■ Digital advertising, Pure Play (\$0.118M)</li> <li>■ Influencer marketing (10.7%)</li> </ul>

\*"Other" advertising included business-to-business magazines, local directories, entertain media (i.e., eSports sponsorships, video game ads, music, film and book website)

# Social Media use by Race, Ethnicity, and Gender

## Table 3

<b>RACE</b>	
% of U.S. adults who say they use at least one social media site, by race/ethnicity, according to Pew	
White	69%
Black	77%
Hispanic	80%

## Table 4

<b>GENDER</b>	
% of U.S. adults who say they use at least one social media site by gender, according to Pew	
White	66%
Black	78%

# Social Media use by Race, Ethnicity, and Gender

Table 5

PLATFORM USE BY RACE									
% of U.S. adults in each demographic group who say they ever use a platform, according to Pew									
	Facebook	Instagram	LinkedIn	Twitter	Pinterest	Snapchat	YouTube	WhatsApp	TikTok
White	67%	35%	29%	22%	34%	23%	79%	16%	18%
Black	74%	49%	27%	29%	35%	26%	84%	23%	30%
Hispanic	72%	52%	19%	23%	18%	31%	85%	46%	31%

Table 6

PLATFORM USE BY GENDER									
% of U.S. adults in each demographic group who say they ever use a platform, according to Pew									
	Facebook	Instagram	LinkedIn	Twitter	Pinterest	Snapchat	YouTube	WhatsApp	TikTok
Men	61%	36%	31%	25%	16%	22%	82%	26%	17%
Women	77%	44%	26%	22%	46%	28%	80%	21%	17%

# Potential Community Organizations

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- Women and girls serving organizations including CBOs and women's shelters, and national organizations like the Girl Scouts of America and Big Brother, Big Sister local chapters.
- African American/Black serving organizations including sorority and fraternity chapters, Black Chamber, 100 Black Women, 100 Black Men, NAACP, Urban League.
- Hispanic serving organizations including CBOs and Hispanic/LatinX Chambers. Immigrant focused organizations and CBOs. Many are segmented by culture, country, region or by immigration or refugee status.
- Indigenous Communities focused organizations and CBOs
- Religious organizations and places of worship.
- Educational support organizations (i.e., tutoring, mentoring, homeschooling and after school associations).

# Stock Images

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- Pixabay
- Pexels
- Envato Elements
- Adobe Stock
- Getty Images



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