

Strategies for Developing a Managed Entry Model in Adult Education

Managed enrollment is defined as a process for providing a structure and sequence for adult students to enroll in an adult education class at the beginning of the session.

Research suggests that managed entry contributes to regular student attendance leading to better retention. The added structure creates an environment where instructors do not have to constantly re-teach material from previous lessons due to new students continually entering their classes. Managed entry leads to students taking their studies seriously, placing a high priority on school attendance when other activities compete for their time. This format also decreases constant turnover and repetition in classes.

There are challenges associated with managed entry, such as, students not being able to enter/enroll in classes at their leisure. Managed entry is not always convenient for students whose schedules are constantly changing.

Managed Entry Models:

1. Structure all classes in your program.
2. Structure time frames for certain types of classes (reading / math, ABE/ ASE or GED/ESL).
3. Structure school year, for example into five eight-week sessions with specific registration dates for each class, or into 8 week-sessions or by semesters.

Additional Components:

1. Create a syllabus for each managed entry class.
2. Enforce the syllabus regardless of how much turbulence occurs in attendance. This may work better for ASE than ABE students; ABE students may require more flexibility in the beginning.
3. Allow students the option to purchase their own books or workbooks.
4. Establish enrollment deadlines.
5. Place restrictions on the number of classes a student may miss.
6. Design classes with a minimum number of instructional hours per week.
7. Create waiting lists for classes.
8. Communicate with legislators concerning your managed entry model and the potential need for waiting lists.
9. Develop a clear attendance policy that encourages attendance and provides clear guidelines for what happens when students do not meet the minimum number of hours.
10. Offer an alternative method of instruction for students that are unable to attend class on a regular basis. Use instructional technology, utilize off-site locations, or offer open labs to accommodate students that have sporadic schedules.

Recommendations for Getting Started:

1. Identify specific program issues by talking to instructors, students and community members.
 - Is retention a problem in your program?
 - Does the open entry model affect student learning in your program?
 - Do you currently have a retention model; if so what techniques are most effective?
2. Examine your data.
 - Enrollment and attendance patterns
 - Days of the week
 - Times of the day
 - Type of classes
 - Type of student
 - Educational level gains and student goals
 - Average time to progress from one level to next for all 6 educational levels
 - Retention
 - Average number of students in each educational level
 - Student needs survey
 - Hold student focus groups
3. Identify ways in which more structure would benefit the students? Is this specific to learner types?
4. Establish session lengths based on student data.
5. Develop curriculum and syllabi for the designated classes.
 - What is your approach to curriculum?
 - Do you currently have syllabi for each class to distribute to students?
6. Involvement from the instructor is essential.
7. Examine your data to identify what works before expanding your model.
8. Communicate/advertise the new class schedule and registration process in your community.

Expected Outcomes:

1. Change in number of students leaving the program after twelve hours of instruction.
2. Change in average number of students progressing to the next educational level.
3. Change in retention rate.
4. Change in average attendance hours.
5. Change in post-assessment scores including GED.

Research:

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- Strucker, John (2006). *More Curriculum Structure: A Response to "Turbulence"*. Focus on Basics: Connecting Research & Practice; 8 (C).

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