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Workbook Description

This workbook has been designed to help states highlight different aspects of the recruitment and enrollment process in a way that identifies strengths and challenges. Through this workshop, and by using the workbook as a guide during the live workshop session and in combination with your pre-session preparation and Moodle activities, your state team will discuss considerations for understanding the recruitment and enrollment landscape through data, and alignment with the three P's: people, programs, and policy. In doing so, your state team will explore the adult learners' journey through the outreach and enrollment process and develop a future vision of enrollment towards actionable recruitment.

The Workshop

This workshop will provide the foundation for developing a new vision of enrollment through exploring the adult learners' journey through the enrollment process. This workbook will help you and your state team accomplish the following:

- Discuss state enrollment patterns and issues affecting those patterns;
- Understand the participant experience in, and service alignment with, the recruitment and enrollment process in adult education; and
- Explore past and existing strategies from adult education and other sectors for improving recruitment and enrollment.

The Three P's

As you go through the workbook, keep in mind the three P's and how they may impact the student/learner journey to enrollment.

- **Programs:** Local providers, program structures and content, and desired program outcomes
 - Example of approach to achieve/support your vision: building capacity to enhance understanding and effectiveness through improving services and instruction
- **People:** Learners/students, partners, and others who are directly impacted
 - Example of approach to achieve/support your vision: professional development to state and local staff for capacity building of state teams and local providers
- **Policy:** Mandates, legislation, partner agreements, etc. that impact the governance of adult education
 - Example of approach to achieve/support your vision: informing policy that governs or impacts adult education

Part I: Key Steps and Multiple Journeys to Enrollment

In this section, you will 1) review the steps for envisioning enrollment, 2) learn about the “what” and “why” of journey mapping, and 3) identify key steps for creating your own participant journey map.

Steps for Understanding and Visioning

- 1. Understand enrollment trends**
 - a. Who is participating? What is changing? How did it change from pre-COVID?
 - b. What does it mean for my state?
- 2. Review instruction, support services, and recruiting**
 - a. What types of instruction and enrollment support services are programs providing?
 - b. Do student needs and the instruction and support services you provide match?
 - c. What implication does this have for recruiting and instruction?
- 3. Articulate your vision**
 - a. What do I want my program to be?
 - b. How can I increase enrollment and better meet student and state needs?

The What and Why of a Journey Map

What?	Why?
<ul style="list-style-type: none">• Approach to designing or reviewing processes, products, or services from the “consumer” perspective• Adult education students/learners = consumer	<ul style="list-style-type: none">• Understand the student/adult learner’s experience, perspective, and needs in the recruitment and enrollment process• Understand impact of service/process on student/adult learner• Design and deliver processes and services to reflect those needs• Identify existing gaps and strengths between student/adult learner experience and process/service alignment• Identify new service/process opportunities

Participant Journey Mapping—Key Steps

The **goal** of the participant journey map is to increase enrollment. Below are the stages of student engagement and the stages that bring the journey to life.

Stages of Student Engagement



For each stage of student engagement, you will need to consider the following:

- **Touchpoints (Do):** What are the students’ interactions with your providers/programs?
- **Channel:** How do these touchpoints occur?
- **Understand:** What are your students’ goals, needs, motivations, and feelings?
 - Motivation
 - Perception
- **Identify Pain Points:** What may make or break the experience? Or something that frustrates the potential student or is a barrier/challenge to them along the way.

Using this process to map out the student’s journey will help you:

- Describe the ideal enrollment experience and create an ideal journey map
- Analyze to inform enrollment and recruitment vision over time for continuous improvement and other programmatic decision making

Journey Map Example Template

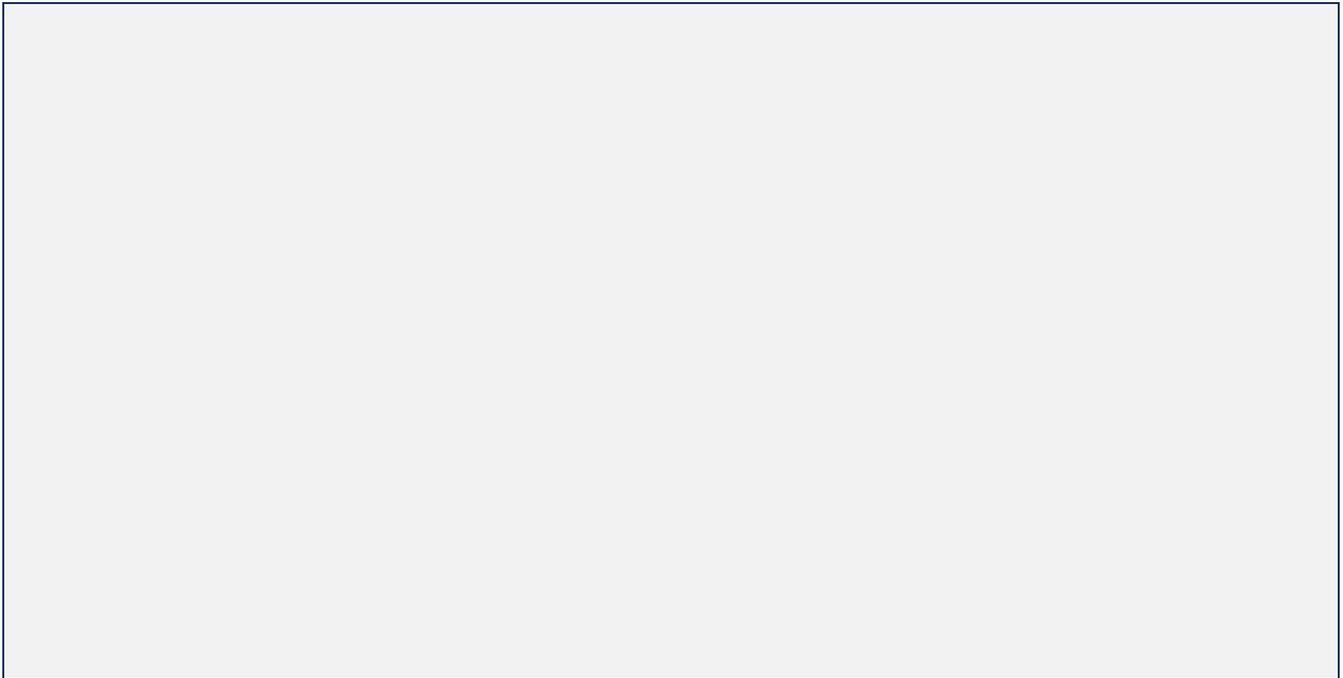
Student/Adult Learner	Learn About	Access	Decide/Select	Enroll	Provide Feedback
Touchpoints (Do)					
Channels					
Motivation					
Perception					
Pain Points					

Icebreaker Breakout Group: Meet the Travelers

In your small groups:

- Introduce yourself: name, state, and role
- Share at least one of your student/adult learner profiles developed in the pre-session
- Time permitting, identify any similarities and outliers among states

Notes:



Part II: Enrollment Trends

In this section, you will engage in a Jamboard activity to reflect on enrollment trends in your state.

Questions to Consider

- Who is participating?
- What is changing?
- How did it change from pre-COVID?
- What does it mean for your state?

Jamboard Activity

1. What trends did you see when you looked at your state-level enrollment data?



2. What trends did you see when you looked at your local-level enrollment data?



3. Who are the students currently attracted to your program?



4. Who are the students you want to attract to your program?



Jamboard Activity: Large Group Discussion

5. What do you notice when reviewing the Jamboards and the collective state responses?

6. If nothing were to change today in your state or with your local providers, what trends do you think you would see in the next 12–24 months?

Part III: The Student Journey: Recruitment and Enrollment

It is now time to get in your state teams and complete a journey map based on at least two of your student/adult learner profiles.

State Team Activity: Student/Adult Learner Journey Map

For each stage (top row) of the journey, identify:

- **Touchpoints:** Interaction or connection with the recruitment and enrollment process
- **Channels:** How the student/adult learner gains information at each touchpoint
- **Participant perception and motivation:** What the student/learner may be thinking based on their interactions and why they would move to the next stage
- **Participant pain points:** Challenges or frustrations experienced by the student/adult learner during their interactions; these pain points may also impact their decision making on moving forward or walking away

Example of a Non-adult Education Journey Map

Wait! Before you dive into your own student journey map, first consider the example of a non-adult education journey map below.

- Who is the consumer? Composite profiles that embody characteristics of standard shoppers. Followed by the shopper's stages of engagement:
 - **Stage 1**—Selecting the store (e.g., searching online, reading reviews, receiving recommendations)
 - **Stage 2**—Traveling to the store (e.g., driving, parking, using public transportation)
 - **Stage 3**—Entering the store (e.g., signage, greetings from employees, accessibility)
 - **Stage 4**—Searching for merchandise (e.g., organization of products, staff availability, price tags)
 - **Stage 5**—Purchasing items (e.g., checkout lines, payment methods, customer service)
 - **Stage 6**—Leaving the store (e.g., parking validation, employee interactions, access to exits)
 - **Stage 7**—Providing feedback (e.g., surveys, social media posts, reviews on the store website)

Student/Adult Learner Profile One

Fill out the below journey map for your first student profile.

Student/Adult Learner	Learn About	Access	Decide/ Select	Enroll	Provide Feedback
Touchpoints (Do)					
Channels					
Motivation					
Perception					
Pain Points					

Student/Adult Learner Profile Two

Fill out the below journey map for your second student profile.

Student/Adult Learner	Learn About	Access	Decide/ Select	Enroll	Provide Feedback
Touchpoints (Do)					
Channels					
Motivation					
Perception					
Pain Points					

State Journey Maps: Share Out

Notes:

For Your Consideration: Additional Uses for Journey Maps

- Share with past and current participants to vet for accuracy
 - For example, additional access points, pain points, motivators, etc.
- Existing or new surveys, focus groups, interviews
- Recognize patterns and connect services to address or enhance
- Are there common “pain points” or “positive periods” across different profiles?
- Connect to then address or support through state supports and provider process
- Prioritize which part of the recruitment and enrollment process to address
- Review and revise on a periodic basis

Part IV: Instruction, Support Services, Perceptions, and Recruiting

Now that you have developed your first student journey maps, it is time to start thinking about how your state's instruction and support services align with the journey.

Questions to Consider

- What types of instruction and enrollment support services are programs providing?
- Do student needs and the instruction and support services you provide match?
- What implications does this have for recruiting and instruction?

Reflections

How do student perceptions, expectations, and needs match what you offer?

Activity: Pain Points

In your breakout groups, select a reporter and use the student/adult learner journey map to complete the following:

- One state will share and review your journey map
- The partner state will ask any questions for clarity and offer:
 - Additional potential pain points for current map
 - Additional touchpoints and channels for current or future maps

	Learn About	Access	Decide/Select	Enroll	
Pain Point 1					
Pain Point 2					
Pain Point 3					
Pain Point 4					

It Is Time to Brainstorm

After each state has shared, partner states will collectively brainstorm, discuss, and capture any additional pain points in the provider’s enrollment process and state supports.

Pain Point Activity: Share Out

Notes:

Part V: Enrollment Strategies

In this section, you will learn existing recruitment and enrollment strategies and identify potential strategies to help you alleviate your identified pain points. A list of enrollment strategies can be found in **Appendix A**, p. 22.

Strategy Round Robin Roundtables



Instructions

For both rounds one and two, you will be placed in your pre-selected roundtable group. Each roundtable will select a reporter and:

- The NRS team will present known strategies and activities from adult education and other sectors related to the topic area (5–10 minutes).

Note: A list of identified strategies, along with examples, can be found in **Appendix A** on page 22.

- Each roundtable will then discuss (20 minutes):
 - One strategy mentioned but not tried, and what it would look like if implemented in your state
 - What your state/providers have tried, and lessons learned related to the category
 - What pain points do any of the discussed strategies address?

- Time permitting: Brainstorm potential strategies or actions under the roundtable topic

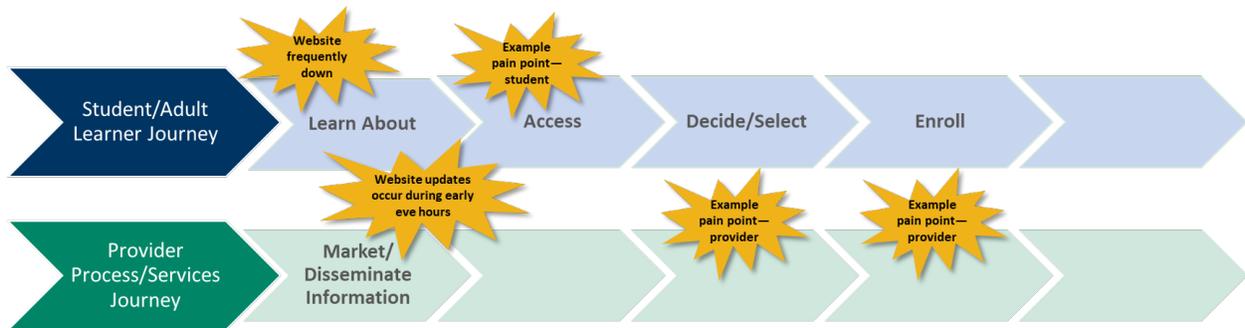
Round Robin Roundtables: Share Out

What is a key takeaway or reflection from the different strategies you heard?

Part VI: Provider and State Journey: Connecting Services to Pain Points

In this section, you will review your journey maps to connect services to identified pain points.

Review for Alignment, Gaps, and Areas for Improvement



Use the guiding questions below to help answer the review questions on where the student/adult learner journey pain points overlap with the provider process/services journey.

Guiding Questions

- Where do the pain points overlap in the student journey and provider services?
- How might the [provider case manager] contribute to and potentially help address the student pain points?
- What potential options, actions, and resources are needed to address the pain points and fill in any gaps between each map?
- What state supports does the state currently provide, or have the potential to provide, to address the identified pain points?

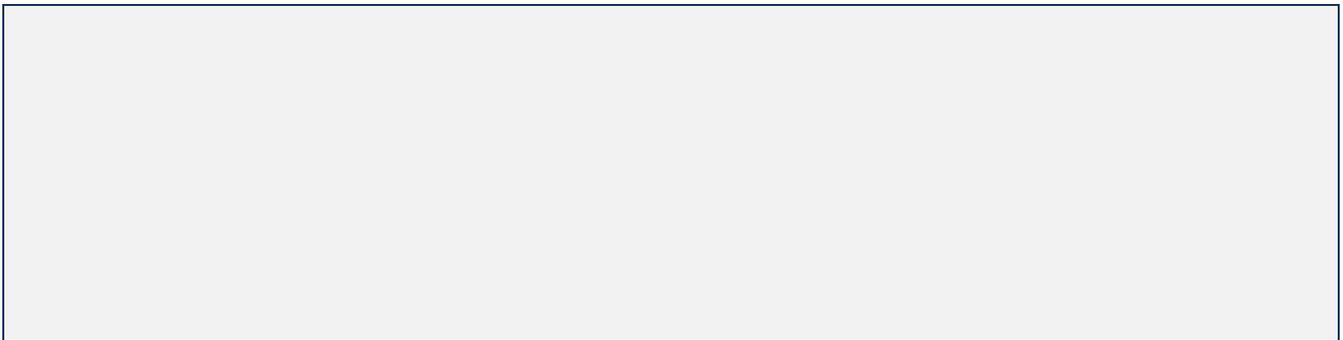
Review Questions

Where do the pain points overlap?

How would you address them?



What resources would be needed?



Offline Assignment

Below are instructions for your offline assignment. After completing, NRS will review.

1. Create a desired future journey map of the student/adult learner. Include the following:
 - a. Additional/removed touchpoints and channels
 - b. Modifications or new elements to address student/adult learner pain points
2. Identify at least two strategies and action to address the student/adult learner pain points.
3. Identify at least one strategy, action, AND needed resources to address the state and provider pain points.
4. Post on the gallery wall by the date and time specified during the live training.
5. Review other state posts:
 - a. Pick at least one idea that stands out or that you might think about replicating in the future (e.g., strategy, new stage/phase, activity within a phase)
 - b. Identify at least one “aha” question for another state (or potential activity to replicate)

Part VII: Articulate Your Recruitment and Enrollment Vision

In this section, you will articulate your enrollment vision by reflecting on your 1) current recruitment and enrollment landscape and match of services, 2) recruitment processes, and 3) student expectations.

Reflection Activity

What are the top recruitment and enrollment issues for your state?

Activity: Articulate Your State Vision—Part 1

In your state teams, 1) consider your initial and ideal User Profile Journey Map, 2) consider your enrollment data from 2017 to 2020, 3) and consider presentation and peer shared strategies. Afterwards, use the worksheet below to articulate your vision.

Question: Is where you are now where you want to be with recruitment and enrollment for your state (i.e., your recruitment and enrollment vision)?	
If no, what is the ideal vision for where you want to be and what are 2 key strategies or actions you plan to take to get you there?	If yes, what are 2 new key strategies or actions you plan to take to help you maintain or continue your progress?
Ideal Vision:	Key Strategy/Action 1:
Key Strategy 1:	
Key Strategy 2:	Key Strategy/Action 2:

Question: What is the **state’s vision of your program’s identity?**

(e.g., employment program, pathway to college, literacy and language program for low-literate students and immigrants, all of these, other?)

Question: How is this **vision of your program’s identity** being communicated (or going to be communicated), and to which adult education stakeholders?

Question: Where and how does this vision have support? For example, policy (e.g., state initiative, legislation), people (e.g., former/current students indicated from survey data or post-exit; increase in regional demographic), programs (e.g., partner/industry surge or certification needs)

Policy	People	Programs

Question: What is a key recruitment or enrollment issue that stands in the way of this vision?

Key Takeaways

What is a key takeaway from Part 1 of this activity, working within your state team?

Appendix A: Identified Strategies and Activities From Adult Education and Other Sectors

Below are potential recruitment and enrollment strategies collected from different resources in and around the topic of student/adult learners. These strategies were developed with the adult education student/adult learner in mind, and some are geared toward credit-bearing programs outside of the adult education context. As with any potential strategies, these strategies may need to be adapted to fit your specific program and services.

Marketing and External Communications

Use agreeable terminology

- Participants from the Florida Literacy Coalition focus group found the term “adult basic education” to be unappealing, and felt that basic meant the bare minimum or that they were receiving an inferior education (Smith, 2019). Understanding what terminology students find agreeable may help you tailor outreach material that does not inadvertently devalue what you are offering. Similar findings through research the Foundation for California Community Colleges did as part of the Adult Promise grant led to the recommendation of using realistic images of adult students in marketing materials (Goble et al., 2021).

Develop catchy slogans

- Develop catchy slogans that speak to potential concerns students may have. For example, slogans with themes like “receiving a second chance” and “it’s never too late to learn” polled well with participants from the Florida Literacy Coalition focus group (Smith, 2019). In Indiana, as part of its “Next Level Jobs” initiative, the state recognized the importance of stressing the idea of helping adult learners to support their goals rather than reminding them of previous failures. This was seen in a shift from their original logo, “Finish What You Started” to the updated “You Can. Go Back.” Other sample slogans from the Adult Promise initiatives included “Show What You Know” from Oklahoma and “Finish for Your Future” from Ohio, and reflected this same idea (Goble et al., 2021).

Promote student testimonials

- Participants from the Florida focus group also had positive reactions to student testimonials, and felt that hearing from successful students in their own words can be very motivating. Sharing student testimonial videos on program websites and YouTube can be a great way to motivate students (Smith, 2019).

Find ways to get the word out

- The Florida Literacy Coalition conducted a focus group with adult education participants and found that “a well-placed ad, sign, or other promotion can help trigger action” (Smith, 2019).
- Focus group participants also mentioned leveraging social media (Facebook, Twitter, and Instagram), with Instagram being the preferred platform for younger students (Smith, 2019).

- Focus group participants also mentioned pop-up ads and videos via YouTube. In addition, word of mouth is an often overlooked but valuable part of recruitment. And texts, tweets, and posts all belong to word-of-mouth communication (Smith, 2019).
- Research from the Foundation for California Community Colleges recommended using a multipronged approach, with both digital and traditional advertising, to reach adult learners (Goble et al., 2021).
- Offering events like the one at Hazard Community and Technical College in Kentucky called Tuesday Night Live that are family-focused and provide entertainment for the kids while parents learn about the program was found to be a creative way to engage adult learners by acknowledging their unique experiences and needs (Goble et al., 2021).

“Old school” marketing still works

- More than one third of the surveyed institutions that participated in an Adult Promise initiative said that print, radio, and TV advertising continue to be one of the most effective strategies for recruiting adult learners. They noted that hard-copy materials stand out more because of how many emails people receive every day. Marketing efforts using more traditional materials were particularly important for more rural areas (Goble et al., 2021).

“Recruit back” campaigns

- A program in Nevada uses advisors to reach out to students who were formerly enrolled, but left the program before finishing. When talking to these former students, the advisors assess the obstacles they face and offer detailed advice about the steps they can take to return to the program (Nevada System of Higher Education, 2013).

Resources

- Goble, L., Hong, A., & Severn, V. (2021). *From outreach to enrollment: Strategies to engage adults in education beyond high school*. Mathematica. <https://www.luminafoundation.org/wp-content/uploads/2021/05/from-outreach-to-enrollment.pdf>
- Nevada System of Higher Education. (2013). *Strategies for recruiting and graduating adult learners*. <https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Agendas/2013/dec-mtgs/asa/ASA-8.pdf>
- Smith, Greg. (2019). *Strategies for recruiting and retaining adult learners*. Florida Literacy Coalition, Inc. <https://www.aceoffloridafoundation.org/wp-content/uploads/2019/10/Strategies-for-Recruiting-and-Retaining-Adult-Learners.pdf>

Systems and Processes

Both tech-based and traditional tools can facilitate application and enrollment

- Think about creating an online portal and other tools to facilitate the enrollment process. In addition, consider using navigators as a way to support adult engagement. For example:
 - Washington’s “College and Career Compass” is an online portal that provides information, and resources for adult learners, and a matching feature based on interest and financial need.
 - North Carolina’s “Wake Tech’s Finish First” and Oklahoma’s “Show What You Know” are great tools that help learners and advisors identify the best path for that student to obtaining a credential (Person et al., 2020; Goble et al., 2021)

Provide navigators to support students

- Navigators can play a powerful role in supporting adult engagement. Navigators can take many different forms:
 - *Statewide completion navigators* work at the state level in states like Oklahoma, where they serve as liaisons with partner institutions. They can help with recruitment and following up with students.
 - *Regional workforce navigators* work at regional workforce offices in states in Oklahoma. They help case managers connect their clients to the appropriate programs.
 - *Institutional navigators* work at institutions or agencies in states like Maine and Minnesota and work directly with individuals to support recruitment and course registration.
 - *Community ambassadors* are community members who serve as informal liaisons in states like Idaho and Kentucky. Sometimes they host recruitment events, but often they more generally create awareness about the programs.
- These staff guide students through enrollment and connect them to resources and supports, sometimes serving as a coach after enrollment. It can be helpful for the navigator to tailor their assistance to the learner, based on the student’s level of comfort with technology (Goble et al., 2021).

Straightforward website navigation

- Websites need to be easy to read and navigate, and costs of the program, program location, and services offered should be easy to find and be no more than two to three clicks away (Smith, 2019).
- Ensure there is a clear place for potential students to get answers. Consider including FAQs and introductory videos aimed at addressing potential concerns or doubts (Smith, 2019).
- Participants from the Florida focus group responded favorably to inline photos of both graduate (cap and gown) images and photos of students and instructors in classrooms and tutoring sessions. You may try using authentic photos of your program (Smith, 2019).

- Adult education programs that are part of larger institutions, such as state/community colleges, often have challenges finding ways to make it easy for people to navigate to their program web pages from the larger organization’s home page. To address this, you can work with your website manager to go over search engine optimization strategies that allow people to link directly to your program information when doing keyword searches on Google or other search engines (Smith, 2019).

Utilize web searches and search terms

- It is also important that adult education programs show up on the first page of internet searches. Some common search terms program participants use are: closest place to get my GED, adult literacy, learn to read, ways to get my diploma, GED programs near me, GED schools near me, adult GED (Smith, 2019).

Resources

- Goble, L., Hong, A., & Severn, V. (2021). *From outreach to enrollment: Strategies to engage adults in education beyond high school*. Mathematica. <https://www.luminafoundation.org/wp-content/uploads/2021/05/from-outreach-to-enrollment.pdf>
- Person, A., Bruch, J., Goble, L., Severn, V., & Hong, A. (2020). *Supporting adult learners from enrollment to completion*. Mathematica. <https://files.eric.ed.gov/fulltext/ED611288.pdf>
- Smith, Greg. (2019). *Strategies for recruiting and retaining adult learners*. Florida Literacy Coalition, Inc. <https://www.aceoffloridafoundation.org/wp-content/uploads/2019/10/Strategies-for-Recruiting-and-Retaining-Adult-Learners.pdf>

Programs Services and Supports

Conduct a needs assessment

- A needs assessment can help you to identify what your potential students need, which in turn can support your recruitment efforts. West Virginia Adult Basic Education encourages programs to do a community, facility, and/or classroom as part of their program planning process (West Virginia Adult Basic Education, 2008). Get input directly from adult learners through focus groups, listening sessions, surveys, and other activities, and use that information to create tailored materials, programs, and activities to meet adult learners’ needs and encourage enrollment. Current students can provide insight into what motivated them to enroll in adult education and what concerns they had. Collecting this information may also help shed light on the motivations and concerns of potential students, which can be used to tailor outreach material and adjust program services.
- Oregon used focus groups to get a better understanding of institutional, familial, or cultural barriers to enrollment. The Indiana Commission for Higher Education got input from staff through Adult Learner 360 surveys (Person et al., 2020).

Flexibility, flexibility, flexibility

- Offer flexible course schedules and enrollment periods that accommodate the busy schedules of adult working students. Things that students consider:
 - Availability of program
 - Convenient time and place for classes
 - Flexible pacing
 - Time required to complete a program
 - Reputation of institution
 - Availability of online courses
 - High rate of job placement (Hanover, 2018)
- To meet these needs, you may want to consider flexible/rolling enrollment periods, online and hybrid course options, and evening and weekend courses (Person et al., 2020). A program in Oklahoma invites learners to visit the campus on a Saturday with staff on site to support same-day registration. Another program in Kentucky hosted Thursday Night Dinners, where they provided childcare and made advisors available so that students could talk to college representatives about the program (Goble et al., 2021).

Help with academic/career planning

- Help with academic/career planning may include offering services such as mock interviews and assistance with resume writing. For instance, a program in Nevada created a Career Center that helps adult student learners to identify career and life goals and to build relevant skills to be successful in achieving them. Services include mock interviews, assistance with resume writing, and opportunities to connect with prospective employers (Nevada System of Higher Education, 2013).

Faculty support

- Students often benefit when faculty treat them as individuals with competing priorities. Faculty support can be a wide variety of different things, including instructors being understanding when a student must bring a child to class, or staff taking a proactive role in guiding students through the enrollment process (Goble et al., 2021).

Resources

- Goble, L., Hong, A., & Severn, V. (2021). *From outreach to enrollment: Strategies to engage adults in education beyond high school*. Mathematica. <https://www.luminafoundation.org/wp-content/uploads/2021/05/from-outreach-to-enrollment.pdf>
- Hanover Research. (2018). *Strategies for attracting and supporting non-traditional students*. <https://highland.edu/wp-content/uploads/2018/12/Strategies-for-Attracting-and-Supporting-Non-Traditional-Students-1.pdf>
- Nevada System of Higher Education. (2013). *Strategies for recruiting and graduating adult learners*. <https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Agendas/2013/dec-mtgs/asa/ASA-8.pdf>
- Person, A., Bruch, J., Goble, L., Severn, V., & Hong, A. (2020). *Supporting adult learners from enrollment to completion*. Mathematica. <https://files.eric.ed.gov/fulltext/ED611288.pdf>
- West Virginia Adult Basic Education Program. (2009). *Marketing, recruitment, retention, and follow-up in ABE programs*. <http://wvde.state.wv.us/abe/documents/Section7.pdf>

Diversity, Equity, and Inclusion (DEI)

Marketing materials should represent all students

- Use images representing diversity in both online and printed marketing materials (Julian et al., n.d.).

Reach diverse student through direct engagement

- Seek input directly from adult learners from diverse background through focus groups, listening sessions, surveys, and other activities, and use this information to create materials and activities that encourage enrollment and better understand their challenges (Goble et al., 2021; Smith, 2019).
- Both Oregon and California explicitly included adult learners of color in their focus groups. Oklahoma used specific meetings and events to engage with adult learners of color; for example, a conference for Adult Promise navigators included a panel of students from diverse backgrounds that provided feedback on the navigators' work (Person et al., 2020).

Hire and train staff to engage communities of color

- When it comes to engaging communities of color, it is important to hire people of color and develop staff members' cultural competence. For example, a program in Ohio offered equity training for select faculty and staff. A program in Oklahoma encouraged training for staff to help encourage students to stay engaged in the program. A program in Kentucky developed a certification process for cultural competencies for faculty, staff, and administrators. Another strategy is to hire staff or find volunteers who are associated with communities of color (Goble et al., 2021).

Build and grow credible partnerships in communities of color

- To reach out to underserved communities, it is important to work with community organizations with connections to those communities. For example, a program in California

worked with an organization focused on closing equity gaps in higher education. Another program in Maine partnered with refugee organizations (Goble et al., 2021).

Disaggregate data to better understand equity gaps

- Disaggregating data can help to identify and support demographic groups with historically lower attainment rates. This requires looking beyond obvious distinctions, such as comparing Black and White student outcomes, and conducting a finer grained analysis. For example, an organization in Minnesota noticed that its Laotian and Hmong students have lower levels of achievement than its Chinese students. Conducting a fine-grain analysis can help states set more meaningful goals for specific subpopulations (Goble et al., 2021).

Use data to inform outreach activities

- Use demographic data and historic postsecondary data to ensure that outreach and enrollment activities are not excluding adult learners from underserved communities. If the students enrolling and completing your program are not representative of your state’s diversity, it may be a sign that it’s time to reevaluate your enrollment and outreach activities (Goble et al., 2021).

Set and track equity goals

- Create goals that account for specific subpopulations. These should address factors such as race or ethnicity, age, income, and earlier work/life experience, as well as demographic variation across regions or institutions within a state. Ultimately, states should define target populations and set specific attainment goals that make sense for their region (Goble et al., 2021).

Resources

- Goble, L., Hong, A., & Severn, V. (2021). *From outreach to enrollment: Strategies to engage adults in education beyond high school*. Mathematica. <https://www.luminafoundation.org/wp-content/uploads/2021/05/from-outreach-to-enrollment.pdf>
- Julian, A., Boston, B., Goldammer, S., & Gibson, B. (n.d.). *Part three: Recruitment strategies for adult education*. Illinois Center for Specialized Support and Southern Illinois Professional Development Center. [https://icsps.illinoisstate.edu/images/pdfs/Tik Tok Recruitment for Adult Education - WEBINAR Three.pdf](https://icsps.illinoisstate.edu/images/pdfs/Tik_Tok_Recruitment_for_Adult_Education_-_WEBINAR_Three.pdf)
- Person, A., Bruch, J., Goble, L., Severn, V., & Hong, A. (2020). *Supporting adult learners from enrollment to completion*. Mathematica. <https://files.eric.ed.gov/fulltext/ED611288.pdf>

Review Alignment of Intake

Orientation

- Create a welcoming, positive atmosphere.
- Address student concerns.
- Involve current or past students.
- Provide clear information and expectations.
- Use small groups.
- Follow up with students who do not return.

Enrollment process

- Managed enrollment is more organized.
- Simplify process, minimize forms, and offer support.
- Identify support service needs.
- Have students set goals and discuss reasons for attending.
- Offer choice in classes and scheduling.