



Marketing, Recruitment, Retention, and Follow-up in ABE Programs

WVABE Instructor Handbook
Section 7



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Marketing, Recruitment, Retention, and Follow-up in ABE Programs

| | |
|---|----------|
| MARKETING | 1 |
| Marketing or recruiting? What's the difference? | 1 |
| Three Steps of Marketing..... | 1 |
| 1. Establish target populations and determine needs..... | 1 |
| Needs Assessments | 2 |
| What Needs Assessment is NOT | 2 |
| What Needs Assessment IS | 3 |
| What Needs Assessment determines..... | 3 |
| Steps in Conducting Needs Assessments | 3 |
| 2. Evaluate your program and its potential..... | 4 |
| 3. Adapt your program to meet customer needs | 4 |
| RECRUITMENT | 5 |
| Five Steps of Recruitment..... | 5 |
| 1. Determine your available resources..... | 5 |
| Definition of market segment | 5 |
| 2. Develop your promotional campaign..... | 5 |
| AIDA formula | 6 |
| 3. Choose your approach..... | 7 |
| Press Releases and Newspaper Advertisements | 7 |
| Press release (format)..... | 8 |
| Newspaper advertisements | 9 |
| Classified advertisements..... | 9 |
| Public Service Announcements/Radio and Television Advertising | 9 |
| Public Service Announcements (format) | 9 |
| Non-Commercial Sustaining Announcements (NCSAs)..... | 10 |
| TV/radio Spot Announcements..... | 10 |
| Open Houses..... | 10 |
| Printed Materials..... | 11 |
| Brochures (design guidelines and distribution ideas) | 11 |
| Grocery bags..... | 11 |
| Utility bills | 11 |
| Church bulletins..... | 12 |

| | |
|---|-----------|
| Restaurants, bowling alleys, bars, laundromats, and other businesses | 12 |
| Catalogs | 12 |
| Scrapbook | 12 |
| Public Presentations | 12 |
| Speakers' Bureau | 13 |
| News/Talk Shows | 13 |
| Improv Moments | 14 |
| Internal publications and Written Communications | 14 |
| Newsletter | 14 |
| Networks Statewide Adult Education/Literacy Newsletter | 14 |
| Bulletins | 14 |
| Letters of Commendation or Certificates for Accomplishments | 14 |
| WVAEA, Inc. Certificates of Appreciation | 15 |
| Audio-Visual Media/Display/Posters/Billboards | 15 |
| PowerPoint/Slide/Tape Presentations | 15 |
| Video Tape Presentation | 15 |
| Displays | 15 |
| Billboards | 16 |
| Posters and Specialty Items | 16 |
| Theater Screen Advertisements | 17 |
| Recognition Programs | 17 |
| Informal Personal Contacts | 17 |
| BOLT Student Speakers Bureau | 17 |
| Local Service Clubs | 18 |
| Employers | 18 |
| 4. Choose Your Location | 18 |
| 5. Track Your Promotional Efforts | 18 |
| Examples of tracking methods | 19 |
| RETENTION | 20 |
| Instructor Characteristics | 20 |
| The Importance of Customer Service | 20 |
| Develop a Student Retention Team (SRT) | 20 |
| Specific Times Students are Likely to Dropout and Intervention Strategies | 21 |
| Retention Strategies | 22 |
| Some Ideas for Maintaining Good Rapport | 22 |
| Some Fun Activities You Can Incorporate Into Your Program | 23 |
| Some Program-Related Activities You Can Incorporate Into Your Program | 24 |
| FOLLOW-UP | 25 |
| The Importance of Follow-up | 25 |
| Tips for Conducting Follow-up | 25 |
| Follow-up Activities for Non-completers | 25 |
| Follow-up Activities for Completers | 25 |
| Follow-up Activities for Those Just Beginning | 26 |

| | |
|---|-----------|
| APPENDIX..... | 27 |
| Marketing Checklist..... | 29 |
| Recruitment Checklist..... | 30 |
| Retention Checklist..... | 31 |
| Follow-Up Checklist..... | 32 |
| Needs Assessments: | |
| Community | 33 |
| Agency | 35 |
| Student..... | 37 |
| Student (Interim)..... | 38 |
| Promotion Strategies for Specific Segments of the Population..... | 39 |
| Recruitment Matrix..... | 41 |
| WVABE Logo | 42 |
| Sample Press Release | 43 |
| Sample Public Service Announcement..... | 44 |
| Sample Media Release Form | 45 |
| Open House Timeline | 46 |
| Insert for Grocery Bags, Mailings, and Church Bulletins..... | 47 |
| Promotional Techniques' Tracking Form | 49 |
| At-Risk Student Identification Chart and Interventions..... | 51 |
| Follow-Up Telephone Log..... | 55 |
| Uses for Postcards..... | 57 |
| Follow-Up Questionnaire | 59 |
| Student Membership Card Template | 61 |
| Interim TABE Testing Chart..... | 63 |

“Promotion should not be seen as a cost, but as an investment.”

“Adult students cannot fail today and succeed tomorrow; for if they fail today, they will not be back tomorrow.”

MARKETING

Marketing or recruiting? What's the difference?

Successful **marketing** (establishing target audiences and appealing to them) and **recruiting** (increasing public awareness) are not synonymous but do go hand in hand.

To clarify this for our purposes, it helps to look at adult education as a “business” which provides a service to the community. In order to be successful, it has to meet the perceptions, needs, wants, and expectations of the customers who may choose to utilize it.

In adult education programs (ABE), **marketing** is the process of gathering information, reviewing statistics, establishing specific target populations, and examining what resources are available.

Only after that has been accomplished will the program be ready to promote itself and begin its **recruitment** activities.

Three Steps of Marketing: (See [Marketing Checklist](#), Section 7 Appendix.)

1) **Establish target populations and determine needs**

“If I build it they will come.” This is true only if you are living in a “field of dreams.”

We can no longer approach program planning by saying, “Here is our program. Now how do we get people to come to it?” Instead, we have to say, “Here is our audience. How do we design activities they will want to attend?”

A thorough **examination of the population and community makeup is the first step** in marketing. This leads to effective program planning and promotion, student recruitment, and the development of a retention plan.

Adult education programs today must meet the needs of both internal and external customers. Students, *internal* customers, often enter adult education for:

- self-improvement
- diversion
- attainment of life skills, or
- community/church involvement

Even though many adults enter your classrooms “wanting to get their GED®,” the intrinsic benefits motivate adult learners to a greater extent than do extrinsic benefits – the GED is a means to an end rather than an end in itself. Extrinsic benefits such as literacy development, job advancement, economic need, and educational advancement are often the result of their participation – not necessarily their goal.

There are also *external* customers who need, want, and expect results from your program:

- The *community* is looking for reduced dropout rates, reduced welfare rolls, less worker dislocation, less prison recidivism, and a decline of inter-generational illiteracy.
- *Businesses* are seeking employees who have basic skills, job related training, communication skills, and social skills.

Some helpful information you will need to gather is: (www.census.gov)

- Total population of the community
- Total number of households
- Breakdown on number of males vs. females
- Number of persons in the civilian labor force
- Per capita income
- Types of businesses within the community
- Number of persons living in rural areas vs. urban areas
- Number of ethnic backgrounds involved in the area
- Average age
- Employment status of men and women
- Amount of education attained by those living in the community

Needs Assessments

The most effective method to determine whom to target and to discover their needs and wants is by conducting a **Needs Assessment** within your community, facility, and/or classroom. Because needs differ from community to community, and internal customers' needs differ from external customers' needs, adult education program planning should include these Needs Assessments as a major component of program planning.

We have developed three specific Needs Assessments from which to choose depending on your need and target population. (See *Section 7 Appendix*.) They are:

- [Community Needs Assessment](#)
Used within the community(ies) i.e. stores, fairs, local activities, etc.
- [Agency Needs Assessment](#)
Used within local businesses, organizations and/or facilities to determine a need for an adult education program for employees or participants.
- [Student Needs Assessment](#)
Used within the classroom to assist in program planning.

Note: It is also important to remember that, because needs and goals change, it is imperative to conduct Needs Assessments periodically during the semester, fiscal/program year, or when economic crises occur within the community. This will assure your program continues to effectively serve its target population.

What Needs Assessment is NOT:

- It is not expensive.
- It is not a one-time study.
- It does not take up time—it replaces time that has been wasted or underutilized.

What Needs Assessment IS:

- It is customer oriented.
- It is low cost.
- It involves some or all of your staff in some way.
- It is ongoing.
- It is practical.
- It costs less than not doing a needs assessment.

What Needs Assessment determines:

- Target audience(s)
- Characteristics of audience(s) i.e. age, sex, ethnicity, location
- Needs and interest of audience(s)
- Best location, day, and time in which to serve audience(s)
- Medium or technique most likely to reach audience(s) i.e. newspaper, radio, TV, poster, mailer, billboard, table tent
- Success/effectiveness of program
- Which students are “falling through the cracks”
- The root cause of the retention problems
- How to revise curriculum to meet the needs of the target population
- Goals to meet state and federal requirements, i.e. attainment of goals

Steps in Conducting Needs Assessments:

1. Determine the purpose:
 - Why are you conducting a Needs Assessment?
 - What will you do with the results of the information you collected?
 - Who will be responsible for the remaining steps as outlined below?
2. Identify the target population:
 - Community
 - Potential and existing students
 - Agencies/businesses
3. Determine the best way to conduct the Needs Assessment, and which assessment to use:
 - Set up a booth at county, city, state fairs, or local events. (*Community*)
 - Ask for permission to set up outside the local supermarket, Kmart, Wal-Mart, Dollar General Store, etc. (*Community*)
 - Make an appointment with local businesses, organizations, and/or facilities to conduct needs assessment for employees or participants. (*Agency*)
 - Conduct door-to-door surveys within housing developments, specific target population communities, etc. (*Community, Student*)
 - Conduct periodic surveys within your classroom to determine if your program continues to meet the needs and wants of your students. (*Student/Student Interim*)
4. Compile data:

Separate the data via category:

 - Needs and wants
 - Demographics

- Topics preferred, etc.
- 5. Analyze data:
 - How can I change my program to meet these results?
 - Do I move to another location? Change the date and time?
 - Do I adjust my curriculum?
 - What *can* I do to meet the needs of the target population?
- 6. Utilize data:
 - Develop a plan.
 - What are the steps involved?
- 7. Develop a time-line:
 - Do I begin now?
 - Can I risk waiting until after the holidays?
 - Can I risk waiting until next year?

2) **Evaluate your program and its potential**

Even after determining what your customers need and want from your program, you cannot promote your program or recruit students for it until you determine the type of program you *can* and *will* provide. *Only offer services you can provide within the parameters of your individual situation.*

So, **the second step in marketing adult education programs is to examine your existing one** by gathering information, reviewing statistics, and examining the available resources:

- Is my class scheduled at a convenient time? On a convenient day?
- Is my class conveniently located? On a bus route, within walking distance, etc.?
- Am I meeting enrollment and contact hour requirements?
- Can I incorporate “soft skills” into my curriculum? Or do I just have time for GED?
- Do I have access to computers for my students?
- How many students can I effectively serve within the time and budget restraints?
- Do I offer assistance to students who need food, clothing, shelter, counseling, health care, etc.?

3) **Adapt your program to meet customer needs**

After gathering facts about your existing program, you are ready for the **third and final step** of the marketing process. Now you must **adapt your program** to meet the needs of your target population as determined by the Needs Assessments.

- My target population is single mothers. My class meets from 9:00 a.m. – Noon. The surveys reveal that these mothers prefer to meet in the evening. Can I change my hours?
- My class meets on Wednesday evening. Surveys reveal that the majority of my community attends church services on Wednesday evening. Surveys reveal Thursday evening would be best. Can I change it?
- My target population is senior citizens. They have expressed interest in learning how to email. Where can I access a computer lab? Can I move my class?

RECRUITMENT

Five Steps of Recruitment: (See [Recruitment Checklist](#), Section 7 Appendix.)

1) Determine your available resources

Now that you know the make-up of the community, their needs, what you can and will offer, and what is required to build an effective program, you will need to publicize your program in an effort to **recruit** students.

The Needs Assessment most likely revealed that you serve more than one target population or **market segment**. A market segment is a group of customers that have common interests and needs. There may be dominant segments, growing segments, fading segments, segments that will be to your advantage to target, and other segments that are simply not cost effective enough to try to serve.

To appeal to each market segment effectively, you will need to know:

- What audience you wish to reach (determined by the Needs Assessment)
- Characteristics of the audience
- Medium or technique most likely to reach that audience
- Media available to you in your community
- Cost involved in using each technique or medium

Another major consideration in planning a marketing and publicity campaign is determining available resources. This is also a good time to begin considering possible sources of funding:

- Determine the amount of money available to you for such activities.
- Find out what is available to you free-of-charge.
- Approach local businesses or service organizations and ask them to help fund your project or to provide in-kind services.
- Use of bulk mail can help with postage costs.
- In-house printing of fliers and brochures can defray much of the cost of professional printers.
- Check your local vocational center. If it offers a printing class, this will also defray professional printing costs.

Targeting your audience is an essential component of planning your promotional activities. You will need to promote to those various market segments differently. (See [Promotion Strategies for Specific Segments of the Population](#), Section 7 Appendix.)

2) Develop your promotional campaign

Promotion should not be seen as a cost, but as an investment. It acts in direct relation to enrollment; so by cutting promotion, you cut enrollment.

Follow these tips when planning your promotion campaign:

- Determine your target population.
- Know the needs and wants of your target population.
- Know what message you want to convey.

- Be familiar with local resources for advertising.
- Determine the best method to reach a specific audience.
- Never promote services you cannot or will not provide.
- Maintain consistency on all promotional materials.
 - The most crucial aspect in promoting adult education programs is **consistency**. Even though each program is unique, a consistent theme and design should be obvious in all marketing materials. If our adult education programs are to be positioned at the top, we must have and maintain an identity that separates us from all other providers of adult education services, GED preparation, and workplace skills.
 - To assure this consistency in advertising, any materials developed by a specific county or program must utilize the logo that has been adopted and utilized statewide. (See [WVABE Logo](#) in *Section 7 Appendix*.)
- Use familiar names and faces.
 - Enlist well-known local people, such as your mayor or county board member, to serve as spokesperson for your promotional material. The encouragement of well-respected community members could be a powerful motivator to many potential students.
- In selecting promotional techniques and developing materials that will reach your intended audience, keep in mind the **AIDA formula: Attention, Interest, Desire, Action**.
 - **Attention**--No matter how important your message, people will not listen to it unless you first gain their attention. We are all constantly bombarded with information and stimuli by radio, TV, newspapers, billboards, junk mail and other media. No matter how visually appealing a display is, it won't attract much attention if it is "hidden" in a mall where few people shop or competing with glossy professional advertising during Christmas week. Your message can be made to stand out through the use of such devices as color, picture, style, catchy slogans, phrases or questions and repetition.
 - **Interest**--If you want your audience to think about your message, you need to appeal to their interests, both in the content of the message and in the way it is presented. How much do you know about your target groups? Now is the time to get to know them better. The best way to find out about your target group is to talk to them. Talk to people who come to the learning center. Ask them what they think is important about the ABE program. Ask what they think is not. What made them decide to pursue their education? Make a list of what sparks your students' interests and another list of what does not. Then think up ideas that take advantage of what appeals to them and avoid what doesn't. (See [Promotion Strategies for Specific Segments of the Population](#), *Section 7 Appendix*.)
 - **Desire**--You want the members of your target audience to reach the point where they want to do what you are asking them to do. The message, then, must be reasonable and so well presented that it can't be resisted. For example, studies show some adults simply don't think further education will improve their lives, while others think they don't have the

time because of job and family responsibilities. A good marketing plan will take these attitudes into account and turn them around by stressing the potential long-term financial benefits of a GED Diploma or upgraded skills.

- **Action**--Your message and the method you use to present it should encourage your audience to take a particular action. You need to tell people what to do and how to do it.

3) Choose your approach

There are a great many promotional approaches from which to choose. You need to be familiar with each one to select those most appropriate and efficient and, once selected, use them effectively. (See [Recruitment Matrix](#), Section 7 Appendix.) Some of the most widely used approaches are listed below.

- press releases
- public service announcements
- newspaper advertisements
- classified advertisements
- radio/television commercials
- open houses
- brochures
- grocery bag advertisements
- utility bill stuffers
- church bulletins
- table tents or placemats
- public presentations
- news talk shows
- newsletters
- slide presentations
- display booths
- billboards
- theater screen advertisements
- posters
- specialty items
- recognition programs
- teacher/administrator contacts
- students as recruiters (SSB)
- person-to-person recruitment methods
- Student Speakers Bureau (SSB)

a. Press Releases and Newspaper Advertisements

The local news media will be playing a key role in your plan to increase awareness and promote participation in the ABE program in your community. They are your vehicle for reaching the public and your target audiences.

The first step is to *develop a media list*. This information is available online at www.wvmediaguide.com. Make a list of the names, addresses, and telephone numbers of the following media people at all your radio and television stations; plus include local newspapers (including neighborhood newspapers, which are usually free and widely read).

Daily and Weekly Newspapers

- News Editors
- City Editors
- Features Editors
- Education Reporters
- Community Calendar Editors

Newsletters of Civic Organizations

- Chief Editors

Television and Radio Stations

- News Directors/Assignment Editors
- Talk Show Producers
- Public Affairs Show Producers
- Public Service Directors
- Community Calendar Editors
- Marketing Executives

The next step is to *approach the media*. Get in touch with your media contacts either by telephoning them directly, emailing them or sending them a press release.

To announce an event or activity the best thing to do is to send a press release to the people on your list. *Press releases are your most important tool for getting exposure for the ABE program in the local media*. It costs you nothing. Important things to remember when writing and submitting a press release are:

- Come up with an *interesting angle* - a way of looking at a story that makes it seem fresh or gives deeper insight into the issue - makes a good story. Most people may know that adult education classes exist but what they may not know is how your program works within your community or the special and different things you do. When you sit down to write your release, think about the angle first. Ask yourself what is newsworthy about your program, and make that the focus of your release.
- *Timeliness* is a key to getting your story printed; old news won't attract much attention from the press. Timeliness and planning can enable you to *build advanced interest* in a particular event, and *then follow-up* with stories on the outcomes of that event.
- Your release will have to *capture the media contacts' immediate attention*. They get a staggering number of press releases every day and pay attention to relatively few. If yours is short, direct and lively, it will be noticed. Just lay out the facts and explain why your program is important. If you have numbers to bolster your claim, use them.
- Every release must answer the following *questions*:
 - Who? (the ABE program)
 - What? (the event or activity)
 - When? (day and time)
 - Where? (address)
 - Why? (the angle)
- Be sure to include the GED logo or the [state ABE logo](#) within the release. (See *Section 7 Appendix*.)

Format for a Press Release: (See [Sample Press Release](#), *Section 7 Appendix*.)

Publication Date

At the top left, just under the letterhead logo, indicate when the information can be published i.e. "For immediate release" or "For release after (date)."

Contact Person

On the same line, but on the right hand side of the page, put "For Information, Contact (name)" and on the line under it, the telephone number and/or email address of the contact person.

Headline

The headline should describe the content of the release. Keep it simple. Usually three or four words that concisely describe the content of the article are sufficient. The headline should tell the reader just enough to make them want to know more.

Dateline and location

At the beginning of the main body of the release, put the name of your town and state followed by a dash, the date and then the copy or text of the release. Use

the inverted pyramid style of writing, putting the most important information first, and then expanding upon it in subsequent paragraphs.

Length

Never make a release two pages if one will do. Edit your material tightly. Make sure it is accurate, timely and not too “pluggy.” Do not split a paragraph from the first to second page. Put “more” at the bottom of the first page. Put “30” or “# #” at the end of the release.

- The last paragraph should contain *general information* about the ABE program and the fact that it is sponsored by the West Virginia Department of Education: Office of Adult Education and Workforce Development.
- The release should be *typed and double-spaced on letterhead* with wide margins so that editors can edit. If it is more than one page, print the second page on the back of the first to give the reader fewer pages to turn.
- Submit black and white *photos* unless you want the release printed in color. Color photos create special problems in the black and white printing process.

Costs of *newspaper ads* are based on the number of column inches. If you were to look at a newspaper you could count the number of columns going horizontally (normally six or eight). A full-sized newspaper is generally 21-22 inches in length. Therefore, a full-page in a newspaper would consist of 126-176 column inches. The local newspaper will quote you a column-inch price, i.e. \$4.25 per column inch. Using this as a guide, you could expect to pay \$102 for an ad that runs four columns across by six inches down:

4 columns across X 6 inches down = 24 column inches X \$4.25 = \$102

Keep in mind that most newspapers will set the type for you but if you provide camera-ready copy, the price can be negotiated.

Many adults scan *the classified ads* looking for jobs, services, items for sale, etc. Placing an announcement in this section of the local newspaper is a less expensive but effective technique in many communities.

b. Public Service Announcements/Radio and Television Advertising

Public Service Announcements (PSA's) are free announcements on radio or television considered to be in the public interest. The Federal Communications Commission requires stations to devote a certain amount of their broadcast time to PSA's. They can be extremely useful in transmitting brief and uncomplicated messages and announcements.

Format for a [Public Service Announcement](#) (PSA): (See *Section 7 Appendix*.)

You need to find out from each of your local stations what format they prefer for PSA's.

Format includes the following elements:

- length: 10, 20, 30 or 60 seconds
- dates you would like it to be aired
- how far in advance to submit the information
- to whom it should be submitted

- whether pre-taped spots are acceptable
- what types of slides and other photos are usable

Non-Commercial Sustaining Announcements (NCSA's) can be purchased through the West Virginia Broadcasters' Association for less expense than buying actual airtime on your local stations. You are guaranteed airtime and the spots are placed in the run of the schedule on both television and radio. This means they are aired throughout the day and night as time slots are available.

An individual radio or television *commercial* message is referred to as a Spot Announcement. You can normally expect to be quoted a price that will be based on the total number of spots you are purchasing. Rates for spots are generally quoted for 60-second, 30-second or 10-second lengths. Rates will vary according to the time of day. The production of a commercial is normally done by the staff at the station. You will be expected to supply the station with the copy (written message). Any music or special effects should be discussed with the station personnel.

Now that you have developed your media list and approached your local media, *the last step will be to follow-up on your press release, PSA, and/or commercial spot.* Give them time to arrive, and then begin making your follow-up calls. Open the conversation by saying that you just wanted to make sure they received the information about your program or event. Ask if there is anything else they would like to know about it. Offer your assistance. Because of the different positions these individuals hold and the different jobs they do, they all will have slightly different interests in your adult education story. The most effective way to approach editors and news directors is to emphasize the story in the way that will most attract them--from their perspective.

c. Open Houses

An *open house* is an event in which the general public is invited to visit to see for themselves the activities of the students and the functions of the program. Open house events can be targeted at a variety of audiences: prospective students, potential employers and many others. The open house also provides opportunities for the direct involvement of board members, advisory council committee members, legislators and others who influence program operations. Many of the promotional goals and objectives that can be accomplished through the use of this excellent technique are:

- Acquaint prospective students with the programs and opportunities available to them;
- Increase community awareness of the need for up-to-date facilities and equipment;
- Give students recognition for their work in the program; and/or
- Publicize program availability for special population groups.

Planning, advance publicity and the involvement of key persons, i.e. instructors, counselors, students, and advisory council/committee members are critical if the open house is to be successful. If you have developed your yearly promotional plans early and have scheduled activities on a master calendar/timeline, you will be in a much

better position to identify related tasks and promotional activities, assign responsibilities, make the necessary preparation and avoid last-minute crunches and conflicts with other school and community activities. (See [Open House Timeline](#), Section 7 Appendix.)

d. Printed Materials

A *brochure (flier, leaflet, pamphlet)* is an unbound publication which carries a single message with a limited scope. That is, a brochure is meant to have a specific purpose and should not contain thorough coverage of any topic or phase of the adult education program.

One of the advantages of a brochure is that it can be designed for the general public or aimed at a specific audience, i.e.:

- Taxpayers, to tell them how their education dollars are being spent
- Students, to enhance their interest in your program
- Employers, to inform them about a source of skilled workers
- Community leaders, to describe how your program is meeting community needs
- Special needs or nontraditional populations, to inform them of the opportunities available to them in your program

If well-planned and designed, the brochure will be quick and easy to read, conveying its message clearly and simply. Because of the brochure's neat form and size, people can easily save it for future reference. *Don't attempt to tell everybody everything in a single brochure.* Decide who you want to reach, what you want them to learn, and what you want them to do about it, and stick to that information.

Just as important as the look of the brochure is the distribution of the product. Methods of distribution could include mass mailings, personal delivery to select individuals, display boards in retail establishments, literature tables in banks, etc.

If your local supermarkets feature advertising on their *grocery bags*, approach them to see if they would be willing to run advertisements for your ABE program on their bags, particularly during the time leading up to registration or other special events. Since this would be a public service, the advertising and printing *should* be free. Supermarkets are usually willing to display brochures, fliers, or pamphlets at their check-outs, in a designated display area, or they may agree to drop one into each grocery bag. (See [Insert for Grocery Bags, Mailings, Church Bulletins](#), Section 7 Appendix.)

Some *local utilities* allow nonprofit organizations to insert literature into their bills or to print your message on their statements. Each utility may have a specific size and weight of paper that is required for stuffing into its mailings, so it is best to get approval before having the fliers printed. Beware that, *if* they agree to do this, there may be a cost involved for extra postage or handling fees. (See [Insert for Grocery Bags, Mailings, Church Bulletins](#), Section 7 Appendix.)

Church bulletins are another excellent way of promoting your local program. Approach the church council to get approval to insert a flier in its bulletin for several weeks during enrollment time or to advertise a special event. Preparing these fliers in-house is a very economical and effective technique. (See [Insert for Grocery Bags, Mailings, Church Bulletins](#), Section 7 Appendix.)

Local restaurants, bowling alleys, bars, laundromats and other businesses are often receptive to displaying printed *table tents*, *placemat ads*, *scorecards*, etc. promoting adult education programs and special events at no cost. They may offer free games or a discount on merchandise to adults in the community as an incentive to enroll or to remain in your ABE program until they complete their objectives.

Catalogs are often overlooked as a source of publicity in ABE. Develop your own catalog. It is an inexpensive and effective way to advertise and “brag” about your program. It should include:

- Testimonials from satisfied students
- Upcoming events and meetings
- Announcement of your next session -- dates, registration times, any new courses, etc.
- Advertisements for each program offered in the county
- Stories about classes, teachers or student experiences
- Any recent awards or recognitions
- Two registration forms in each catalog to make it easier to share with a friend

It just takes a little time and effort to construct a *scrapbook* of your marketing efforts. You probably have a few articles lying around already and a scrapbook can serve as an excellent representation of your program. Your scrapbook is more than sentimentality. It is a record of what publicity you get and when. Use it:

- *To keep track of your media coverage* - You will know when to go back to the newspaper, magazine, television, or radio station with another idea or more information.
- *For funding or donations* - Show it to businesses and community organizations so they can see what you do.
- *As documentation* of the history of your program - This is an excellent way for new staff to get a sense of what has gone on before; and for outsiders, it is a quick and enjoyable way to find out what your program is about.

e. Public Presentations

You will undoubtedly receive many requests to speak to school and community groups about your program. This form of direct, personal contact with your target populations is a highly effective technique for accomplishing any number of promotional objectives. Personal contact in a group setting allows you to gear information to the type of audience you are addressing. Unlike more general public relations efforts, such as press releases, you can personally and immediately respond to any audience concerns that may arise from your presentation.

Every presentation should be designed to make an impact or impression on the audience. You want to inform them, convince them to take some action, clear up any misconceptions or change a negative image, involve them in the program, obtain feedback on how the program is doing, etc. To make an impact on your audience, the basic rule of marketing applies - you need to know their characteristics and interests, and plan your presentation accordingly.

Specifically, you should consider the following:

- Average age
- Educational level
- Occupation(s)
- Knowledge of the subject
- Interests and concerns
- Expectations for your presentation
- Resources available

Whenever you make a presentation, remember that your audience's opinion of the program will be influenced by the kind of impression *you* make. One of the few disadvantages of this promotional technique is that if you are not a good speaker, your presentation can do more harm than good. Audiences look for speakers to be enthusiastic, straightforward, organized, and above all--well informed.

Statistics can be highly effective and persuasive, but not if you overwhelm your audience with them. Examples, illustrations and visual aids can enhance any presentation if carefully selected and well made. One student success story can speak volumes.

A good presentation is well planned and organized. A written outline is a must if you are to avoid rambling and succeed in presenting a tightly organized discussion. Outlining your presentation also enables you to avoid "reading a speech" - a sure way to put your audience to sleep. You can highlight your key points and examples with a yellow marker, underline, use asterisks or whatever will catch your eye as you glance down at your notes. If you know your topic and have reviewed your notes prior to the presentation, you can maintain eye contact with your audience and speak to them in a confident manner.

Develop a cadre of teachers, administrators and students who enjoy speaking publicly. This *Speakers' Bureau* could be called upon to cover these events representing your adult education program.

Many small to medium-sized radio and television stations use their public service time in the form of *talk shows* where people and events affecting the community are covered. Station managers are often looking for persons or groups to fill these shows. You may want to bring to the attention of the station special events such as Adult Education Week, Literacy Day, etc. Talk show producers get dozens of calls a day and must make snap decisions. If your story or event sparks their interest, set up a time for the

interview. Once you have booked the interview, be sure to make your follow-up phone call a few days beforehand to confirm the appointment.

Adult educators and students from around West Virginia have formed *Improv Moments*, a theatre group to present various crisis situations that may arise in adult learning environments in an effort to create awareness in the general public. Each scenario is immediately followed by a dialogue between the audience and the cast. The actors remain in character as they respond to suggestions and questions from the audience. This technique is very effective in sharpening the viewers' understanding of specific issues raised in each scenario.

f. Internal Publications and Written Communications

Promoting your adult education program within the system is just as important as promoting it to the public. Instructors, supervisors, other administrators, board of education members, advisory committee members, students, and support staff--all need to be kept informed about what is happening in your program.

There are many types of internal publications and written communications that can be used to provide needed information and promote understanding and program visibility.

A *newsletter* is an informative "letter" targeted at particular audiences or special-interest groups. It is usually published on a regular basis (weekly, monthly, bi-monthly, quarterly) and may consist of one or more pages depending on the amount of news to be reported. A newsletter can help build a sense of unity and common purpose at the same time that it announces awards and honors; reports on meetings held or decisions made; and encourages participation in ongoing activities or important upcoming events or explains requirements or procedures. A student-produced newsletter provides a wonderful opportunity for ABE students to practice their writing skills and become active participants in the learning process.

The statewide adult education/literacy newsletter, *Networks*, is published quarterly and posted on the WVABE website, <http://wvde.state.wv.us/abe/>. Hard copies are distributed to selected individuals statewide and nationally. Articles advertising special events can be sent to: *Networks* Editor, RESA III, 501 22nd Street, Dunbar, West Virginia 25064; or emailed to kwinter@access.k12.wv.us.

Like the newsletter, a *bulletin* is an informative document that can be targeted at particular audiences or special-interest groups. It differs from a newsletter in that it usually focuses on one subject or event and is published as the need arises, rather than on a regular basis.

Providing recognition through *letters of commendation or certificates for accomplishment and service* is an essential part of any promotional program. Not only do they reward the recipient, but they can motivate others and project a positive public image. Submitting a press release to local media creates awareness and reinforces the

importance of your program as well as the importance of the individual's accomplishment.

The West Virginia Adult Education Association, Inc. (WVAEA, Inc.) presents a *Certificate of Appreciation* to anyone outside the realm of adult education in recognition of his/her interest, support and dedication to adult education/literacy. For more information about these certificates, call the Adult Education Hotline, 1-800-642-2670.

g. Audiovisual Media/Display/Posters/Billboards

We have all heard the cliché, "A picture is worth a thousand words." When selecting promotional techniques, you should incorporate a variety of visual media designed to attract attention and excite the interest of your audiences.

When using pictures or videos of students, teachers, administrators, or any person in your marketing materials, a [Media Release](#) is required from each individual. This release grants permission for you to use these photos or videos for the purpose of advertising and promoting your program; and it protects you, your program, your county, and the State Department of Education from legal actions. A sample [Media Release Form](#) is included within the appendix of this section of the handbook.

PowerPoint/slide/tape presentations are an effective means of presenting an overview of the total program or of one particular component of your program. They can show local programs and students in action and can be changed easily to update the information presented. Such presentations can be used at in-service meetings, open house events and meetings of civic groups and other audiences to introduce your program.

PowerPoint/slide/tape presentations can be developed relatively easily and inexpensively. The more professional the technical quality of the slides and accompanying audiotape the better, of course, but perfectly acceptable productions can be done by nonprofessionals. Some very effective slide presentations can be developed that use live narrative rather than audiotapes by tailoring the remarks to your audience and the level of interest shown.

Another method of presentation, more sophisticated, and somewhat more expensive is a *video tape presentation*. It might even be possible to have graphics, final editing and narration added by a local television studio.

Displays can reach audiences that might not take the time to read an article or listen to a presentation. If well designed, they can have dramatic impact with color, pictures and movement that capture the viewer's attention and elicit an active response. A display that uses student work or live action can present information and create a change in the viewer's attitude in just a few minutes.

Displays can be placed in schools, at local fairs, at shopping malls, in store windows, in libraries--anywhere they will have high visibility for the audiences you want to reach.

They are often prepared for special occasions such as open houses or Adult Education Week.

An *ABE booth* exhibit that can be collapsed to fit in the back of a van or station wagon is an excellent aid for publicizing the program at meetings, conferences and fairs to create awareness of your local program. You can display handouts, brochures and giveaways such as pens and pencils, pocket calendars, dictionaries, or key rings featuring the ABE logo and a phone number to call for more information. The giveaways can be funded by local businesses or charitable organizations.

Many promotional objectives can be accomplished using this technique:

- Displays focusing on student recruitment can present details of the program's length or requirements.
- Public information about the adult education program can be provided to employers, taxpayers, community leaders, etc. Statistics about numbers of students, types of program offerings, facilities required, cost per student, etc. could be presented.
- Student work and projects can be displayed, illustrating the skills and knowledge being learned. Such displays can be highly motivational and reinforcing for students.
- Displays that perform a service to the community can indirectly promote a positive image for the program. Such displays can either provide information or can render an actual service right on the spot.

Although promotional displays need not be elaborate and complex undertakings, most do require extra time, effort and staff, and they can be expensive to construct and maintain. If done haphazardly, the effect can be lost.

Highway *billboards* are very significant promotional tools for special events, enrollment periods, etc. They are visible and catch attention easily if bold color and large print are utilized effectively. You must both catch the eye of the passerby and get your message out in a very short amount of time. You have to state only the most useful information, i.e. who, what, when, where, why--in the briefest form.

Sometimes this space will be donated for a limited time. If so, the printing of the billboards will be your only expense, which ranges from \$50 to \$300 per billboard depending upon the number ordered.

For information regarding availability of space, contact the WVABE Public Outreach Coordinator at 1-800-257-3723 ext. 201 or kwinter@access.k12.wv.us.

Posters and specialty items such as bumper stickers, table tents, labels, pens and stickers can make a strong visual impact and give your program added visibility around the community. The message cannot be lengthy, complex or too subtle. The drawing or photograph should speak for itself, with a minimum of explanation in a brief caption or a few sentences. Posters and table tents can be displayed in local supermarkets,

laundromats, hospital emergency rooms, human service agencies, schools, gas stations, restaurants, etc.

h. Theater Screen Advertisements

You can advertise on the big screen theaters for a very reasonable price. Your ad will be shown two to four times before every feature movie. Active movie-goers will see your ad on the screen in a soft-sell approach. This works because viewers can't skim channels and miss what you paid for, all coverage is local . . . no demographic waste, viewers change each day, and it has more impact than television. Plus theater screen advertising delivers your message to a relaxed and attentive audience. Your business and your message become the "movie star." Contact your local movie theater for more information.

i. Recognition Programs

Giving students and staff recognition for their accomplishments and efforts should be an integral part of your promotional program. Special award ceremonies can be planned for outstanding students and instructors. Many counties have an awards day set aside to recognize the achievement of specific individuals. These awards can be presented during open house events or other occasions such as a GED graduation/recognition ceremony.

The West Virginia Adult Education Association, Inc. (WVAEA, Inc.) presents awards at the annual Adult Education and Family Literacy Conference to outstanding teachers, administrators, service personnel, and students involved in the adult education program. The WVAEA, Inc. also presents Certificates of Appreciation to deserving individuals at any time throughout the year. For more information, call the Adult Education Hotline, 1-800-642-2670.

j. Informal Personal Contacts

Although many of the tasks involved in promoting your program can, and should be, assigned to others, there are certain public relations activities you just can't delegate. These are the informal, one-on-one contacts you make with members of the community, businesses, and civic organizations.

All the methods of promotion mentioned previously are effective, useful and creative but perhaps "word of mouth" is the most effective promotional technique used in many communities. Some of the most effective messengers for student recruitment are present or former students themselves.

Students from adult education and literacy program throughout the state have joined efforts to form *BOLT (Building Opportunities for Learning Together)*, the student affiliate of the West Virginia Adult Education Association, Inc. These students are increasingly demonstrating their power as participants, publicists and planners in their local programs. The pride, energy and enthusiasm shown by these students have tremendous impact on their neighbors, friends and relatives who could possibly benefit from your adult education program.

One of the goals of BOLT is to provide assistance with recruitment and retention activities for adult education and literacy programs. Some of the services offered by this group include assisting with orientation of new students, conducting follow-up with non-attendees, providing student support, tutoring other students and providing teacher support. A *Student Speakers Bureau* has been established. Members of the Bureau will speak at ceremonies, local school board meetings, local organizations, etc. Call Kathy Hollingsworth at 1-800-257-3723 ext. 201 for information on how to contact a member of the Bureau.

Local *service clubs* such as Altrusa, Jaycees, Lions and Rotary may organize and implement a door-to-door recruitment campaign project. Plan to provide volunteer canvassers with tips on how to handle the door-to-door approach and what to say. Plan to provide simple printed information to be left at each household, and top off the day with refreshments and/or entertainment for all who participate.

Contact *employers* who possibly have employees who could benefit from adult education services. Ask them to post information or to place fliers in employees' pay envelopes.

4) Choose your location

There are many locations where promotional materials can be placed within your community. These include, but are not limited to: local schools, libraries, grocery stores, convenience stores, laundromats, bars, restaurants, dry cleaners, bowling alleys, Kmart, Wal-Mart, drug stores, doctor's offices, hospitals, health clinics, DHHR offices, Salvation Army, Goodwill facilities, homeless shelters, rehabilitation offices, housing authorities, church bulletins, counseling agencies, YWCA/YMCA, WIC centers, etc.

5) Track your promotional efforts

It is crucial in any publicity campaign to perform some kind of evaluation so your efforts can improve year by year. By evaluating the success of your promotional efforts, you will gradually gain a storehouse of knowledge, which will lead to increasingly worthwhile and productive methods.

Do not assume you know how people receive your brochures, fliers, posters, etc. Critical to any promotional campaign is "**tracking**." By tracking, you will know what works and what doesn't, and how effective specific methods are to different market segments. Tracking means coding each method in some distinct way so you can tell the number of responses generated by each method. There is no need to waste time, money, or effort on those efforts that do not work for you. (See the [Promotional Techniques' Tracking Form](#) in *Section 7 Appendix*.)

Track a specific method of promotion once to determine its value; next session, track another method.

Tip: *Placement tip for brochures, fliers within stores:*

More people exit a store on the right than on the left. You want people to pick up your ads as they *leave* the store, so put the majority of your ads close to the right exit door rather than the left.

Some examples of tracking methods:

- Color-code or use colored dots on registration forms.
Example: Blue went to local groceries; Green went to gas stations; Yellow to laundromats; Red was a newspaper insert; Purple was a church bulletin insert; etc.
- Make your address a little different on each location's allotment.
Example: 501 22nd St., Dunbar, WV
501 22nd St., Dunbar, W. Va.
501 22nd St., Dunbar, West Virginia
- Use a different phone number. If you have three lines coming into your classroom, use the number of the third line. If anyone calls to register on that line, then the only way that person could have gotten that number is through the publicity method you are tracking.
- Make up a person's name to ask for. This personalizes your enrollment procedure and makes it easier for people to call. Whenever a caller asks for that person, just say s/he stepped away from the desk and ask if you can help.
- Ask the individuals how they heard about the program. If they saw a poster, ask them where they saw it; if they saw it on TV or heard it on the radio, ask them what station. You can even ask them the time of day--morning, afternoon, evening. (See the [Promotional Techniques' Tracking Form](#), Section 7 Appendix.)

After compiling the results of your tracking efforts, eliminate those promotional methods that were not effective and put more emphasis upon those that were.

Don't be discouraged by failures in your promotional campaigns. Many efforts start slowly and over the years snowball into grand events. Remember that persistence and learning from experience will be keys to successful promotion.

RETENTION

Conducting Needs Assessments, targeting your promotional materials to the market segments, planning your program are actually just the preliminary steps to developing an adult basic education (ABE) program. Making sure students remain in your program until they reach their goal(s) is what determines the effectiveness and success of your efforts. Following are some important facts and ideas that will help you assure your program continues to meet the needs and wants of your students.

Instructor Characteristics

Instruction is not enough. The teacher credentials are a “given,” but a quality ABE program must view students in a holistic manner. Not only are their educational needs important, but their emotional, environmental, and vocational needs must be also addressed if students are to remain in your program.

Effective and successful adult education instructors should possess specific characteristics both instructional and affective in nature which are necessary to form the foundation of a quality adult education program and to maintain its integrity and effectiveness. Adult education instructors must:

- Be sensitive
- View teaching as a relationship
- Be supportive
- Be aware of his/her nonverbal behavior
- Be an “active” listener
- Utilize community support services

The Importance of Customer Service

To keep up with the rapid growth and changes that are facing adult education, you need to convert to a customer service mode if you want to compete and survive. Programs that do not have good customer service will lose out dramatically. Customer service starts at the beginning when the student first encounters your program.

For ideas on making the student comfortable during the intake and orientation process, see [Section 4](#) of this *Handbook*.

Develop a Student Retention Team (SRT)

A Student Retention Team (SRT) is made-up of:

- ABE instructors
- ABE aides
- Counselors (vocational school, private, etc.)
- Current students
- Alumni
- Volunteers
- Regional Coordinators of Adult Education
- County Directors

The objectives of this team are:

- To identify at-risk students
- To give effective support to students

Responsibilities include:

- To identify problems that could lead to dropping or stopping out.
- To provide encouragement to build student confidence and sustain motivation.
- To assist students with problem-solving techniques.
- To refer students to appropriate services.
- To assist with intervention strategies.

At-risk adults are often difficult to identify. For this reason, we have developed a system to identify those at “moderate” to “high” risk, and those at the “danger” level. The characteristics in each category indicate the degree or intensity of the problems facing the adult student. “Moderate” to “high” risk adults require regularly scheduled assistance and support to find solutions to problems. The “danger” category reflects the need for prompt, immediate attention or the student will be lost from the program. For a list of the characteristics associated with each category including appropriate interventions for each, see [At-risk Student Identification Chart and Intervention, Section 7 Appendix](#). Also see the *Plan for Reducing Barriers* in [Section 3](#) of this *Handbook*, which can be used to develop your own plan of action for these students. Once at-risk students are identified, intervention brings positive results.

There are specific times students are likely to drop (or stop) out of an ABE program. The next section discusses some intervention strategies to incorporate into your program during these specific “dropout times.”

Specific Times Students are Likely to Dropout and Intervention Strategies

- *After the first meeting because of panic over the threatening prospect of failure*
 - Involve students quickly.
 - Identify the value and importance of the program.
 - Set expectations – let students know what they can expect from you and from the program, and let them know what you expect from them.
 - Establish rapport.
 - Set realistic goals.
 - Reveal something about yourself so students can see you as a “normal” person.
 - Establish the climate of the class – starting time, breaks, etc.
 - Introduce the content/syllabus.
- *Within the first three weeks*
 - Assign a team project early in the semester so students will have a “role” other than “studying for the GED.”
 - Set up a buddy system so students can contact each other about assignments and to study together.
 - Take pictures of students and post in the classroom.
 - Track attendance on a chart and post in the classroom.

- Organize. Give visible structure by posting the day's "menu" on the chalkboard.
- Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
- Place a "Dear Abby mailbox" in an isolated area of the room. Draw one each day to discuss as a group.
- Have students keep journals regarding their experiences in the class.
- Make appointments with all students to review goals, content, and/or any concerns.
- Hand out wallet-sized telephone cards with important telephone numbers listed: main office of facility, local job service, shelter, food pantry, clothing pantry, doctors, etc.
- Have students evaluate the program to determine if you and the program continue to meet their needs and wants.
- *Within three to nine months when they reach their "plateau of progress"*
 - Give students daily assignments – "homework"
 - Assign students a classroom responsibility so they acquire a feeling of ownership and purpose – bulletin board, attendance tracking chart, calling non-attendees, etc.
 - Re-assess academic level – introduce them to "life after GED," i.e. vocational school and community college offerings, financial aid information, etc.
 - Schedule family-program conferences (similar to parent-teacher conferences) so the student's family can become familiar with what "mom and/or dad" are doing while "in school."
- *After the holidays or during periods of inclement weather*
 - Send postcard or call students to invite them back to class.
 - Schedule a guest speaker for the first meeting after a long break, and notify students of this.
 - Schedule a special project or begin a mini-class series after these periods of time, and notify students of these plans.

Remember, it is at these times when another Needs Assessment should be implemented – this time within your classroom. Remember that assessment of needs is an ongoing process of discovering what your program's participants want in terms of activities and services.

Retention Strategies

- **Some Ideas for Maintaining Good Rapport:**
 - Keep a documented record of student progress. Conduct interim testing at adequate intervals, i.e. 20 hours, 40 hours, etc. (See [Interim TABE Testing Chart](#), Section 7 Appendix)
 - Help student set *realistic* goals and make sure these goals are clear to the student and to you.
 - Make sure the student *knows what he can expect* from the program.
 - Give immediate feedback.

- Approach learning with a “*One day at a time*” mindset.
 - Follow-up on repeated absentees – phone calls, postcards, surveys, fliers, etc.
 - Minimize competition.
 - Provide frequent breaks.
 - Provide incentives, i.e. coupons to local businesses, etc.
 - Use student’s name when addressing him/her.
 - Arrange room so that it is conducive for learning.
 - Provide adequate light and temperature control.
 - Create sensory experiences.
 - Maximize ability and readiness to learn based upon the time of day. (Research suggests that 10:00 a.m. is peak learning time for adults.)
 - Have students complete evaluations on the program to determine if you are still meeting their needs and wants. (See [Student Interim Needs Assessment, Section 7 Appendix](#).)
 - Listen actively to your students.
 - Deal with crises effectively – don’t minimize – don’t attempt to solve.
 - Refer students to local support services when necessary. The new *ConXtions* directory (<http://wvde.state.wv.us/abe/connections.htm>) includes the locations and services of adult basic education and adult literacy programs; locations and contact information for WV public libraries; financial assistance application information; resources for child-care and transportation; Workforce WV Center locations; names and locations of organizations and agencies that can assist with family nutrition and crises; providers of reduced-cost health care and prescription medications; and information on obtaining representation on legal issues facing many WV adults.
 - Provide a beginning and an end to instruction.
 - Enlist students as “helpers” within your program.
 - Have a Friday discussion on the “Problem of the Week.”
- **Some Fun Activities You Can Incorporate Into Your Program:**
- Celebrate holidays, birthdays, and special occasions.
 - Have one day a week/month where students can bring snacks.
 - Allow students to design, edit, and publish a monthly newsletter of program events, success stories, and accounts of their lives.
 - Schedule frequent student activities, i.e. field trips, guest speakers, etc.
 - Plan informal and formal recognition events.
 - Utilize a mentor or buddy system.
 - Utilize alumni as tutors, aides, speakers, recruiters.
 - Tell students about BOLT, the student organization, *Building Opportunities for Learning Together*.
 - Form a Student Retention Team (SRT) comprised of instructors, aides, students, counselors, BOE members.
 - Provide a “membership card” to students indicating they are a member of the team. (See [Student Membership Card Template, Section 7 Appendix](#).)

- Schedule individual meetings with students and their families – similar to parent-teacher conferences with children, but these could be called family-program conferences so the student’s family can become familiar with what “mom and/or dad” are doing while “in school.”
- Incorporate into your curriculum:
 - Measurement Exercises, i.e. measure windows and room, convert recipes to double, etc.
 - “Plan a Trip Booklet” with activities (figuring mileage, accommodation and meal costs, flying vs. driving costs, etc.)
 - Grocery store activities, i.e. reading labels, figuring cost per ounce, deciding which is best – bulk or single, list the nutritional values of junk food vs. healthy food, cost per week/month of non-edible purchases, etc.
 - Create daily/weekly/monthly schedule of household tasks and activities.
- **Some Program-Related Activities You Can Incorporate into Your Program:**
 - Vary your delivery system.
 - Provide relevant instruction and meaningful curriculum.
 - Regard teaching as a “relationship.”
 - View learning as a verb – an ongoing process.
 - Begin and end class on time.
 - Arrange materials and tasks from simple to complex.
 - Provide an opportunity for students to practice learned skills.
 - Minimize competition.
 - Provide career counseling.
 - Develop a Student Retention Team (SRT) comprised of volunteers, alumni, and/or teacher aides.
 - Participate in staff development activities to maintain up-to-date methods and procedures.
 - Discuss a possible “Plan B” for home study in case the student has to “stop out” of the program temporarily: PLATO (certified Distance Education Instructors only); Marco Polo; S.A.S.; software programs; have student write weekly letters to you; magazine or newspaper assignments; crossword puzzles/word search; library activities.

FOLLOW-UP

The State Department of Education relies upon “data matching” to measure student outcomes when compiling end-of-the-year reports. Even so, follow-up is imperative for student retention and adequate documentation of student achievements. At least 50 percent of non-completers must be contacted within 90 day after exiting the program.

The Importance of Follow-up:

- To determine the effectiveness of your program
- To identify completers vs. dropouts (many students complete a goal without the knowledge of the instructor, so this student is counted as a dropout instead of a student who met a goal.)
- To define retention problems
- To define program problem areas
- To acquire future funding
- To meet program standards required as a part of the onsite review process

Tips for Conducting Follow-up:

- Determine what information you want or need to obtain.
- Develop a timeline – set aside a specific time of day, week, or month to conduct activities.
- Utilize your Student Retention Team (SRT) comprised of volunteers, alumni, and/or teacher aides.
- Keep a written record or log of activities. This is required for on-site program evaluations. (See [Follow-Up Telephone Log](#), Section 7 Appendix.)
- Student labels can be printed from AEMIS to make it more convenient to send follow-up letters, postcards, and/or evaluations. To do this, log-on to www.wvabe.org/aemis. Under *Professional Development*, go to *Mailing Labels*. Click on *Student Mailing Labels*. Complete the information required, and you will be able to generate labels for selected students.

Follow-up Activities for Non-completers:

- Develop a “buddy system” for students.
- Have students evaluate you and the program at the end of a semester or mid-term to determine if delivery or content of instruction needs to be altered.
- Send [postcards](#) indicating they are missed and invite them to return. (See *Section 7 Appendix*.)
- Call students to let them know they are missed and invite them to return.
- Send a “We miss you and need your help” [questionnaire](#) asking specific questions about why they stopped attending and invite them to return. (See *Section 7 Appendix*.)

Follow-up Activities for Completers:

- Conduct phone calls to document their “life after ABE.”
- Provide information to students about local vocational programs or colleges including financial assistance information, transportation, etc.

- Hold a “class reunion” to provide the opportunity for students to catch up with one another and to discuss the impact ABE had on their lives.

There are even a few follow-up activities that can be conducted on students who are just beginning their adult education experience:

- Send confirmation letters to those who pre-register telling them how pleased you are to have them in your program and whom to contact if there are any questions or concerns prior to the start of class.
- Send students a packet of information on what to expect the first day of class, your business card, and a student “membership card.” (See [Student Membership Card Template](#) in Section 7 Appendix.)

For a more in-depth explanation of the techniques and ideas presented within this section, the *WVABE Marketing Guide* is available by contacting Kathy Hollingsworth at 1-800-257-3723 ext. 201 or kwinter@access.k12.wv.us.

For a hands-on workshop using the ideas presented within this section, and to learn how to develop your own Marketing/Recruitment/Retention Plan, request a **“PlanET MARS” (Plan to Empower Teachers/Tutors with Marketing and Retention Strategies)** workshop in your area by contacting your regional coordinator of adult education or by calling Kathy Hollingsworth at the 1-800-257-3723 ext. 201.


Appendix

Section 7

Marketing, Recruitment, Retention,
and Follow-up in ABE Programs

MARKETING CHECKLIST

Marketing in adult basic education (ABE) is the process of gathering information, reviewing statistics, establishing specific target populations, and examining what resources are available. Review this chart and *highlight* all that you currently do. Put a *check-mark* beside those things you would like to incorporate into your program.

| STEP I: Establish target population(s) and determine needs | STEP II: Evaluate your program and its potential | STEP III: Adapt your program to meet customer needs |
|---|---|--|
| <p>Complete a Community Needs Assessment Choose target audience(s), i.e. unemployed, under-educated, elderly, displaced homemakers, displaced workers, young adults, ESL</p> <p>Determine characteristics of the audience(s), i.e. age, sex, ethnic, location</p> <p>Evaluate needs and interests of audience(s)</p> <p>Decide best location, day, and time in which to serve audience(s)</p> <p>Complete an Agency Needs Assessment Determine the specific needs of business/industry</p> <p>Complete a Student Needs Assessment Determine if program is still meeting the needs of the students</p> <p>Implement changes required to meet the needs of the students</p> <p>Other:</p> | <p>Is my class scheduled at a convenient time? On a convenient day?</p> <p>Is my class conveniently located? i.e. on a bus route, within walking distance, etc.</p> <p>Am I meeting enrollment and contact hour requirements?</p> <p>Can I incorporate "soft skills" into my curriculum? Or do I just have time for "GED?"</p> <p>Do I have access to computers for my students? How many students can I effectively serve within my time and budget restraints?</p> <p>Do I offer assistance to students who need food, clothing, shelter, counseling, health care, etc.?</p> <p>What amount of my budget can be used for promotion? What agencies can help?</p> | <p>My target population is single mothers. My class meets from 9:00 a.m. - noon. The Needs Assessments reveal that these mothers prefer to meet in the evenings. Can I change my hours?</p> <p>My class meets on Wednesday evening. The Needs Assessments reveal that the majority of my community attends church services on Wednesday evening, and that Thursday would be the best. Can I change the day my class meets?</p> <p>The Needs Assessments reveal that my target population is senior citizens. They have expressed an interest in learning how to use email. Where can I access a computer lab? Can I move my class to another location?</p> <div style="text-align: right;">  </div> |

RECRUITMENT CHECKLIST

Once you know the make-up of the community, their needs, what you can offer, and what is required of you to build an effective program (results of the Needs Assessments), you need to publicize your program to recruit students. Review this chart and *highlight* all that you currently do. Put a *check-mark* beside those things you would like to incorporate into your program.

| STEP I: Determine Your Resources | STEP II: Develop Your Promotional Campaign | STEP III: Choose Your Approach | STEP IV: Choose Your Location | STEP V: Track Your Promotional Efforts |
|---|--|---|--|--|
| <p>What medium or technique is most likely to reach audience(s) targeted?</p> <p>What media is available in your community?</p> <p>What costs are involved in utilizing specific media?</p> <p>What amount of funding is available to me?</p> <p>What is available free or for nominal costs?</p> | <p>Determine message to be conveyed as indicated by Needs Assessment.</p> <p>Maintain consistency by using the WVABE logo in all promotional materials.</p> <p>Use familiar names and faces in materials.</p> <p>Use AIDA formula when developing materials.</p> | <p>Press Releases</p> <p>Newspaper/Classified Ads</p> <p>Public Service Announcements</p> <p>Radio/TV Advertising</p> <p>Open Houses</p> <p>Printed Materials</p> <p style="padding-left: 20px;">brochures</p> <p style="padding-left: 20px;">grocery bags</p> <p style="padding-left: 20px;">utility bills</p> <p style="padding-left: 20px;">church bulletins</p> <p style="padding-left: 20px;">catalogs</p> <p>Public Presentations</p> <p style="padding-left: 20px;">Speakers' Bureau</p> <p style="padding-left: 20px;">News/talk shows</p> <p style="padding-left: 20px;">Improv Moments</p> <p>Internal Publications</p> <p style="padding-left: 20px;">Newsletter</p> <p style="padding-left: 20px;">Letters of commendation</p> <p style="padding-left: 20px;">Certificates</p> <p>Audiovisual/Display</p> <p style="padding-left: 20px;">Powerpoint/slide/video</p> <p style="padding-left: 20px;">Display booth</p> <p>Billboards</p> <p>Posters</p> <p>Recognition Programs</p> <p>Informal Personal Contacts</p> <p style="padding-left: 20px;">BOLT</p> <p style="padding-left: 20px;">Local service clubs/businesses</p> | <p>Local schools</p> <p>Libraries</p> <p>Grocery stores</p> <p>Convenience stores</p> <p>Laundrmats</p> <p>Bars</p> <p>Restaurants</p> <p>Dry cleaners</p> <p>Bowling alleys</p> <p>Kmart</p> <p>Wal-Mart</p> <p>Doctor offices</p> <p>Hospitals</p> <p>Health clinics</p> <p>DHHR offices</p> <p>Salvation Army</p> <p>Goodwill facilities</p> <p>Homeless shelters</p> <p>Rehabilitation offices</p> <p>Housing authorities</p> <p>Church bulletins</p> <p>Counseling agencies</p> <p>YWCA/YMCA</p> <p>WIC centers</p> <p>Other:</p> | <p>Keep a record of the number of brochures/fliers distributed at each location.</p> <p>Color-code registration forms.</p> <p>Make up a person's name to ask for.</p> <p>Ask the individuals how, where, and time of day they heard about the program.</p> <p>After compiling the results of your tracking efforts, eliminate those promotional methods that were not effective, and put more emphasis upon those that were.</p> <p>Other:</p> |



RETENTION CHECKLIST


A quality ABE program must view students in a holistic manner. Not only are their educational needs important, but their emotional, and vocational needs must also be addressed if students are to remain in your program. Review this chart and *highlight* all that you currently do. Put a *check-mark* beside those things you would like to incorporate into your program.

| Instructor-Related Factors | | Classroom-Related Factors | |
|---|--|--|--|
| <i>Affective Characteristics:</i> | | <i>Intake:</i> | |
| <i>Other:</i> | | <i>Management:</i> | |
| Actively communicates with students Is sensitive Displays positive non-verbal behavior Is supportive Is non-judgmental Is open to student ideas Actively listens to students Shows respect for diversity Is willing to change | | Managed intake Realistic goals set Clear expectations identified Barriers identified and resolved Special learning needs identified Learning style(s) identified Awareness of beginning and end to instruction (benchmarks) Student commitment signed Other: | |
| Expertise in working with business Appropriate instructional materials utilized Varied class activities conducted Family/teacher conferences held Course evaluations completed by students Scheduled needs assessment conducted Feedback provided Other: | | Student support group organized Regular progress review conducted Student recognition ceremony conducted Incentives provided Active follow-up on non-attendees conducted Student Retention Team organized Child-care/transportation resolved Flexible scheduling incorporated Classes begin and end on time Students are referred to appropriate service agency when necessary Collaboration with literacy program incorporated Adequate resources available to work with business/industry Other: | |
| <i>Instruction/Content:</i> | | <i>Environment:</i> | |
| Knowledgeable of content areas: | | Comfortable physical environment Room arrangement conducive to learning Adequate light and temperature control provided Sensory experiences created i.e. music, aroma, etc. Other: | |
| Varied teaching strategies incorporated: | | | |
| Reading Writing Listening Speaking Math/Budgeting Social Studies Science Thinking skills Organization Time management Communication Team building Technology Goal setting | Wellness and safety Multi-cultural awareness Personal work attributes Career planning Job-search skills Employee rights Family/parenting English as a Second Language (ESL) Other: | Large-group instruction Small-group instruction Cooperative learning Project-based learning Computer-assisted instruction One-on-one/tutorial instruction Individualized study Classroom style/lecture Audio Visual Distance education Other: | |

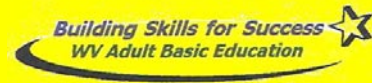


FOLLOW-UP CHECKLIST

Follow-up is imperative for student retention and adequate documentation of student achievements. Review this chart and *highlight* all that you currently do. Put a *check-mark* beside those things you would like to incorporate into your program.

| For Non-Completers | For Completers | For Those Just Beginning |
|---|---|---|
| <p>Develop a buddy system for students.</p> <p>Send course evaluations mid-term or at the end of a semester to determine if delivery or content of instruction needs to be altered.</p> <p>E-mail, send letters or postcards indicating students are missed and invite them to return. (for a special occasion, guest speaker, etc.)</p> <p>E-mail or call students to let them know they are missed and invite them to come back.</p> <p>Send questionnaires/attach to an e-mail message asking specific questions about why they stopped attending and invite them to return.</p> | <p>Send questionnaires, e-mails, or conduct phone calls to document student's "life after ABE."</p> <p>Provide information to students about local vocational programs or colleges including information on financial assistance, transportation, etc.</p> <p>Hold a "class reunion" to provide the opportunity for students to catch up with one another and to discuss the impact ABE had on their lives.</p> | <p>Send confirmation letters to those who pre-register telling them how pleased you are to have them in your program, and how to contact you if they have questions or concerns prior to the start of class.</p> <p>Send them "membership card" and information on what to expect on the first day of class.</p> <div style="text-align: right; margin-top: 20px;">  </div> |

Community Needs Assessment



1. **What is your education level?**
(A) less than high school – last grade completed: _____
(B) high school graduate
(C) post high school
2. **Are you employed outside the home?**
(A) full-time (D) retired
(B) part-time (E) homemaker
(C) self-employed
3. **How many children do you have who attend school? _____**
How many children are under school age? _____
What language do you prefer to speak in your household? _____
4. **An adult basic education class is being considered for your community. What topic(s) would you like to be offered through this program?**
(A) academic subjects
(B) specialized subjects (math refresher, English)
(C) personal growth classes (budgeting, parenting, etc.)
(D) job skill classes
(E) life skill classes
(F) to study English as a Second Language (ESL)
(G) other: _____
5. **Why would you enroll in an adult education class? (check all that apply)**
(A) for a GED Diploma
(B) for skills to help me find a job
(C) for skills to help me keep my current job
(D) for skills to help me find a better job
(E) for personal growth (budgeting, parenting, etc.)
(F) for skills to enroll in college or vocational school
6. **Which day(s) would you prefer class to be offered?**
(A) Monday (D) Thursday
(B) Tuesday (E) Friday
(C) Wednesday (F) Saturday
7. **What would be the ideal length of one class session?**
(A) 1 hour (C) 3 hours
(B) 2 hours (D) more than 3 hours
8. **What would be the ideal length for a semester?**
(A) 4 weeks (C) 3 months
(B) 6 weeks (D) 6 months
9. **What would be the best time of day for a class to be offered?**
(A) 9 am - 3 pm (D) 4 pm - 7 pm
(B) 9 am - noon (E) 5 pm - 8 pm
(C) 1 pm - 4 pm (F) 6 pm - 9 pm
10. **What would prevent you from enrolling in and attending an adult basic education class?**
(A) lack of child-care (E) pride
(B) lack of transportation (F) fear of failure
(C) partner would disapprove
(D) other: _____
11. **How far in advance would you need to know about this class?**
(A) 1 week (C) 3 weeks
(B) 2 weeks (D) 1 month
12. **What would be the best way to let you know this class was available in your community?**
(A) television: _____ which channel? _____
(B) radio: _____ which channel? _____
(C) newspaper: _____ which one? _____
(D) poster: _____ seen where? _____
(E) flier; found where? _____
(F) other: _____
13. **How far would you be willing to travel to get to class?**
(A) less than 5 miles
(B) 5-10 miles
(C) more than 10 miles
14. **How would you get to class?**
(A) drive
(B) driven by other
(C) public transportation
(D) ride with classmate
(E) walk
(F) other: _____
15. **Would you be interested in online learning?**
yes no
(A) Do you have a computer? yes no
(B) Can you access to the Internet? yes no

Sex: M ___ F ___

Ethnic: Caucasian ___ African American ___ Other ___

Age: 18-24 ___ 25-44 ___ 45-59 ___ 60+ ___

I would like more information. Please contact me:

Name: _____

Phone: _____

Email: _____

Best time of day to contact me by phone is:

Morning ___ Afternoon ___ Evening ___

Best day to contact me by phone is:

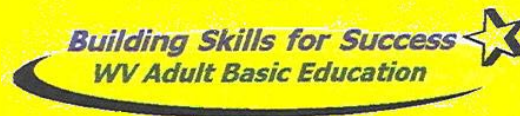
Sunday ___ Monday ___ Tuesday ___ Wednesday ___

Thursday ___ Friday ___ Saturday ___

If you would like to contact us, detach here and call or visit us at the address below:

(Place label here that contains the address and phone number of your program.)

Agency Needs Assessment



This survey has been developed to determine if your agency or organization is in need of services or products that can be provided through the West Virginia Adult Basic Education Program. Please complete the information needed, and return to:

(Place mailing label here that contains the name, address, and phone number of your program.)

Please indicate the type of program you represent:

- | | |
|---|--|
| <input type="checkbox"/> business | <input type="checkbox"/> senior citizen center |
| <input type="checkbox"/> community based organization | <input type="checkbox"/> social service agency |
| <input type="checkbox"/> Head Start Program | <input type="checkbox"/> public housing facility |
| <input type="checkbox"/> Even Start Program | <input type="checkbox"/> health facility |
| <input type="checkbox"/> domestic violence shelter | <input type="checkbox"/> mental health facility |
| <input type="checkbox"/> personal care facility | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> educational facility | |

What are the needs of your clients or staff?

In the *Level of Need* column, rate the level of your need in each area: **5=imminent 4=high 3=moderate 2=low 1=none**
Then, in the *Population in Need* column, indicate who is in need of this service. (you may choose more than one)

| Level of Need | | | | | Area of Need | Population in need | | |
|---------------|---|---|---|---|---|--------------------|--------|---------------|
| 5 | 4 | 3 | 2 | 1 | | Staff | Client | Family member |
| | | | | | GED preparation | | | |
| | | | | | Reading instruction | | | |
| | | | | | Math refresher | | | |
| | | | | | Writing/language refresher | | | |
| | | | | | Life-skill classes – budgeting, shopping, etc. | | | |
| | | | | | Personal growth classes – parenting, family, etc. | | | |
| | | | | | Thinking and reasoning skills | | | |
| | | | | | Organizational skills | | | |
| | | | | | Working as a team | | | |
| | | | | | Basic computer skills | | | |
| | | | | | Internet navigation | | | |
| | | | | | Goal setting skills | | | |
| | | | | | Wellness and safety | | | |
| | | | | | Personal work habits – punctuality, appearance, etc. | | | |
| | | | | | Job-search assistance | | | |
| | | | | | Career planning | | | |
| | | | | | Unemployment survival | | | |
| | | | | | Preparation for entrance exam for college | | | |
| | | | | | English as a Second Language (ESL) | | | |
| | | | | | Other: (identify) | | | |

If classes were offered in any of these areas, how many people from your agency would be interested in attending?

Staff _____ Clients _____ Family Member _____

What day of the week would be best?

Sunday _____ Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____ Saturday _____

What time of day would be best?

9:00 am – noon _____

1:00 pm – 4:00 pm _____

4:00 pm – 7:00 pm _____

5:00 pm – 8:00 pm _____

6:00 pm – 9:00 pm _____

Other: _____

I would like more information about your program. Please contact me.

Name: _____

Phone: _____

Email: _____

Best time of day to contact me by phone:

Morning: _____ Afternoon: _____ Evening: _____

Best day to contact me by phone:

Sunday: _____ Monday: _____ Tuesday: _____ Wednesday: _____ Thursday: _____ Friday: _____ Saturday: _____

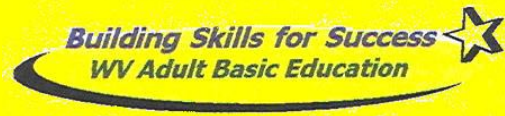
Name of facility: _____

Address: _____

Phone: _____

Contact Person: _____ **E-mail:** _____

Student Needs Assessment



1. **How long have you been attending this class?**
_____ days _____ months _____ years
2. **How often do you attend?**
(A) always (B) often (C) sometimes (D) rarely (E) never
3. **If you circled (B), (C), or (D) above, what prevents you from attending always?**
(A) lack of child care
(B) lack of transportation
(C) partner would disapprove
(D) pride
(E) fear of failure
(F) other: _____
4. **How did you hear about this class?**
(A) newspaper
(B) flier
(C) friend
(D) telephone
(E) TV ad: _____ what channel? _____
(F) radio ad: _____ what channel? _____
(G) poster: _____ where? _____
(H) flier: _____ where? _____
(I) other: _____
5. **What would be the best way to let others know this class is available in your community?**
(A) television: _____ which channel? _____
(B) radio: _____ which channel? _____
(C) newspaper: _____ which one? _____
(D) poster: _____ seen where? _____
(E) flier; _____ found where? _____
(F) other: _____
6. **How far in advance do you think class offerings should be advertised?**
(A) one week
(B) two weeks
(C) three weeks
(D) one month
(E) more than one month
7. **Why did you enroll in this class? (check all that apply)**
(A) for a GED diploma
(B) for skills to help me find a job
(C) for skills to help me keep my current job
(D) for skills to help me find a better job
(E) for personal growth (budgeting, parenting, etc.)
(F) for skills to enroll in college or vocational school
8. **Did your instructor assist you in setting your goals?**
(A) yes (B) no
9. **Do you and your instructor periodically review your needs/goals to determine if they are being met?**
(A) yes (B) no
10. **Were you given a Learning Styles Inventory upon enrollment?**
(A) yes (B) no
11. **Does your instructor provide lessons using the correct learning style for you in a way that is easy to understand?**
(A) always (B) often (C) sometimes (D) rarely (E) never
12. **Did your instructor ask you if you had problems learning when you were in school?**
(A) yes (B) no
13. **Does your instructor provide feedback to you regarding your progress?**
(A) yes (B) no
14. **Do you feel like you are “a part” of the class and total adult education program?**
(A) always (B) often (C) sometimes (D) rarely (E) never
15. **Does your instructor provide information about community agencies that could provide a service to you?**
(A) always (B) often (C) sometimes (D) rarely (E) not applicable
16. **Does your instructor encourage you to continue your education by attending vocational programs or college?**
(A) always (B) often (C) sometimes (D) rarely (E) not applicable
17. **Does your instructor provide information on how to apply and interview for a job?**
(A) always (B) often (C) sometimes (D) rarely (E) not applicable
18. **Does your instructor treat you as an adult and with respect?**
(A) always (B) often (C) sometimes (D) rarely (E) never
19. **Do you feel comfortable asking your instructor for guidance with everyday problems?**
(A) yes (B) no
20. **Would you tell others about this program and urge them to attend?**
(A) yes (B) no; why not? _____
21. **Have you been given information about the Student Speakers Bureau?**
(A) yes (B) no

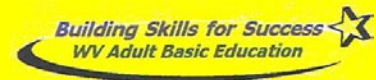
Use this space to write any comments you have about this program:

Class Location: _____

Date: _____

Name (optional): _____

Student Interim Needs Assessment



1. **How long have you been attending this class?**
_____ days _____ months _____ years
2. **How often do you attend?**
(A) always (B) often (C) sometimes (D) rarely (E) never
3. **If you circled (B) or (C) above, what prevents you from attending always?**
(A) lack of child care
(B) lack of transportation
(C) partner would disapprove
(D) pride
(E) fear of failure
(F) other: _____
4. **Why did you enroll in this class?**
(A) to obtain a GED diploma
(B) to obtain skills to help me find a job
(C) to obtain skills to help me keep my current job
(D) to obtain skills to help me find a better job
(E) for personal growth (budgeting, parenting, etc.)
(F) to obtain skills to enroll in college or vocational school
5. **Have you obtained any of these goals?**
(A) yes (B) no
6. **Have you set other goals since you enrolled in this class? Explain.**

7. **How could this program better meet your needs?**

8. **Do you and your instructor periodically review your needs/goals to determine if they are being met?**
(A) yes (B) no
9. **Does your instructor provide lessons using the correct learning style for you in a way that is easy to understand?**
(A) always (B) often (C) sometimes (D) rarely (E) never
10. **Does your instructor provide feedback to you regarding your progress?**
(A) yes (B) no
11. **Do you feel like you are “a part” of the class and total adult education program?**
(A) always (B) often (C) sometimes (D) rarely (E) never
12. **Does your instructor provide information about community agencies that could provide a service to you?**
(A) always (B) often (C) sometimes (D) rarely (E) never
13. **Does your instructor encourage you to continue your education by attending vocational programs or college?**
(A) always (B) often (C) sometimes (D) rarely (E) never
14. **Does your instructor provide information on how to apply and interview for a job?**
(A) always (B) often (C) sometimes (D) rarely (E) never
15. **Does your instructor treat you as an adult and with respect?**
(A) always (B) often (C) sometimes (D) rarely (E) never
16. **Do you feel comfortable asking your instructor for guidance with everyday problems?**
(A) yes (B) no
17. **Would you tell others about this program and urge them to attend?**
(A) yes (B) no; why not? _____
18. **Have you been given information about the student organization, BOLT?**
(A) yes (B) no

Use this space to write any comments you have about this program: _____

Class location: _____

Date: _____

Promotion Strategies for Specific Segments of the Population

| SEGMENT | EMPLOYMENT STATUS | IMPORTANCE OF EDUCATION | MOTIVATION | BEST WAY TO PROMOTE |
|----------------------|--|---|--|--|
| Mainstream Women | Many never worked outside the home | Among average on cognitive ability and achievement | Family responsibility | Through female organizations and the public schools which serve their children. |
| Least Employed | Very few who work have skilled occupations | Unaware of importance and role education plays in future success | Literacy development, self-improvement, economic need | Efforts should recognize their desire to improve economic status. Program linkages to job training agencies and job placement organizations are important. |
| Young Adults | Nearly 2/3 are unemployed and looking for work | Lowest overall feel for need to participate | “Launching” from youth role to an adult role in life | Emphasize the importance of education to gaining the respect they desire. |
| The Urged | Most left school to go to work | Work is more important than school | Primarily motivated by the urging of others to improve their lifestyle and for diversion | Emphasize the role that enhanced academic and social skills can play in increasing job opportunities, success, and fulfillment. |
| The Climbers | Highest volume of skilled workers | Have realized the importance of education but often think it is too late | Oriented toward moving up the socio-economic ladder | Emphasize the status of education and the relation of education to socio-economic advancement. |
| Low Ability Strivers | Most are employed but greatest percentage are working unskilled jobs | Average cognitive ability is the lowest, and do not place importance on education | Most motivated by job advancement and least motivated by educational attainment | Although they are strivers, their ability levels are low. For this group, recruitment should focus on accommodations for SLN. |

| SEGMENT | EMPLOYMENT STATUS | IMPORTANCE OF EDUCATION | MOTIVATION | BEST WAY TO PROMOTE |
|--------------------------------------|--|--|---|--|
| People seeking change in life | Employed, unemployed, retired | Above average on cognitive ability and achievement | Something that spurs their interest and can create excitement in their lives | Emphasize the scope of topics available that could have impact professionally, socially, intellectually. |
| Older audiences | Ranges from never having worked to retired and seeking diversion | Unaware of the importance and role education plays in future success | Need for information relevant to their age i.e. expand knowledge in particular area, info on losing spouse, medical and legal aspects, financial concerns | Efforts should not imply that there is something “different or wrong” about being older; should convey that there might be a way to make things better; concentrate on doing one thing – call, write, or go somewhere. |
| People with free time on their hands | Varies | Never thought about it | Desire to be with others; desire to do “something” | Emphasize the value of the program to entice the reader that this would be a good use of free time. |
| People seeking employment | Unemployed or employed but concerned about lack of skills | Work is more important than school | Maintaining current job and/or learning new skills to move on | Emphasis on workplace component of program; ads must carry a hard-hitting direct message. |

| R E C R U I T M E N T M A T R I X | | Form of Delivery | | | | | | | | | | | | |
|--|--------------------------|-------------------------|------|----------------|---------|--------|-----------|---------------|-----------------------------|-------------|------------------------------|-------------|------------------|----------------------|
| | Marketing Vehicle | advertising | PSAs | press releases | posters | fliers | brochures | T-shirts/hats | giveaways (pencils, rulers) | table tents | message printed on statement | direct mail | speakers' bureau | personal appearances |
| TV – public | | ✓ | ✓ | ✓ | | | | | | | | | | |
| TV – commercial | ✓ | ✓ | ✓ | | | | | | | | | | | |
| TV – cable | | ✓ | ✓ | | | | | | | | | | | |
| radio – public | | ✓ | ✓ | | | | | | | | | | | |
| radio – commercial | ✓ | ✓ | ✓ | | | | | | | | | | | |
| newspaper | ✓ | | ✓ | | | | | | | | | | | |
| buyer's guide | ✓ | | ✓ | | | | | | | | | | | |
| magazines | | | ✓ | | | | | | | | | | | |
| newsletters* | | | ✓ | | | | | | | | | | | |
| billboards | ✓ | | | | | | | | | | | | | |
| bus | ✓ | | | | | | | | | | | | | |
| taxi | ✓ | | | | | | | | | | | | | |
| library | | | | ✓ | ✓ | ✓ | | | | | | | | |
| laundromats | | | | ✓ | ✓ | ✓ | | | | | | | | |
| restaurants | | | | ✓ | ✓ | ✓ | | | ✓ | | | | | |
| grocery stores** | | | | ✓ | ✓ | ✓ | | | | | | | | |
| hospitals | | | | ✓ | ✓ | ✓ | | | ✓ | | | | | |
| labor organizations | | | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | | |
| government leaders | | | ✓ | | | | | | | | ✓ | | | |
| businesses | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | |
| banks | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | |
| unemployment office | | | | ✓ | ✓ | | | | | ✓ | | | | |
| welfare office | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | |
| utility company | | | | ✓ | ✓ | | | | | ✓ | | | | |
| church and civic groups | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | |
| youth groups (for their parents) | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ | ✓ | |
| community center | | | | ✓ | ✓ | ✓ | | | | | | | | |
| community calendar*** | | ✓ | ✓ | | | | | | | | | | | |
| community bulletin board*** | | ✓ | ✓ | | | | | | | | | | | |
| lighted message board | | ✓ | ✓ | | | | | | | | | | | |
| community events | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ |

* Many businesses, churches, schools, and clubs distribute their own newsletters.

** For special events, some grocery stores will stuff fliers in each grocery order.

*** Public television and radio stations, as well as cable TV operators, often run a community bulletin board or calendar, and many chambers of commerce publish a community Calendar.

WVABE LOGO

In July 2004, the West Virginia Office of Adult Education and Workforce Development's Adult Basic Education (ABE) Unit developed a Marketing Task Force as a result of an 18-month strategic planning and goal setting process. The goal of the Task Force is to develop and implement a marketing campaign that enhances the image of ABE and creates awareness among the public, workplace, and educational communities.

In an effort to establish recognition and presence within these communities, the first step was to design and adopt a new logo for the WV Adult Basic Education Program.

The second step to establishing recognition is to use this logo on ALL marketing materials created within a county or program. So, we ask that any prior logos be discarded and replaced with this one on any brochures, posters, fliers, letterhead, business cards, etc.



Where there is limited space, this smaller version may be used.



Sample Press Release

FOR IMMEDIATE RELEASE

(date)

For Information, Contact:

(name, telephone/email)

ADULT BASIC EDUCATION CLASSES TO BEGIN

(city, state – date) Do you ever feel frustrated when helping your children with their homework? Would you like to acquire job skills or learn to use a computer?

Adult Basic Education (ABE) classes are going to begin (day, date, location). Last year, (#) of adults in (county) attended ABE classes and completed their goals. You can too! Here's what students say about this program:

"Before I enrolled in this program, I seldom went to parent-teacher conferences. I was embarrassed because I couldn't help my kids with some of their homework. Now I attend PTA meetings every month and see what a difference it makes. My kids are real proud of me."

"I will always feel indebted to this program for giving me the self-esteem I never had, for the confidence to believe in myself, and for the courage it takes to stand up for one's self and say, "I can do it!"

You too can enjoy and benefit from ABE classes just as they did. During (year) more than (#) of residents of (city/county) received their GED certificates or landed that all-important job! Nationally, more than 13 million adults have earned their GEDs since the program began, and the ABE program accounts for one out of every seven high school diplomas that are issued each year. ABE is sponsored by the American Council on Education and the West Virginia Department of Education Office of Adult Education and Workforce Development.

For more information about ABE classes and the GED program, contact: (name, address, telephone and/or email).

##

Sample Public Service Announcement

ABE CLASSES BEGIN

Dates for Release: (time span PSA should run)

Kill Date: (date to halt usage)

Contact: (name of person)
(name of organization)
(telephone/email)

:30 seconds

WOULD YOU LIKE TO BE THE ONE TO GET THAT JOB PROMOTION? DO YOU WISH YOU COULD HELP YOUR CHILDREN MORE WITH THEIR HOMEWORK? HOW ABOUT THAT CAREER YOU'VE ALWAYS WANTED TO PURSUE? WELL, NOW'S YOUR CHANCE TO TAKE THE FIRST STEP TOWARD ACCOMPLISHING THOSE GOALS. ADULT BASIC EDUCATION CLASSES BEGIN (day, date) AT (location). CALL 000-0000 FOR MORE INFORMATION ABOUT THE PROGRAM AND WHAT YOU NEED TO DO TO ENROLL. DON'T WAIT—DO IT TODAY!

Media Release Form

This letter confirms the agreement between me and the _____ (Local Program Name) regarding my participation in approved adult education activities in which I may be photographed, videotaped, or interviewed from time to time.

I hereby irrevocably grant to the _____ (Local Program Name), exclusively, and for all media throughout the world (including print, home video, CD-ROM, and Internet), the right to use and incorporate (alone or together with other materials), in whole or in part, photographs or video footage, hereafter described as Property, taken of me as a result of my participation in adult education activities.

I agree that I will not bring or consent to others to bring claim or action against the _____ (Local Program Name) on the grounds that anything contained in the Property, or in the advertising and publicity used in connection herewith, is defamatory, reflects adversely on me, violates any other right whatsoever, including, without limitation, rights of privacy and publicity. I hereby release the _____ (Local Program Name), its directors, officers, successors and assignees from and against any and all claims, demands, actions, causes of actions, suits, costs, expenses, liabilities, and damages whatsoever that I may hereafter have against the _____ (Local Program Name) in connection with the Property.

AGREED TO AND ACCEPTED this _____ day of _____, 20____

Participant's Signature

Witness's Signature

Signature of Parent or Guardian

Print name of Participant:: _____

Address of Participant:: _____

Telephone Number: _____

Email Address: _____

Program Name: _____

Open House Timeline

| Number of Days Prior to Event | Activities |
|--|---|
| 60-90 | <ul style="list-style-type: none"> Set date for open house. |
| 60 | <ul style="list-style-type: none"> Develop/gather printed/audio materials and media (brochures, fliers, slide/video presentations). |
| 45 | <ul style="list-style-type: none"> Meet with teachers, administrators, etc. to plan basic student participation, basic data to be given, displays, bulleting boards, etc. |
| 30 | <ul style="list-style-type: none"> Prepare public service announcements. Develop press release. |
| 21 | <ul style="list-style-type: none"> Mail out PSAs, special invitations. |
| 10 | <ul style="list-style-type: none"> Request live press coverage. |
| 5 | <ul style="list-style-type: none"> Send reminders. Assemble needed handout materials. Prepare name tags for special guests. Assemble displays, bulletin boards. |
| 2 | <ul style="list-style-type: none"> Set up auditorium or assembly area. |
| Day of | <ul style="list-style-type: none"> Tour building to check on housekeeping and general appearance. Maintain record of attendance for future planning. |

Insert for grocery bags, mailings, church bulletins

Academic assessment & instruction
Special Learning Needs screening
Special Learning accommodations

Skills assessment & instruction
Practice tests
Job-readiness skills training



***Earn your high-school equivalency certificate,
understand basic computer skills, and learn
job-seeking/keeping skills **FREE!*****

1-800-642-2670

Academic assessment & instruction
Special Learning Needs screening
Special Learning accommodations

Skills assessment & instruction
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1-800-642-2670

**This is to be used as a template (Word document in Table format).
Please revise as needed to best advertise your program.**


The next step to a better life is only a phone call away!

| | |
|--|---|
| To enroll, call 1-800-642-2670 |  |
|--|---|

*We'll help you get on track for a better education, job,
and life!*

*AND it's absolutely **FREE!!**
See how adult basic education can work for YOU!!*


The next step to a better life is only a phone call away!

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*We'll help you get on track for a better education, job,
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*AND it's absolutely **FREE!!**
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*We'll help you get on track for a better education, job,
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*AND it's absolutely **FREE!!**
See how adult basic education can work for YOU!!*

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At-Risk Adult Student Identification Chart and Interventions

| Moderate Risk | | High Risk | | Danger | |
|---|--|---|--|--|---|
| Symptom | Intervention | Symptom | Intervention | Symptom | Intervention |
| Unrealistic expectation of self or program | <ul style="list-style-type: none"> • <i>Student Commitment Agreement</i> • Let student know what to expect from you and what you expect from him/her • Set <i>realistic</i> goal(s) • Set the climate of the class-starting time, breaks, etc. • Establish rapport | Unclear expectation of self or program | <ul style="list-style-type: none"> • <i>Student Commitment Agreement</i> • Let student know what to expect from you and what you expect from him/her • Set <i>realistic</i> goal(s) • Set the climate of the class-starting time, breaks, etc. • Establish rapport | Unclear expectation of self or program | <ul style="list-style-type: none"> • <i>Student Commitment Agreement</i> • Let student know what to expect from you and what you expect from him/her • Set <i>realistic</i> goal(s) • Set the climate of the class-starting time, breaks, etc. • Establish rapport |
| External motivation | <ul style="list-style-type: none"> • Identify the value and importance of the program • Involve student quickly • Give <i>Membership Card</i> so student will feel ownership of program • Establish rapport | No goal | <ul style="list-style-type: none"> • Identify the value and importance of the program • Involve student quickly • Give <i>Membership Card</i> so student will feel ownership of program • Establish rapport | No goal | <ul style="list-style-type: none"> • Identify the value and importance of the program • Involve student quickly • Give <i>Membership Card</i> so student will feel ownership of program • Establish rapport |
| Limited family support | <ul style="list-style-type: none"> • Refer to local support agency(ies) • Place a "Dear Abby" mailbox in an isolated area of the room. Draw one card each day to discuss in class. • Schedule an individual meeting with student and family members (similar to parent-teacher night in K-12) so the family can become familiar with what mom and/or dad are doing while "in school" • Tell student about BOLT for support system | Family problem | <ul style="list-style-type: none"> • Refer to local support agency(ies) • Place a "Dear Abby" mailbox in an isolated area of the room. Draw one card each day to discuss in class. • Schedule an individual meeting with student and family members (similar to parent-teacher night in K-12) so the family can become familiar with what mom and/or dad are doing while "in school" • Tell student about BOLT for support system | Spouse/partner unaware or unresponsive of participation | <ul style="list-style-type: none"> • Refer to local support agency(ies) • Place a "Dear Abby" mailbox in an isolated area of the room. Draw one card each day to discuss in class. • Schedule an individual meeting with student and family members (similar to parent-teacher night in K-12) so the family can become familiar with what mom and/or dad are doing while "in school" • Tell student about BOLT for support system |
| Self doubt; lack of confidence | <ul style="list-style-type: none"> • Set <i>realistic</i> goal(s) • Keep a documented record of student's progress • Give immediate feedback • Use student's name when addressing him/her • Enlist student as a "helped" within your program • Refer to local support agency(ies) • Tell student about BOLT • Provide an opportunity for student to practice learned skills • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use | No history of overcoming obstacles | <ul style="list-style-type: none"> • Set <i>realistic</i> goal(s) • Keep a documented record of student's progress • Give immediate feedback • Use student's name when addressing him/her • Enlist student as a "helped" within your program • Refer to local support agency(ies) • Tell student about BOLT • Provide an opportunity for student to practice learned skills • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use | Child-care, transportation, housing problem | <ul style="list-style-type: none"> • Refer to local support agency(ies) |

| Moderate Risk | | High Risk | | Danger | |
|---------------------------|---|---|---|---|---|
| Symptom | Intervention | Symptom | Intervention | Symptom | Intervention |
| Periodic absences | <ul style="list-style-type: none"> Assign a team project early in the semester so student will have a "role" in the classroom other than "studying for the GED" Set up a buddy system so students can contact each other about assignments and to encourage participation Tell student about BOLT Place a suggestion box in the rear of the room and encourage student to make written comments every time the class meets Make appointment with student to review goals, content, concerns Give student "homework" Assign student a classroom responsibility so he/she acquires a feeling ownership and purpose Keep a documented record of student progress Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use Schedule frequent activities – field trips, guest speakers, etc. Send "miss you" letter or postcard Provide incentives – coupons to local businesses, etc. Arrange room so that it is conducive for learning Provide adequate light and temperature Create sensory experiences | Absence from first week of class/Frequent absences | <ul style="list-style-type: none"> Assign a team project early in the semester so student will have a "role" in the classroom other than "studying for the GED" Set up a buddy system so students can contact each other about assignments and to encourage participation Tell student about BOLT Place a suggestion box in the rear of the room and encourage student to make written comments every time the class meets Make appointment with student to review goals, content, concerns Give student "homework" Assign student a classroom responsibility so he/she acquires a feeling ownership and purpose Keep a documented record of student progress Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use Schedule frequent activities – field trips, guest speakers, etc. Send "miss you" letter or postcard Provide incentives – coupons to local businesses, etc. Arrange room so that it is conducive for learning Provide adequate light and temperature Create sensory experiences | Absence from first class/ Three consecutive absences | <ul style="list-style-type: none"> Assign a team project early in the semester so student will have a "role" in the classroom other than "studying for the GED" Set up a buddy system so students can contact each other about assignments and to encourage participation Tell student about BOLT Place a suggestion box in the rear of the room and encourage student to make written comments every time the class meets Make appointment with student to review goals, content, concerns Give student "homework" Assign student a classroom responsibility so he/she acquires a feeling ownership and purpose Keep a documented record of student progress Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use Schedule frequent activities – field trips, guest speakers, etc. Send "miss you" letter or postcard Provide incentives – coupons to local businesses, etc. Arrange room so that it is conducive for learning Provide adequate light and temperature Create sensory experiences |
| Isolation in class | <ul style="list-style-type: none"> Establish rapport Assign student a classroom responsibility so he/she acquires a feeling ownership and purpose Minimize competition Use student's name when addressing him/her Tell student about BOLT for a source of support Listen <i>actively</i> to student Utilize a buddy or mentor system | Isolation in class | <ul style="list-style-type: none"> Establish rapport Assign student a classroom responsibility so he/she acquires a feeling ownership and purpose Minimize competition Use student's name when addressing him/her Tell student about BOLT for a source of support Listen <i>actively</i> to student Utilize a buddy or mentor system | Substance abuse | <ul style="list-style-type: none"> Establish rapport Tell student about BOLT for a source of support Listen <i>actively</i> to student Refer to local support agency(ies) Utilize a buddy or mentor system |

| Moderate Risk | | High Risk | | Danger | |
|---|--|---|--|--|--|
| Symptom | Intervention | Symptom | Intervention | Symptom | Intervention |
| Limited work experience | <ul style="list-style-type: none"> • Provide relevant instruction and meaningful curriculum • Identify the value and importance of the program • Relate learning to everyday life experience(s) • Schedule field trips to local businesses • Include job-skills within your curriculum | Change in work schedule | <ul style="list-style-type: none"> • Give student "homework" • Schedule individual weekly meeting(s) with student • Enroll student in <i>AdvantageGED</i> | Work schedule conflict | <ul style="list-style-type: none"> • Give student "homework" • Schedule individual weekly meeting(s) with student • Enroll student in <i>AdvantageGED</i> |
| Tardiness | <ul style="list-style-type: none"> • Schedule a meeting with student to review goals, content, concerns about program • Be sure to begin and end class as scheduled • Identify the value and importance of the program • Review expectations set at Orientation/intake | Late entry into program | <ul style="list-style-type: none"> • Involve student quickly • Give him/her a "role" to play within the classroom • Minimize competition | Experiencing a "plateau of progress" | <ul style="list-style-type: none"> • Enlist student as a "helper" within your program, i.e. follow-up calls, bulleting board, etc. • Provide variety in delivery of instruction • Assign student as a buddy/mentor for other students • Tell student about BOLT • Create learning challenge for student; i.e. introduce to vocational program, community college, workplace, etc. |
| FFL 1-3 | <ul style="list-style-type: none"> • Set <i>realistic</i> goal(s) • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use • Schedule specific time to work individually with student • Enlist the help of the local literacy program | FFL 1-3 | <ul style="list-style-type: none"> • Set <i>realistic</i> goal(s) • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use • Schedule specific time to work individually with student • Enlist the help of the local literacy program | FFL 1-2 | <ul style="list-style-type: none"> • Set <i>realistic</i> goal(s) • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use • Schedule specific time to work individually with student • Enlist the help of the local literacy program |
| Personal problems, i.e. domestic, health, etc. | <ul style="list-style-type: none"> • Take time to listen to student • Refer to local support agency(ies) • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use | Personal problems, i.e. domestic, health, etc. | <ul style="list-style-type: none"> • Take time to listen to student • Refer to local support agency(ies) • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use | Trauma, i.e. death, divorce, marriage, eviction, etc. | <ul style="list-style-type: none"> • Take time to listen to student • Refer to local support agency(ies) • Approach learning with a "One day at a time" mindset-give student something he/she can take home that day and use |
| 3 or more items identified from this list moves the individual to high risk. | | 2 or more items identified from this list moves the individual to the danger list. | | | |

Uses for Postcards

Postcards can be purchased from your local Post Office or you can use "80 lb cover" paper and create any size postcard that meets your needs. Samples of two occasions when postcards may be helpful in your class are included below.

Dear (student's first name),

It's been quite a while since your last visit to (name of program). We understand that there are many reasons why you have been unable to attend, but we want you to know that it's not too late. We hope you are still interested in reaching your goals. We've all missed you and hope you'll make plans to return as soon as possible.

If you need to contact me, call (phone) between (times of day) at (#).
Hope to see you soon!

(handwritten signature(s) of personnel)



Dear (student's first name),

Congratulations! We are glad we could help you meet your educational (vocational) goals. Please feel free to call if you need further help, or if you know of anyone who needs our services.

We were glad to have this chance to know you! Come back and visit anytime!

(handwritten signature(s) of personnel)

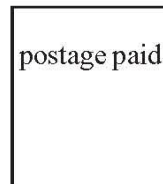




We've missed you and we need your help!

Place label here that includes:

Student's name
Student's address
Student's city, state, zip



Place label here that includes:

Your program's name
Your program's address
Your program's city, state, zip



Place postage where indicated and mail to student in an envelope. They can staple it or tape it together, and return it to you. For best results, have these surveys printed on 80lb cover or business card-weight paper. This will prevent damage during mailing.



(Name of program)
(Address)
(Phone number)

Today's date:
Last date of attendance:

Dear (student's first name),

The (name of program) is conducting a survey on the students who left our program before completing their goals. We are interested in you and would greatly appreciate it if you would answer these few questions for us and either return it by mail, or drop by and bring it in.

As always, we are dedicated to helping you achieve your goals and would like the opportunity to discuss how we might help by improving your Individualized Educational Plan (IEP) to meet your needs.

We look forward to hearing from you at your earliest convenience.

handwritten signature(s) of instructor(s)

1. Why did you stop coming to class?
- completed goal(s)
 - child-care problems
 - transportation problems
 - changed address or left area
 - took a job
 - got a better job
 - enrolled in another education or training program
 - family problems
 - health problems
 - location of class was not convenient
 - instruction was not helpful
 - lack of interest

3. How could your experience with our program have been better?

2. Did attending the adult basic education program help you reach any of the following goals?
- passed the GED tests
 - passed part of the GED tests
 - met scoring requirements on college entrance exams
 - obtained/retrained a job
 - obtained a better job or promotion
 - obtained computer skills
 - passed an employment or state licensing exam
 - entered the military
 - helped children more frequently with their school work
 - increased contact with children's teacher
 - increased involvement in children's activities
 - read to children more frequently
 - visited the library more frequently
 - purchased books and magazines for your children
 - increased involvement in community activities
 - voted or registered to vote for the first time
 - passed state-approved test of citizenship skills
 - became a U.S. Citizen
 - volunteered for community service

4. Please write any additional comments that will help us better serve adults in the future

(Place student label here)

_____ is a member of the _____ County
West Virginia Adult Basic Education Program.

your name printed here

Date



_____ is a member of the _____ County
West Virginia Adult Basic Education Program.

your name printed here

Date



_____ is a member of the _____ County
West Virginia Adult Basic Education Program.

your name printed here

Date



_____ is a member of the _____ County
West Virginia Adult Basic Education Program.

your name printed here

Date



_____ is a member of the _____ County
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Your name printed here

Date



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Your name printed here

Date



_____ is a member of the _____ County
West Virginia Adult Basic Education Program.

Your name printed here

Date



_____ is a member of the _____ County
West Virginia Adult Basic Education Program.

Your name printed here

Date



This is to be used as a template (Word document in Table format). Revise as needed to best advertise your program.

Membership Rights:
Free adult education instruction
Evaluation for appropriate placement
Qualified staff members eager to assist
Equal opportunity
Educational materials that match learning style
Confidential records shared only with written consent
Reasonable accommodations, modification, or aids for learning

Responsibilities:
Attend class regularly
Notify instructor when unable to attend class
Complete all assignments
Respect instructors and other students
Respect the learning materials, equipment, and facility
Share ideas
Participate actively in class

Membership Rights:
Free adult education instruction
Evaluation for appropriate placement
Qualified staff members eager to assist
Equal opportunity
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