STAR-Recommended Managed Enrollment Strategies and Managed Enrollment Scenarios[1]

Questions and considerations about moving to managed enrollment

How much time should there be between enrollment dates?	▪ Consider starting with shorter periods (e.g., four weeks) between enrollment dates until students and teachers get used to the format. Then consider lengthening the periods. ▪ Some programs offer alternative learning activities such as drop-in centers, one-on-one tutoring, or computer lab time for students who are waiting to enter classes. You can also use this time to administer diagnostic reading assessments. ▪ When setting the enrollment periods, consider how the curriculum can be broken up into manageable pieces. Create a syllabus that describes what will be accomplished in each session so both students and teachers know what to expect.
What will be our attendance policy?	▪ Develop an attendance policy that students must follow to stay in a managed enrollment class. If students miss more than the allowable classes in any enrollment period, they may no longer attend the class. However, they can re-enroll at the next enrollment opportunity, ▪ To decide on the number of absences allowed, consider the number of class days between enrollment times and how much class time is necessary for students to learn the material. For example, if the class meets four times weekly, a five-week enrollment period could contain 20 lessons. If students need at least 80 percent attendance to learn the material, consider allowing no more than four absences. ▪ Think about what you will do about allowing excused absences. ▪ Plan alternative learning experiences between enrollments for students who must leave the class due to poor attendance.
What if our enrollment or attendance drops when we try managed enrollment?	▪ Try managed enrollment for a period of time and then reevaluate. Changes like this sometimes take time to work. ▪ Talk to students about managed enrollment and how it will improve their learning.
The change seems so overwhelming. How can we get started with managed enrollment?	▪ You don't have to use managed enrollment with your entire program. Consider starting with your Pre-ASE classes. ▪ Decide how you will engage students while they are waiting for the next managed enrollment class to begin.

[1] Developed by national STAR.

Managed enrollment program scenarios: The two programs outlined below used managed enrollment to help them implement evidence-based reading instruction.

Program A Description Program A is a large program that participated in STAR, but had problems implementing evidence-based reading instruction. Although the program administrator had grouped intermediate-level students together as recommended, and teachers had completed the diagnostic reading assessment for new students, an open enrollment policy hindered instruction:

- New students entered the class each week, which meant that instructional needs changed constantly, and the teacher could not establish a classroom routine. For example, a teacher planning to focus on fluency and vocabulary got three new students who needed alphabetics instruction.

- Evidence-based techniques require a series of connected lessons over a period of time. With new students coming into the classroom every week, the teacher had to choose between letting new students founder, and holding back continuing students with constant review.

Program A Managed Enrollment Plan To address these problems, the program administrator and teacher created a plan to manage enrollment. They decided that:

- New students could only enter the class every four weeks.

- New students must complete diagnostic reading assessment before entering the class.

- Students who missed more than three of sixteen classes in the four week period could not return to class until the beginning of the next four week period.

- The teacher would explain the new attendance policy to incoming students.

- The program would open a second classroom and hire an additional teacher to oversee a drop-in study classroom. Students who missed an enrollment period or who had been dropped from the managed enrollment class due to absences could attend the drop-in classroom until the beginning of the four-week enrollment period.

- The two teachers would have a three hour joint planning session each week. In addition to planning, during this session, one teacher would do diagnostic assessments for new students and the second teacher would complete the paperwork for both classrooms.

Program A Results of Managed Enrollment When the plan was first implemented, there were more students in the drop-in study classroom than in the managed class. Although most students had signed up for the managed enrollment class, only a few finished the first four weeks without missing more than three classes. Over time, however, students began attending classes regularly and meeting the requirements of the managed enrollment policy.

Both students and teachers liked the new format after they got used to it. It was less turbulent and they got more done. However, some students could not meet the policy requirements and have continued with the drop-in study classroom.

When they heard how managed enrollment had improved the reading class, the GED teachers restructured their class in a similar way.

Program B Description Prior to 2006, program B used open enrollment for all adult education instruction. New students could begin study the day they completed paperwork and assessment. In 2006, the program participated in the state's STAR training. Teachers and administrators identified two barriers to implementing EBRI:

- Not enough time for assessment and planning
- Not enough classroom space for assessment and instruction.

With the support of the State Director of Adult Education, staff determined that adopting a program-wide managed enrollment policy could eliminate both barriers.

Program B Managed Enrollment Plan Prior to implementing the plan:

- Staff analyzed student attendance patterns, instructor availability, classroom availability, partner agency needs, and program goals to determine the best organizational structure for the "new" adult education services.

- Program administrators met with partner agencies to educate them on the transition and guidelines for the new program.

- The program director closed adult education services to students for one month (with the approval of the State Director), giving staff time to plan the transition. The temporary closure also allowed enrolled students time to adjust to the program changes.

The plan adopted requires that:

- Students attend an orientation one week before each eight-week class session, and
- Students complete all testing—including diagnostic reading assessment—between orientation and the first class, or they will not be allowed to attend.

Program B Results of Managed Enrollment Since adopting managed enrollment, the program has seen more systematic and consistent assessment and instruction. Also, a greater percentage of student complete both pre- and post-testing (done at the end of each class session). In addition, managed enrollment increased:

- Contact hours per student,
- The percentage of students retained over twelve hours, and
- The percentage of students who, after beginning GED testing, successfully completed their GED.