

ADULT EDUCATION RECRUITMENT PLAN

Recruiting of adult learners is a continuous and ongoing process for learners, teachers and the instructional supervisor. Recruiting activities are divided into three major components.

The first component, community awareness, involves activities which serve to make the community-at-large aware of the existence of adult education services. In particular, these awareness activities are directed toward those agencies whose clientele may need referral to adult education classes.

The second component, learner information, involves activities which are intended to directly inform a potential learner of the availability of adult education services and to influence them to attend.

The third component, learner renewal, involves activities which attempt to determine why a learner is considering or has stopped attending and to address their attendance obstacles in such a way that they recommit to their attendance.

Community awareness activities include:

1. The development of a local Adult Education website where relevant program information is posted and updated regularly and the availability of a toll-free Adult Education hotline number. Both the website address and the toll-free hotline number have been widely publicized through the broad distribution of promotional “mousepads” and “magnet cards” throughout the community.
2. The regular distribution of an Adult Education Program Report, of Adult Education activities and events, to all educators, employers, agencies, organizations and other interested parties throughout our service area.
3. The presentation of informational programs on Adult Education to various community groups and organizations. These are presented by the supervisor and others upon request and teachers are encouraged to arrange such opportunities.
4. The holding of an annual Recognition Ceremony for GED graduates which is well attended and widely publicized.
5. The participation by the Adult Education supervisor as a member of a wide variety of community boards, councils and groups whose purposes include adult education elements.
6. The periodic development of human interest or feature newspaper articles on issues related to adult education and literacy.

Learner information activities include:

1. The placement of a large semi-permanent sign or smaller portable sign announcing the class location, days and times in a prominent, highly visible location near the class site (where appropriate).
2. The distribution of flyers containing specific information about a particular class site. These flyers have different themes such as parenting or employment and are distributed through schools or agencies and placed in community locations likely to be frequented by potential learners.

3. The placement of posters publicizing the class site in prominent locations in public buildings and at other locations where they are likely to be viewed by potential learners.
4. The distribution of “magnet cards” and “mousepads” containing the Adult Education website address and our toll-free hotline number to all learners who attend for twelve hours or fifty hours, respectively. Adult learners often live, work, and associate with other potential adult learners who may call us for referral or seek more information from the learner who is already attending.
5. The inclusion of a “community calendar” newspaper announcement regarding the adult education class (where available) or a “public service” adult education class announcement on a local radio, T.V. or cable outlet (where available).
6. The development of a relationship with local churches whereby they periodically publicize the adult education class sites information in the church bulletin and/or promote attendance at the class to their members.

Learner renewal activities include:

1. A comprehensive adult learner orientation process where potential attendance obstacles are identified and addressed.
2. The performance of a comprehensive audit of the class site’s learning environment in order to identify and address potential or actual attendance barriers.
3. The development of a process by which the teacher initiates contact with any learner who has stopped attending their class in order to determine the reason they no longer attend and if there is any action they could take which might encourage the learner to re-commit to their attendance.