Since the implementation of the Workforce Investment Act (WIA), many states have been reviewing their current policies and systems to determine how to better meet changing directives and needs.

According to the most recent U.S. Department of Education’s Report to Congress, states are increasingly opting to institute managed enrollment policies in an effort to satisfy federal funding guidelines concerning sufficient intensity and duration of instruction.

A preliminary search of state involvement indicates that more than half of states are involved in some stage of implementing managed enrollment.

Following are examples of five states in various stages of instituting managed enrollment policies.

Kansas | Kentucky | Pennsylvania | Florida | Oregon
Kansas turned to managed enrollment eight years ago.

- Kansas has been requiring managed enrollment since FY 2000
- The state had encouraged its use since 1992

Providers feared negative funding impact:

- Most providers resisted moving to managed enrollment since funding was based on hours of participation.
- They believed enrollments would go down and they would lose funding
- This was countered by state policy change.
- Programs became funded by outcomes, not contact hours

Outcomes:

- Actual outcome: the number of individuals served went down, but hours of participation went up because individuals who attended generated many more hours than participants had previously generated
- Average hours of participation per student doubled (from 40 – 79 hours) between FY99 and FY07.
- Learners enrolled as “informed customers” of adult education services.
- Programs now express preference for managed over open enrollment

Managed Enrollment Requirements:

- Establish regularly scheduled group orientations outside of class
- Followed by 1:1 counseling
- Aligned with classes with defined beginning and end dates
- Establish attendance policies (including tardies and absences)
- The learner makes a commitment to attend the next 6-8 weeks (or length of the session enrolled in which he or she enrolls)

Source of Information and Contact person:
Dianne Glass, State Director: dglass@ksbor.org
Kentucky is experimenting with the use of managed enrollment. Kentucky implemented “New Framework for Adult Education” in 2008
  o The state is encouraging programs to think out of the box
  o This is the first year is a transitional year:
  o There are no sanctions for not meeting enrollment or performance goals this year: it is a "hold harmless" year for those piloting managed enrollment

The state introduced managed enrollment to providers in 2007 through a workshop at the fall conference as a way to increase retention and student outcomes
  o The session was one of the highest attended
  o The title: “Come explore how you might pilot managed enrollment in your program.”
  o The goal of the workshop was to provide participants with a general understanding of managed enrollment strategies in adult education programs and guidelines for implementing managed enrollment in their respective agencies.

The Regional professional development centers provided follow up training during the year:
  o How to develop policies: attendance, student expectations
  o Create a student handbook
  o Develop a class syllabus and schedule
  o Plan instructional strategies
  o Design student retention strategies
  o Create marketing materials

Programs are piloting managed enrollment:
  o In the Summer of 2007, 18% of programs reported having managed enrollment in place
  o By the end of Spring 2008, 50% reported piloting managed enrollment

Source of information and Contact person:
Marilyn Lyons, Research and Data analysis Specialist: Marilyn.lyons@ky.gov
Pennsylvania is in the process of moving to managed instruction.

- Pennsylvania refers to managed enrollment as “managed instruction” because programs at first thought it only impacted the intake and orientation components, not the classroom.

**New components required to be offered together (beginning last year) are:**

1. Managed enrollment
   - Scheduled group intakes and orientations outside of class;
   - Classes with beginning and ending dates that students entered as a group;
   - Classes with a clear scope of work to be covered;
   - Documentation by syllabus, lesson plans, or project-based work

2. Intensive instruction:
3. 20 hour or two 10 hour classes
4. Contextualized instruction
5. Move toward hiring full time staff

**Outcomes to date:**

- Anecdotal information only so far (program began this year):
- Agencies are saying they are seeing much more student progress and higher teacher satisfaction
- Programs report being pleased with the results. (Programs are funded on outcomes, not enrollments)
- The state has been working on how to best fund programs on outcomes.

**The state has been working on its performance funding formula and is moving to more outcome based funding:**

- It is felt that managed enrollment will be a good match

**Source of information and Contact person:**
Rose Brandt, State Director: rosbrandt@state.pa.us
Florida is a state that is considering managed enrollment.
  o Anderson has been a supporter of the concept of managed enrollment for many years
  o Many ESL programs, especially in community colleges, use managed enrollment because of its institutional “fit”
  o Other programs still fear its potential impact on enrollment

The state calls managed enrollment “managed scheduling”
  o The change in terminology was needed to communicate a change in programming instead of a change in acceptance into a program.
  o Before, some programs were seeing it as an initiative that focused on limiting access into programs

Models
  o Recommend keeping an open enrollment classroom for students who cannot commit to attending classes with a managed enrollment schedule.
  o ESL in community colleges are managed enrollment because of institutional requirements. It allows them to operate on the college schedule and fit in with the college system.

Changes being made
  o Prior to 2006, funding for programs was enrollment based, so programs focused heavily on enrolling students.
  o As funding becomes increasingly outcome based, Anderson believes managed enrollment will become more attractive to programs.

Outcomes with managed enrollment
  o Programs are reporting increased retention and learning gains
  o Pilot sites are just beginning to return data to track results
  o Check out “New Initiatives” www.floridaadultesol.org “Intensive English Academies”. All classes were set up under managed enrollment by Bea Diaz bdiaz@dadeschools.net
  o Other managed enrollment classes were set up in Jacksonville by Catherine Rifkin at Florida Community College CMRIFKIN@fccj.edu

Source of Information and Contact person:
Philip Anderson, State Director: Philip.Anderson@fldoe.org
Oregon is an experienced user of managed enrollment (20 years).
  o Oregon turned to managed enrollment in 1988
  o Managed enrollment is now the norm

Outcomes
  o Positive changes in learning gains
  o Increased persistence of learners

Key components
  o Skills assessments and structured orientations take place before students enter classes
  o Orientation sessions include goal setting, information about transition to work of further information, support services, orientation to the college as an institution, and skill assessment.
  o Learner contracts are becoming increasingly used and are proving effective
  o ESL orientations are translated into the learner’s native language whenever possible

Managed Enrollment Models
  o Includes skills assessments and structured orientations.
  o Some colleges allow enrollment every week or two weeks
  o Most allow students to begin classes two times in each term, or every five weeks
  o Most classes are 10 weeks in length

For more information, see “Oregon Shines!” (sections at pages 55 and 72)
http://www.caalusa.org/oregonfinal.pdf