Marketing Your Adult Education Program

1. **Our learners are receiving information at their fingertips.**
   a. 86% own a smart phone; 92% use some form of social media
   b. Social media is an incredible at to connect with your audience. If you’re going to be on only one social platform, our recommendation is to have a presence on Facebook
   c. While you are expected to have a Facebook page to engage with your audience, it’s not enough to just post organically anymore. Use paid posts to increase your reach.

2. **Our learners do not want to be sold to.**
   a. If they found your program, there’s already interest. Instead of selling to them, promote the end result (becoming a GED graduate) through the many benefits your program offers.

3. **Create content students are seeking.**
   a. You’re in the classroom each day hearing first-hand what students are struggling with, what they are asking questions about, and hearing their pain points. Use this information to create content that addresses the issues you’re hearing.

4. **Talk about available resources.**
   a. There are tons of available recourses for students who are in pursuit of their GED.
   b. The GED website offers many products for students including [GED+](https://wwwGED.com), [GED Ready®](https://wwwGED.com), [GED Flash™](https://wwwGED.com), [GED Live™](https://wwwGED.com)
   c. Other great, no-cost recourses include the GED blog “[BlogGED](https://wwwGED.com)” and the [GED YouTube](https://wwwGED.com) channel

5. **Use videos.**
   a. 86% of businesses use video as a marketing tool.
   b. Viewers retain 95% of a message when they watch it in a video compared to 10% when reading it in text.
   c. Ideas for video content include encouraging graduates to post their celebratory messages, building awareness messages for potential test-takers, providing words of encouragement and motivation for current learners to complete

6. **Be authentic.**
   a. Be as accessible as a favorite teacher would be.
   b. Be empathetic
   c. Provide motivation without being pushy, be informative but not verbose, and be directive without being bossy