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Introduction

The lists of strategies were collected from both Commonwealth and Horace Mann charter schools from across the state. These are samples of activities designed to increase applications and enrollment for students in particular demographic groups.

While these strategies were submitted by actual charter schools, school names have been removed to keep this list more generic; community organization names were left in order to illustrate the types of organizations relevant for each subgroup and the kinds of specificity expected in strategies.

This collection was gathered to encourage new ideas for strategies and activities based on the experiences of other charter schools; however, we do not suggest that charter schools copy these examples verbatim, as they may or may not be relevant within your local community. Each school needs to identify the particular organizations, neighborhoods, and resources in its own communities which are most relevant to the subgroup they are targeting for recruitment.

The strategies listed are suggestions and are not meant to provide an exhaustive inventory of possibilities.


Links to the statute requiring these plans and to the regulations regarding these plans are found here: https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section89 http://www.doe.mass.edu/lawsregs/603cmr1.html?section=05)
Recruitment Strategies for Students with Disabilities

- At the January Information Sessions, the school’s Special Education Coordinator and staff are available to families for individual consultations and to describe school resources to serve student needs.
- At the January Information Sessions, representatives from the school’s SPEDPAC (special education parent advisory council) are available to prospective families to discuss Special Education.
- Parents from the SPEDPAC also coordinate several outreach events each year for current and prospective students.
- Special education staff and parent members of the charter school’s SPEDPAC reach out to make contact with members of SPEDPAC groups at area schools, attend their meetings, and provide the parents in attendance with information and flyers.
- Both the SPEDPAC and the school Special Education staff belong to several special education-related organizations and online forums at which they discuss opportunities for students at the charter school.
- Continue to work with MSPCC (Mass Society for Prevention of Cruelty to Children), DCF (Department of Children and Families) and Tufts Floating Hospital to continue seeking referrals of Special Ed students. Target one specific Early Intervention site and build relationship there.
- Collaborate with the Multicultural Wellness Center (MWC) to provide enrollment information for families that have children with special needs. The Wellness Center provides therapeutic services, mentoring, in homes support services and access to community support for students and families. The mission of MWC is to provide mental health services to diverse communities who have historically been underserved and underrepresented in the mental health field.
- All recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school.”
- A student with Special needs was one of the speakers at each of the Information Sessions held.
Recruitment Strategies for LEP Students

- Distribute literature and applications in Spanish, Portuguese, Haitian Creole, Cape Verdean Creole, Chinese, Somali and Vietnamese. Families that speak any of these languages will receive our application in English as well as their native language.
- Provide translation services at recruitment events.
- The school established an advertising contract with St. Stephens Parish in Framingham (high Latino population) in the spring of 2012. The school plans to advertise in other local churches including: St. Tarcisius and Igreja Batista de Framingham, the First Baptist Brazilian Church in Marlborough
- Work with the Brazilian Business Club (BBC) in Framingham to brainstorm effective ways for connecting with the local Brazilian community.
- Disseminate translated materials at cultural celebrations and content extravaganzas/quarterly student project presentations.
- Send Principal to speak at 4 Vietnamese community events.
- Send Spanish-speaking teacher to speak at 4 Hispanic community events.
- Employ Nigerian and Haitian parents to do deliberate recruiting at their churches, social gatherings, or workplaces
- Bilingual or Multilingual staff will be available during the open houses and information sessions.
- We will place copies of our application (in seven languages) at the East Zone Family Resource Center of the Boston Public Schools, and in neighborhoods that are densely populated by families that speak languages other than English such as Mattapan and Fields Corner.
- We will reach out to the following community organizations that serve non-English speaking populations: Viet-AID, the Haitian Multi-Service Center, the Massachusetts Alliance of Portuguese Speakers, and the Boston Chinatown Neighborhood Center.
- Provide at least 500 families of preschool students eligible for enrollment in preK at our school with information about the school and eligibility (age 4 by September 1) by continuing to work with Associated Early Care and education, the Family Nurturing
Compendium of Recruitment Strategies

Center, HeadStart preschools operated by Action for Boston Community Development, Inc., and other early childhood organizations such as VietAID that serve communities predominately composed of immigrant families, refugee families and non- and limited-English speaking families

- Distribute at least 500 applications in each of the five target languages to families via organizations with already established sustained and consistent contact with FLNE families. Organizations with which our school has already built relationships and that represent the foundation of our recruitment network include: Dudley Street Neighborhood Initiative; Dorchester House; Haitian-American Public Health Initiatives; Hyde Square Task Force; East Boston Ecumenical Community Counsel; Massachusetts Alliance of Portuguese Speakers; Massachusetts Advocates for Children.

- Make school information available in newspapers published in target languages, and on radio stations broadcasted in target languages. Newspapers and radio stations include: La Semana, El Planeta, El Mundo, Asian Times, Boston Chinese News, Brazilian Times, World Journal (Chinese), Haitian Reporter (Haitian Creole), Sampan (Chinese), and Thang Long (Vietnamese), WRCA-AM 1330, WUNR-AM 1600, POWER 800(WNNW), WNTN-AM 1500.

- We will reach out to the following community organizations that serve non-English speaking populations: Viet-AID, the Haitian Multi-Service Center, the Massachusetts Alliance of Portuguese Speakers, and the Boston Chinatown Neighborhood Center.

- Collaborate with the African Community Development Corporation and the Centro Las Americas to provide enrollment information to families.

- Leave translated copies of our flyers and applications at adult ESL programs in the community
Recruitment Strategies for Free/Reduced Price Lunch Students

- Post flyers at the Boys and Girls Club, the MetroWest YMCA, and Suburban Athletics, community programs that tend to service lower income families and their children.

- Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. Provide rides to information sessions from these locations.

- Provide refreshments and child care at one or more information sessions.

- Continue outreach strategies to all partner agencies. Schedule speaker at DCF to talk to all Dorchester/Roxbury caseworkers.

- Recruit K1 students through collaboration with Associated Child Care and Education, HeadStart, VietAID and other organizations serving predominantly low-income immigrant families, refugee families, and non- and limited-English speaking families, since program eligibility is determined by family income below the federal poverty level.

- Identify community programs similar to the Boys and Girls Club and Suburban Athletics in Ashland, Marlborough, and Natick, the three districts in addition to Framingham with more substantial populations of student eligible for free lunch compared with the other four districts; Establish relationships with these organizations, make information available to organization leaders and post flyers.

- Students are recruited through the Community Action, Inc. Head-Start Program. Each year the Charter Leader addresses parents/caregivers at a Kindergarten registration Informational Meeting. A brief overview of the K-5 program and the Free All-Day Kindergarten program is presented. Lottery applications are made available for these parents. Students are also recruited through brochures and information made available to the wrap-around services including Haverhill YMCA and YWCA, Haverhill Girls’ and Boys’ Club, Haverhill Public Library.

- Promotional materials and Open House announcements made at regional Head Start sites.
Compendium of Recruitment Strategies

- We will make our application available to families residing in low-income housing developments throughout the city such as Franklin Field and Old Colony.
- We will provide application materials to neighborhood ABCD sites such as the Asian American Civic Association, the Citywide Boston Hispanic Center, the Dorchester Neighborhood Service Center, and the Mattapan Family Service Center.
- We will make our application available at Boys and Girls Clubs throughout the City of Boston.
- We will contact the Department of Transitional Assistance in Boston and provide them with application information.
Recruitment Strategies for Students who are Sub Proficient

- Identify the elementary schools in sending districts with higher percentages of students in Needs improvement (NI) and Warning (W) proficiency levels, compared to other elementary schools; reach out to the Parent-Teacher-Councils at these schools and offer to give a presentation about school program in the fall or winter.

- Identify tutoring services in the community and make contact with them to inform them about your school and provide them with flyers and notices to share with their clients.

- We will include information about our tutoring and extra support services in our advertisements.

- For the 2014/15 AY when backfill students may enter in grade 5, our recruitment of sub-proficient students will be through recruitment mailings to grade 5 students in Boston Public Schools, the majority of whom are sub-proficient in Math and ELA.

- Ensure that our promotional materials state that we do backfill seats and clearly outline offered services that support students who are sub-proficient (e.g., rich and diverse academic program, after school program, social/emotional support services, homework and course coaching support programs, consistent parent/school communication policies and procedures)

- The school will establish relationships with local middle schools (including the Brown Middle School, Excel, The Frederick Pilot Middle School, Roxbury Prep, etc.) that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools.

- We will make our application available to tutoring and academic enrichment programs such as 826 Boston (a non-profit tutoring and writing center) and the Boston Learning Center.

- The school will continue to post flyers that highlight remedial strategies.

- A link on the school web site will post the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing.
Recruitment Strategies for Students at Risk of Dropping Out of School

• To demonstrate the potential for at risk students to find success here, we will profile selected students in our advertising; we will include such students as speakers in our information sessions, and we will invite at risk students to shadow formerly at risk students for a class day here.

• We will make our application available to programs that service at-risk youth throughout the city such as Friends of the Children, StandUp for Kids-Boston, and Boston Youth Sanctuary.

• Build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Post flyers and applications in the juvenile probation offices in Chelsea, Lynn, Cambridge, and Boston courts.

• Great effort will be put into relationships with probation officers and lawyers in students’ lives. Our Dean will meet regularly with the Assistant District Attorney to discuss students who are court involved and the support of these students.

• School will host tables and/or hold information sessions at PAACA (Positive Action Against Chemical Addiction) at the Wise Women Program, and at the local vocational technical high school.

• Identify the elementary schools in sending districts with higher percentages of students in NI and W compared to other elementary schools; reach out to the Parent-Teacher-Councils at these schools and offer to give a presentation about the school’s program in the fall or winter.

• Hold an appreciation luncheon for community agencies (e.g. Boys and Girls Club, Amica, PAL (Police Athletic League)) that work to support students in our area, including those at risk of dropping out of school. Our guests are sent home with information that they can pass on to their clientele.

• Hold an information session at the House of Peace and Education in Gardner, MA that serves students at risk of dropping out of school.

• Speak at a bi-monthly dinner held at the Cleghorn Neighborhood Center in Fitchburg, MA that serves students at risk of dropping out of school.
Compendium of Recruitment Strategies

- Leave brochures with juvenile probation officers and at juvenile court.
- Develop and maintain relationships with and leave brochures at places that work with students at the age of dropout, such as YouthBuild, Job Corps, GED programs, and drop-in youth centers.
- Check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc.
Recruitment Strategies for Students who have Dropped Out

- We make contact with juvenile justice representatives, (e.g. local police, probation officers), homeless shelters, and others who might be aware of students who have dropped out, to inform them about our school and encourage them to connect us with students who have dropped out and support them to apply.

- We meet regularly with representatives from local police department, Juvenile Court, DSS, DYS, Youth Groups, Lowell Community Health Center and UTEC.

- Students who dropped out are identified by the local High School. The school collaborates with the guidance department as a liaison between the school and the district. This collaboration will continue to be a primary method of identifying students who have dropped out, are not in a GED program, have not aged out of high school and who may be appropriate candidates for the charter school.

- The school’s Student Support Services team, many of whom are based in our community, are equipped with recruitment information and trained to reach out to and engage children who have dropped out of school.

- Coordinate with Job Corps.
Recruitment Strategies for other subgroups of students who should be targeted to eliminate the achievement gap

- We will attempt to recruit young men of color by making our application available to inner-city sports organizations (e.g. YMCA, Boys and Girls Clubs, AAU teams). We will contact coaches in neighborhoods densely populated by families of color.

- We will make our application available to The Paul Robeson Institute for Positive Self-Development, an organization that is dedicated to supporting young black males in our community.

- During the 2013-14 school year, the school is hosting Portuguese language and Brazilian culture classes for Brazilian families who are interested in maintaining their facility with the Portuguese language and their understanding of Brazilian culture. During these weekly classes, distribute recruiting brochures and bilingual flyers to interested students and parents.

- The school will actively recruit parenting or pregnant teens and will advertise all the ways in which the school provides the necessary supports in order for this subgroup to obtain educational success.
  - Daycare center on site
  - The Childcare Center staff will coordinate with DCF, Childcare Circuit (voucher program), and our school staff to support pregnant/parenting youth.
  - Student Support Staff will oversee our maternity/paternity leave program, in which new parents will have one liaison/point-person at the school who calls regularly, gathers all work from teachers, coordinates getting that work to the student, and handles any concerns of the student who is on maternity leave.

- Students will be helped to obtain daycare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion.

- We will also work closely with DCF workers who refer students who are pregnant or parenting to our school.