

GREEN DOT PUBLIC SCHOOLS:

Excerpt from Guidebook to Successful School Transformation

1	Transitioning a school successfully using key community and district partners	<ul style="list-style-type: none">• Identify transformation mechanism and submit charter• Earn the support of parents and the broader community• Develop mutually acceptable agreements with local district
2	Establishing an effective early presence with students and the community	<ul style="list-style-type: none">• Effectively reach out to teachers, parents and students at the existing school• Effectively recruit and enroll incoming students
3	Developing a high-performing team dedicated to transformation	<ul style="list-style-type: none">• Establish a team of high-performing leaders• Establish and maintain a highly effective teaching staff
4	Splitting a large high school into a cluster of small schools	<ul style="list-style-type: none">• Create a cluster of small schools• Effectively utilize facility and assets• Coordinate shared decisions
5	Creating a dramatically different new school climate on day one	<ul style="list-style-type: none">• Establish a culture and climate of success• Ensure a safe and secure campus• Provide robust student programs and supports
6	Implementing a portfolio of interventions for high-needs students	<ul style="list-style-type: none">• Effectively use student data to understand and plan for needs• Provide tailored academic supports to promote high achievement• Ensure targeted interventions for high need students
7	Measuring success holistically through retention, rigor and results	<ul style="list-style-type: none">• Develop effective metrics and targets• Ensure successful measurement and use data effectively
8	Ensuring effective budgeting preparation and policies	<ul style="list-style-type: none">• Set realistic expectations for high school transformation budget• Set policies and oversee budget development to ensure effective budgeting

1 Transitioning a school successfully

1

Transitioning a school successfully using key community and district partners

- Identify transformation mechanism and submit charter
- Earn the support of parents and the broader community
- Develop mutually acceptable agreements with local district

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Establishing an effective early presence with students and the community

- Effectively reach out to teachers, parents and students at the existing school
- Effectively recruit and enroll incoming students

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Developing a high-performing team dedicated to transformation

- Establish a team of high-performing leaders
- Establish and maintain a highly effective teaching staff

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Splitting a large high school into a **cluster of small schools**

- Create a cluster of small schools
- Effectively utilize facility and assets
- Coordinate shared decisions

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Creating a dramatically different **new school climate** on day one

- Establish a culture and climate of success
- Ensure a safe and secure campus
- Provide robust student programs and supports

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Implementing a portfolio of interventions for high-needs students

- Effectively use student data to understand and plan for needs
- Provide tailored academic supports to promote high achievement
- Ensure targeted interventions for high need students

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Measuring success holistically through retention, rigor and results

- Develop effective metrics and targets
- Ensure successful measurement and use data effectively

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Ensuring effective budgeting preparation and policies

- Set realistic expectations for high school transformation budget
- Set policies and oversee budget development to ensure effective budgeting

1 Transitioning a school successfully

*This section outlines Green Dot's approach to ensuring the **successful transition of a chronically underperforming school** through the essential help of community and district partnerships. It describes recommended practices for 1) developing a successful charter petition 2) earning the support of parents and the broader community and 3) developing mutually acceptable agreements with the district*

Green Dot Philosophy

- **Large public high schools – even those that are low performing – are often cultural centers for surrounding neighborhoods. The approach to school transition therefore has to be respectful and inclusive; leaders must:**
 - Partner with community leaders and key influencers
 - Develop simple, consistent, evidence-based messages about the goals and opportunities of school transformation
 - Find ways to preserve positive aspects of the school's history and traditions
- **In California, the mechanism for establishing an autonomous school is through a charter. Achieving successful charter status requires both a “top-down” and “bottom-up” approach to winning support**

Likely Challenges

- **The district is a critical partner for a successful transformation, so the operator must establish a collaborative relationship from the outset. Leaders must:**
 - Overinvest in communication at all levels of engagement with the district
 - Be prepared for the process to take longer than expected, given the number of likely decision-makers involved – particularly in comparison with starting an independent charter school
- **Leaders must also anticipate a politically charged and challenging climate around this work, and plan active outreach efforts**

Roles and responsibilities for transitioning a school successfully

Home office-level

- **Green Dot executive team** identifies the target school and transformation mechanism
- **Public Affairs** ensures successful charter status and manages the ongoing relationship with the district
- **Community Engagement (CE)** reaches out to the community and gathers signatures
- **Communications** develops messaging and manages media campaigns and press inquiries
- **Education team** supports the development of the charter and adapts the education model to student needs in the new school
- **Finance & Accounting (F&A)** develops the budget for charter submission
- **Legal team** is contracted by the Home Office and provides support with the charter and district agreements

Cluster-level

- **Cluster Director (CD)** helps oversee community events, interfaces with the public and participates in negotiations with the district
- **Cluster Business Manager (CBM)** develops preliminary enrollment forecast, supports logistics of community events and helps in district negotiations

School-level

- **Principals** interface with community at outreach events and answer questions from parents and public about the transformation

Timeline for transitioning a school successfully

	Pre-Planning Year	Planning Year (Year 0)		Year 1
	Jan through Aug	Sept through Dec	Jan through Aug	Sept & Beyond
Home office-level	<ul style="list-style-type: none"> • <u>Exec team</u> identifies target school and transformation mechanism • <u>Community Engagement</u> conducts small and large community meetings and gathers parent or teacher signatures as needed • <u>Exec team</u> and <u>Community Engagement</u> meet with School Board members and union leaders • <u>Public Affairs</u> develops charter (with support of <u>Ed team</u> and <u>Finance</u>) • <u>Communications</u> works with CE to identify common community concerns, develop messaging and marketing collateral and run media campaign 	<ul style="list-style-type: none"> • <u>Public Affairs</u> submits charter proposal • <u>Exec team</u> and <u>Community Engagement</u> continue to meet with School Board members and union leaders • <u>Community Engagement</u> organizes community to attend School Board meetings (if needed) • <u>Communications</u> continues to run media campaign and manage press inquiries 	<ul style="list-style-type: none"> • <u>Public Affairs</u> holds ongoing meetings with district decision-makers to develop agreements and transitions agreements and operations to team leaders (<u>IT</u>, <u>Real Estate</u>, <u>CD</u> and <u>principals</u>, etc.) • <u>Community Engagement</u> leads ongoing community outreach efforts • <u>Communications</u> handles ongoing media efforts 	<ul style="list-style-type: none"> • <u>Exec team</u> and <u>Community Engagement</u> continue to reach out periodically to key stakeholders • <u>Community Engagement</u> leads ongoing community outreach efforts • <u>Communications</u> handles ongoing media efforts • <u>Public Affairs</u> manages district relationship
Cluster-level	<ul style="list-style-type: none"> • <i>Not in place yet</i> 	<ul style="list-style-type: none"> • <u>CD</u> helps interface with parents and the community at events 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> help negotiate district agreements • <u>CD</u> helps interface with parents and the community at events 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> help renegotiate and oversee implementation of district agreements
School-level	<ul style="list-style-type: none"> • <i>Not in place yet</i> 	<ul style="list-style-type: none"> • <i>May not be in place yet</i> 	<ul style="list-style-type: none"> • <u>Principals</u> interface with parents and the community at events 	<ul style="list-style-type: none"> • <u>Principals</u> act as the public face of 5 their schools

Three key steps to transitioning a school successfully

Green Dot approach:

Key decisions & considerations:

Identify transformation mechanism and submit charter

1. Green Dot executive team identifies target school
2. Green Dot executive team determines transformation mechanism
3. Public Affairs oversees drafting and submission of the charter petition
4. Public Affairs seeks legal support with the charter petition process

Earn the support of parents and the broader community

1. Communications develops simple but powerful messages
2. Community Engagement holds “100 one-on-ones”
3. Community Engagement builds individual allies into a grassroots support network
4. Community Engagement ensures top-down support

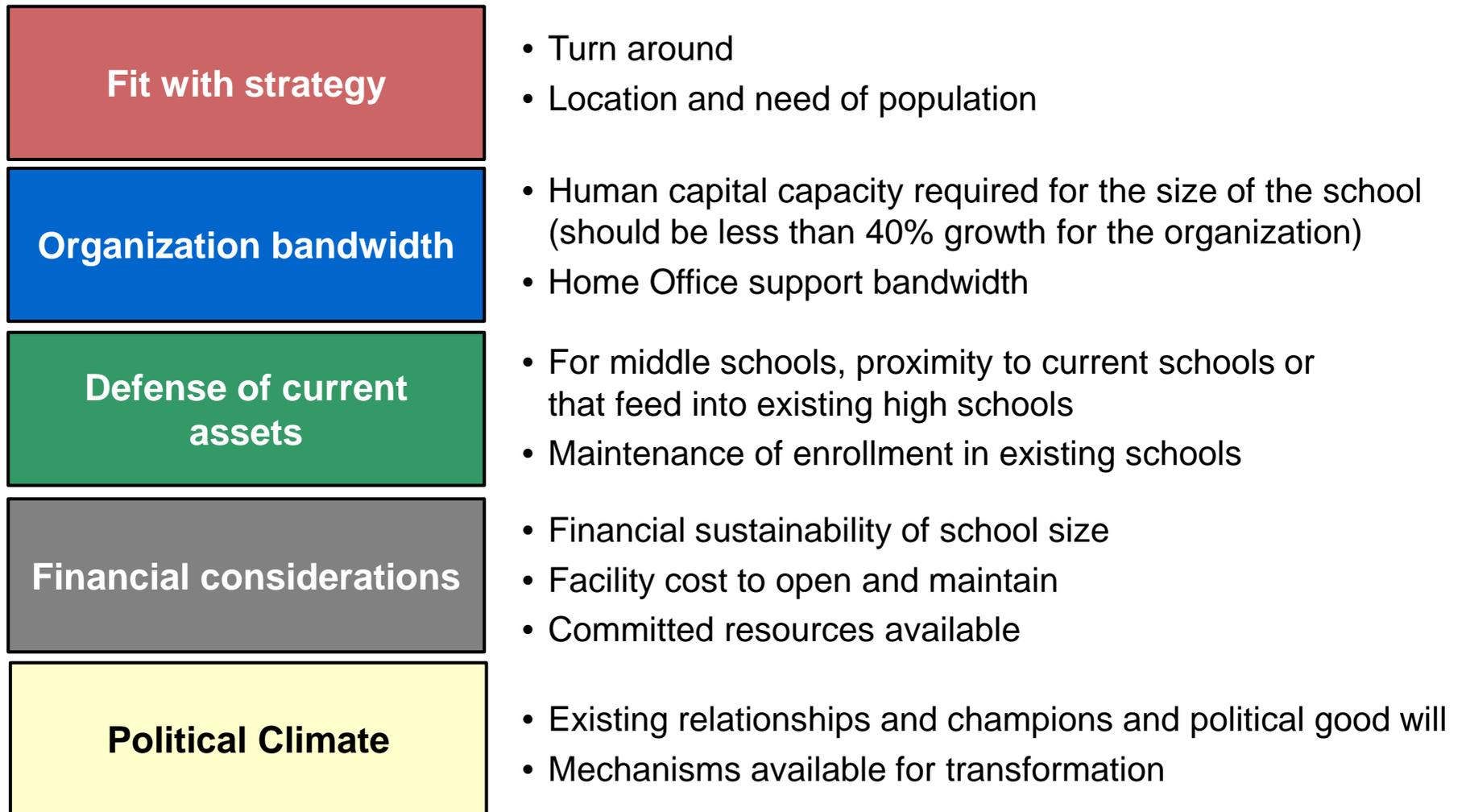
Develop mutually acceptable agreements with the local district

1. Public Affairs understands the district structure
2. Public Affairs works with the Steering Committee to create a “punch list” for key negotiation items
3. Public Affairs establishes regular meetings of key decision-makers until campus is handed over

1. Green Dot executive team identifies target school

Green Dot leadership uses the following criteria to develop a prioritized list of potential transformation schools (+20 months before anticipated school launch)

Main criteria for school preference used at Green Dot



1. Green Dot executive team identifies target school (cont.)

In addition, site selection depends on ensuring a set of “non-negotiables” that are critical to the success of any transformation

Non-Negotiables and priorities for a successful turnaround

Priority	Element	Description
Non-negotiables	Reconstitution & Hiring Autonomy	<ul style="list-style-type: none"> • Full staff (administration, teaching and classified) should be removed and must reapply for their jobs. • New school leadership must be given full autonomy to hire staff. • Any rules in collective bargaining agreements that may impact the above (ex. “bumping” and preferred geographic placement rights) must be waived. <ul style="list-style-type: none"> ○ District policies and guidelines should also be waived where necessary.
	Governance	<ul style="list-style-type: none"> • Alternate governance should be established via charter petition or through an empowered subcommittee of a local school board.
	Academic Autonomy	<ul style="list-style-type: none"> • School must be freed from all district policies and practices related to curriculum, instruction, and professional development.
Other high-priority items	Performance - based Accountability	<ul style="list-style-type: none"> • A set of guiding performance measures should be detailed and agreed to between school leadership and the alternate governance body prior to the opening of the new school(s). • School should be allowed at least a 5-year term of operation to meet agreed upon goals. • The new administration must have the ability to terminate staff within a reasonable time frame if individual performance is not up to standard.
	Small school model	<ul style="list-style-type: none"> • A small schools (~ 500 students) model should be implemented at the turnaround school to ensure personalization of student learning and effective instructional leadership. Small schools must have their own principal, independent public accountability system (separate CDS codes), control of their own budget, staffing and curriculum and should not be confused with small learning communities.

2. Green Dot executive team determines transformation mechanism

In California, the only mechanism for transformation that provides an adequate level of autonomy is through a charter. In LAUSD, external operators have three options for taking over a public high school through a charter. Legal and political complexity, as well as intensity of outreach required, vary across options

Description

Challenges and Feasibility

Conversion (50% of teachers)

- >50% of teachers sign a petition to turn over the school (this mechanism was used at Locke)

- Very political
- Unlikely to happen again; requires the right composition of teachers and the right external environment

District Awarded (Preferred method)

- Lowest performing schools in the district can be turned over by the district (Public School Choice)
- Superintendent can invite operator to run school (this mechanism was used at Jordan)

- This method is preferred as the others are non-collaborative
- District needs to have strategy which includes closing the lowest performing schools
- Current district policy environment prohibits this in the near term (3 year moratorium as of 2012)

Parent Trigger

- >50% of parents sign a petition to turn over the school

- New and still relatively unknown
- Most viable near term option

3. Public Affairs oversees drafting and submission of the charter petition

Public Affairs revises the independent charter template

- **Public Affairs Director works with Ed team to revise the academic model outlined in the charter to address the student needs of the transformation school (See [appendix for LAUSD charter school application](#))**
 - Uses state-reported data to understand the population being served
 - Revises the academic model with the Ed team
 - Keeps language general enough to allow for some implementation flexibility and to avoid material amendments later on
- **CBM (or temporary support if not hired) develops preliminary enrollment forecasts for the charter**
 - CBM analyzes enrollment trends for the high school and feeder schools from publically available data sources (e.g., Data Quest, LAUSD report card)
 - CBM investigates local developments such as new schools being built in the area, demographic shifts, and anything else that might alter the number of students who would attend the school
 - Attendance forecasts are used in the charter ([See Principle 2: Early Presence and Principle 4: Cluster of Small Schools for more on enrollment](#))

F&A develops budgets

- **Finance & Accounting develops budget and projections (See [Principle 8: Effective Budgeting](#))**
 - Works with CBM to develop revenue projections
 - Works with Ops team to develop cost projections
 - Must use the LAUSD template (a potential hold-up area)

Exec team seeks Board approval

- **Exec team organizes a Green Dot Board meeting to get permission to submit the charter**
 - Try to get in front of the Board early so it doesn't become a bottleneck (depends on their responsiveness, could take up to a month)

3. Public Affairs oversees drafting and submission of the charter petition (cont.)

Public Affairs submits charter

- **After signatures are gathered and the legal team has given sign off, Public Affairs submits the charter petition in September (in LAUSD)**
 - In California, district must decide to approve/deny within 60 days with up to 30 day extension
 - First attempt took GD 8 months to get approved, second attempt took 5 months
 - Will be approved for 5 years
- **After approval, submit an LEA plan and prompt the district to request a CDS code; seek WASC accreditation for schools that will have a graduating class**
 - Can take up to 2 months
 - Required to set up vendors, testing, etc.

4 Charter petition components

Noteworthy components for a HST (and who handles)

1. Petition / letter

- Number of students expected to attend and plan for growing the school (CBM, Community Engagement)
- Facility with permits / licenses (Facilities)

2. Proposed Charter

- Must meet standard 16 legal requirements (Public Affairs)
- Description of academic program with full curriculum and school calendar (Ed Team)
- Academic data on other schools in the target area (Knowledge Management)

3. Signature page

- Must have 50% of “meaningfully interested” teachers or parents of starting school size/capacity (Community Engagement)
- With a conversion, must have 50% of permanent status teachers current employed at the school (Community Engagement)

4. Additional information

- Food services, transportation agreements (Ops Team)
- Attendance process / lottery (Community Engagement)
- Financial statements: first-year budget with start-up costs, anticipated revenues, financial projections for first 3 years (CBM, F&A)

4. Public Affairs seeks legal support with the charter petition process

Public Affairs consults the legal team

- **Public Affairs consults legal counsel to support with the charter petition process**
 - Hire the team before the charter petition process begins (or use existing legal team)
 - Ideally, use someone familiar with transformations, or who has done similar work in the past
- **Level of involvement of the legal team may depend on the transformation mechanism used and the extent of complexity involved**

Public Affairs clarifies the role of legal counsel

- **The legal team will be expensive, so Public Affairs should clearly outline when and how to involve them (drafting FUA terms, etc.)**
- **Legal counsel helps Public Affairs understand legal landscape**
 - Need to know the “rules of the game” and when you are within legal boundaries; need to understand levers you can pull and the rights you have as an operator
 - “Rules are clear, implementation is vague” – need expert guidance to understand risks
 - District “boiler plate” language and other rules may change year to year

Public Affairs seeks additional support

- **Public Affairs should identify advocacy groups in the area that have a strong understanding of the regulatory environment and can provide support**

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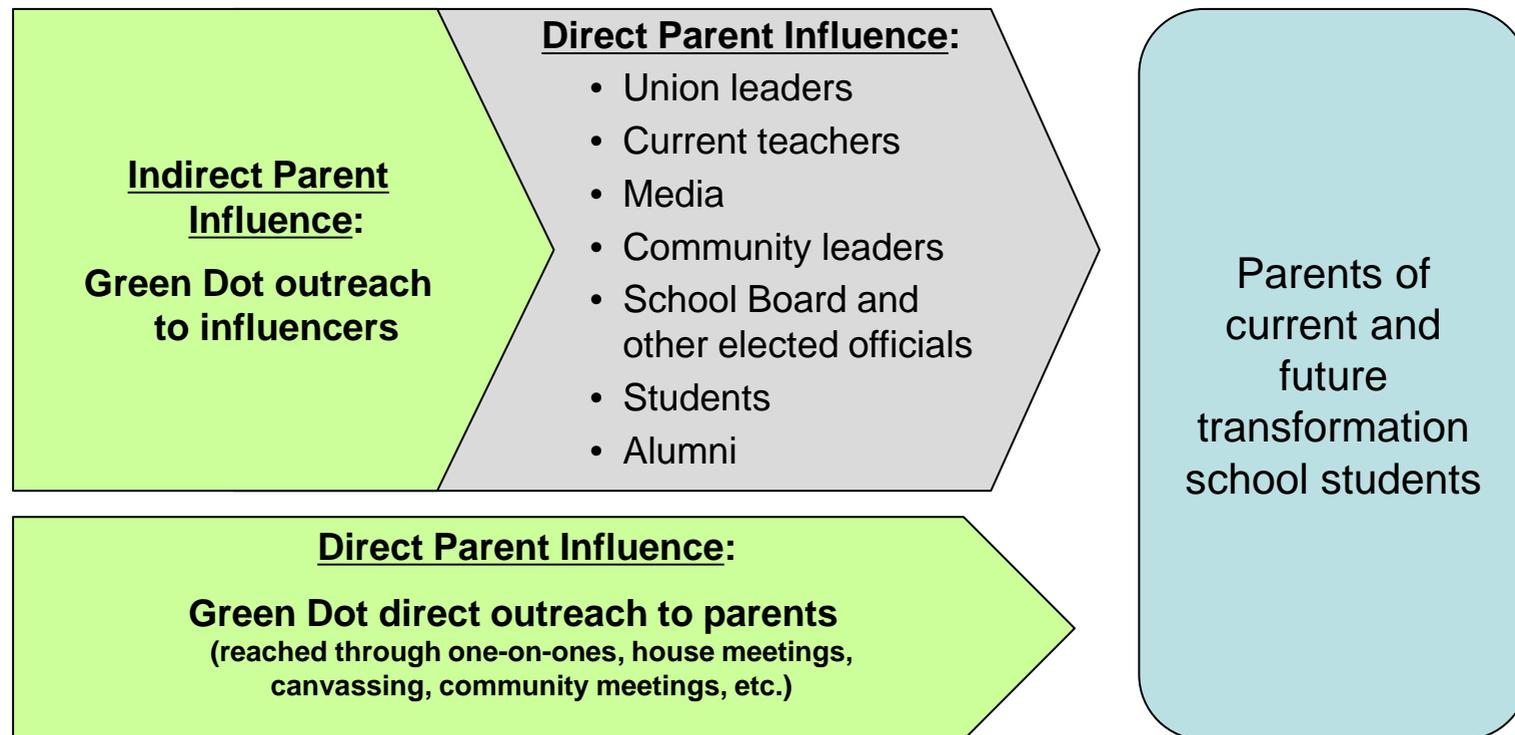
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1. Communications team develops simple but powerful messages

Parent Outreach Strategy

- In any transformation scenario, parents are critical to success. However, they are influenced by many sources beyond Green Dot's direct control
- In addition, direct outreach can be challenging in the early phases of transformation as GD may not have contact information of parents
- Therefore, a successful strategy must address the perceptions of key influencers as well as provide direct messaging to parents



1. Communications team develops simple but powerful messages (cont.)

Comm. team identifies concerns in the community

- **As soon as possible, Communications team works with Community Engagement team to identify common concerns around the transformation. Common concerns are likely to include:**
 - Loyalty to the past and anxiety around change
 - Local schools are often the cultural center of a community
 - Alumni have fond memories of attending the school and continue to enjoy social aspects (e.g., football games). They are often fearful of “destroying” the culture by breaking the school into a cluster of small schools
 - Community and school may fear losing programs that are working
 - Concern with the unknown
 - Community will have confusion around what a “cluster of schools” will mean
 - There may be skepticism about a new provider coming in, and fear that high need or specialized student programs may be eliminated

Comm. team develops simple messaging

- **Communications team determines common messaging to address concerns and introduce Green Dot as a mission-driven organization focused on great outcomes for students. Messages should:**
 - Be centered on service to students
 - Be defensible, evidence-based and grounded in experience
 - Be simple to understand and eliminate confusion
 - Be consistent
 - Demonstrate to parents and others what good schools look like (don't settle, have high expectations, etc.), but be positive. Overly negative messages about the existing school may be perceived as an insult to parents who have been sending their children to the school
 - Honor the traditions and culture of the school while offering a new promise of a safe and high quality education

1. Communications team develops simple but powerful messages (cont.)

**Comm.
team
develops
collateral**

- **Communications team segments audiences by marketing channel and message**
 - Students
 - Parents
 - Media (TV and newspapers)
 - Big groups (e.g., churches and community organizations)
- **Communications team develops collateral, or communication materials, to convey messages simply. Successful examples include:**
 - Graph that compared test scores at Locke and at Green Dot schools
 - Retention and graduation rates
 - Myths vs. reality page
- **Communications team works closely with Community Engagement to ensure messages are consistent and resonate with the community**
 - Tailored to the key issues and priorities of the audience
 - Culturally sensitive with parent friendly language (e.g., bilingual and with appropriate reading levels)

2. Community Engagement holds “100 one-on-ones”

Community Engagement (CE) builds capacity

- **Community Engagement (CE) must prepare for a large organizing movement 6-8 months before submitting the charter petition (18-20 months before school opening)**
- **CE dedicates 2 FTEs to lead community organizing to gain support for transformation**
 - Should have previous community organizing experience (look for electoral experience)
 - Ideally have school turnaround experience or experience in the local community
 - Inflection points will come every ~6 months (initial seeding, signatures, launch)
 - Dedicate existing resources (vs. hiring full time staff) if possible
- **CE Director hires 2 additional part-time supports from March to June (18 months before school opening) to canvass local area to reach parents and leaders**
 - Recommended to be bilingual (if necessary) and from the local community
 - Community-based education reform organizations (e.g., Parent Revolution) may also provide support during the canvassing and signature process (if required)
 - Explains what parents can expect to happen and dispels rumors
 - Demonstrates community input is important (e.g., hosting a Homecoming Parade if requested)
 - Brings parents and community to campus through open houses, BBQs, etc.

Community Engagement conducts a neighborhood “power analysis”

- **18-20 months before the opening of school, CE identifies and lists local power holders (both formal and informal)**
 - Likely individuals include leaders of key community organizations (community centers, etc.), elected officials, non-profit/social service providers, neighborhood councils and other civic bodies
 - Include every major church and pastor
 - Identify key influencers at the school itself (e.g., football coach) that others trust
 - Leverage vocal supporters of the transformation or reach out to natural supporters (people at odds or overlooked by the current administration)
 - Often there are recognized and respected alumni (e.g., sports stars, actors, etc.) who may be supportive
 - Seek out people who will invite Green Dot to speak in larger circles
- **Of the leaders, CE and Exec team identify a “tipping point” target percentage that would need to support the transformation in order for it to be politically feasible (e.g., 30-35% of leaders are supportive or non-opposing)**

2. Community Engagement holds “100 one-on-ones” (cont.)

**Community
Engagement
staff
facilitates
100
meetings**

- **The list of power holders serves as a high level “play book” for the Community Engagement team**
- **Community Engagement staff facilitates ~100 one-on-one meetings as soon as possible (Jan - Apr) of the pre-planning year**
 - One-on-ones are critical upfront work that must be undertaken before large group meetings are held (if initial support hasn't been earned, large group meetings are difficult to control / manage)
 - Try to understand each individual's self interest and how their support can be earned (but don't make promises that can't be met—the relationship needs to be positive in the long-term)
 - The effort that goes into outreach should be commensurate with potential influence. Don't expend too little or too much effort on any individual or group
- **Include those vehemently against the transformation**
 - Make the effort to meet with the opposition. Engage them in a smaller, controlled environment. Try to clarify misinformation
- **Every ally earned is an opportunity to earn additional support through their networks**

**Community
Engagement
targets
measurable
support**

- **There are several measureable target outcomes of the one-on-ones:**
 - Name added to the endorsement list or on non-opposition list
 - Letter of support
 - Participation on an advisory board
 - Attendance at a School Board meeting (if needed)
 - Hosting one-on-ones or small group meetings themselves (e.g., pastor gets together 30 parishioners with students attending the high school or a parent calls friends and their students together for a house meeting)
- **Ensure there is a real relationship in place before asking for large commitments**
- **Continually assess support earned relative to the “tipping point” required; dial-up efforts if needed**

3. Community Engagement team builds individual allies into a grassroots network of support

Community Engagement uses allies to expand community presence

- **March through September (18 months before school opening) the team builds a massive community organizing effort to pressure politicians, gather parent signatures and carry momentum toward the School Board vote (if using a conversion or parent trigger)**
 - With any transformation mechanism, support of the community is required for success
 - Target as many parents as possible (target 75% of parents for signatures, if required); work with CBM and Public Affairs to get a list of all students and parents. The district will not release any information prior to the school being awarded so in year 0 CE must gather own information/contacts (and lists of incoming 9th grade parents from feeder schools if possible)
 - Fill the Board meeting with as many speakers and avid supports as possible
 - Show support of some teachers so that signatures stand (if using conversion method)
- **Team uses growing network to hold/attend large community gatherings**
 - Major opportunities include town hall meetings, community meetings, churches, community centers, etc.
 - Large group meetings should be held after one-on-ones have taken place and initial support has been earned
- **Team tracks the support levels and outreach efforts in neighborhoods to ensure resources are being deployed efficiently**
 - Community relations programs and resources like Salesforce.com can help with storage of contact information and tracking of meetings

Comm. develops media campaign

- **Communication team uses media time to clarify misinformation and manage messages**
 - Press releases/conferences
 - Social media (Facebook pages and Twitter updates)
 - Ad space in influential local media (e.g., newspapers)
- **Communication team works with Community Engagement team to hold a few large media events**
 - The most persuasive events demonstrate widespread support (e.g., “March of the parents” at Jefferson)

3. Community Engagement team builds individual allies into a grassroots network of support (cont.)

Community organizing is a progression of relationships and expansion of network. Widespread community support is necessary, regardless of the transformation mechanism



	One-on-One Meetings	House Meetings	Community Meetings
When*	<ul style="list-style-type: none"> • Jan-Feb of pre-planning year 	<ul style="list-style-type: none"> • Jan-Feb of pre-planning year 	<ul style="list-style-type: none"> • Mar-Apr of preplanning year
Purpose	<ul style="list-style-type: none"> • Identify leaders • Ensure an ongoing relationship and develop trust • Encourage individuals to open their networks and/or apply their time and talent 	<ul style="list-style-type: none"> • Expand message and network • Develop leaders • Begin to build a public relationship, develop trust, and to take action 	<ul style="list-style-type: none"> • Ratify action, not to share information • Show parents that Green Dot has the support of other parents
Time	<ul style="list-style-type: none"> • 30 min (Jan-Feb of pre-planning year) 	<ul style="list-style-type: none"> • 60 min (Jan-Feb of pre-planning year) 	<ul style="list-style-type: none"> • 60-90 min (Mar-Apr of preplanning year)
Dos:	<ul style="list-style-type: none"> • Aim for 100 one-on-one meetings • For leaders only • Focus discussion on their interests and their energy • It's okay if they're "agitated" 	<ul style="list-style-type: none"> • Keep meetings under 15 attendees • Give everyone the opportunity to speak • Use the networks of leaders from one-on-ones – they should invite people they know • Host should lead the meeting 	<ul style="list-style-type: none"> • Invite 100+ people • Only invite those who you have already met through one-on-ones and small groups • Invite political leaders to larger gatherings, but under-promise attendance (want them to be impressed)
Don'ts:	<ul style="list-style-type: none"> • Don't sell or try to persuade • Don't immediately try to problem solve • Don't make it about Green Dot 	<ul style="list-style-type: none"> • Don't invite yourself over to someone's home. Use a school classroom or other neutral area if space is needed • Don't make it about Green Dot 	<ul style="list-style-type: none"> • Don't make it informational, that can be done through email and calls • Don't invite people you haven't earned the support of in one-on-ones and small meetings
Suggested Agenda	<ul style="list-style-type: none"> • Tell your story: Why you do what you do • Get their story • Common story • Challenge to act • Next steps – their networks 	<ul style="list-style-type: none"> • Opening • Introductions • Focus question • Go around the room: 3-4 minutes each • Action Steps <ul style="list-style-type: none"> - Who else will hold a meeting - Share contact information - Discuss public meeting (if required) 	<ul style="list-style-type: none"> • Call to order and approval of agenda • Action Item # 1 (and repeat for other items) <ul style="list-style-type: none"> - Present - Discuss - Decide - Action plan (e.g., quota of signatures) - Assignments • New business • Next steps and next meeting • Closing comments and adjourn

*Organizing is best done during the school year (of the pre-planning year) if a list of parents is unavailable (as there are physical areas where parents can be reached). If a list is available, organizing can be done over the summer

4. Community Engagement ensures “top-down” support

GD leadership and CE engage the School Board and other influential officials

- **In addition to a “bottom-up” grassroots effort, a “top-down” campaign is needed from May to September (before charter submission):**
 - Green Dot leadership and Community Engagement reach out to all elected officials (e.g., meet and greets, “breakfast with leaders”)
 - Relationships and close communication with the charter office, LAUSD legal and the Superintendent’s office are important
 - Manage the School Board votes like a campaign; secure individual support from board members
 - Some may not have a direct stake in the district in question
 - Non-School Board officials may have influence (mayors, etc.); reach out to them
- **Once the petition is submitted in September, Communications and Community Engagement must work closely:**
 - Attend School Board meetings
 - Manage press inquiries

GD leadership and CE engage the district and Green Dot unions

- **The union relationship is largely determined by the union president. In LAUSD, where the union is more resistant to charter presence, Green Dot has needed to defend its model from criticism by UTLA**
 - Green Dot would like to pursue a more collaborative relationship with the LAUSD union going forward
 - To counter negative messages:
 - Community Engagement team actively meets with leaders to keep communication open
 - Communications team actively counters negative messages through intentional media campaigns targeting parents and students
 - Keep students at the center of messaging
- **In addition, the Green Dot union is a stakeholder and should be kept aware of what is happening**
 - Many of the classified staff at the new high school are parents of students and will become part of Green Dot’s union
 - Green Dot union should be aware of the growth in membership that will occur from the transformation

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1. Public Affairs understands the district structure

Public Affairs determines district's organization structure

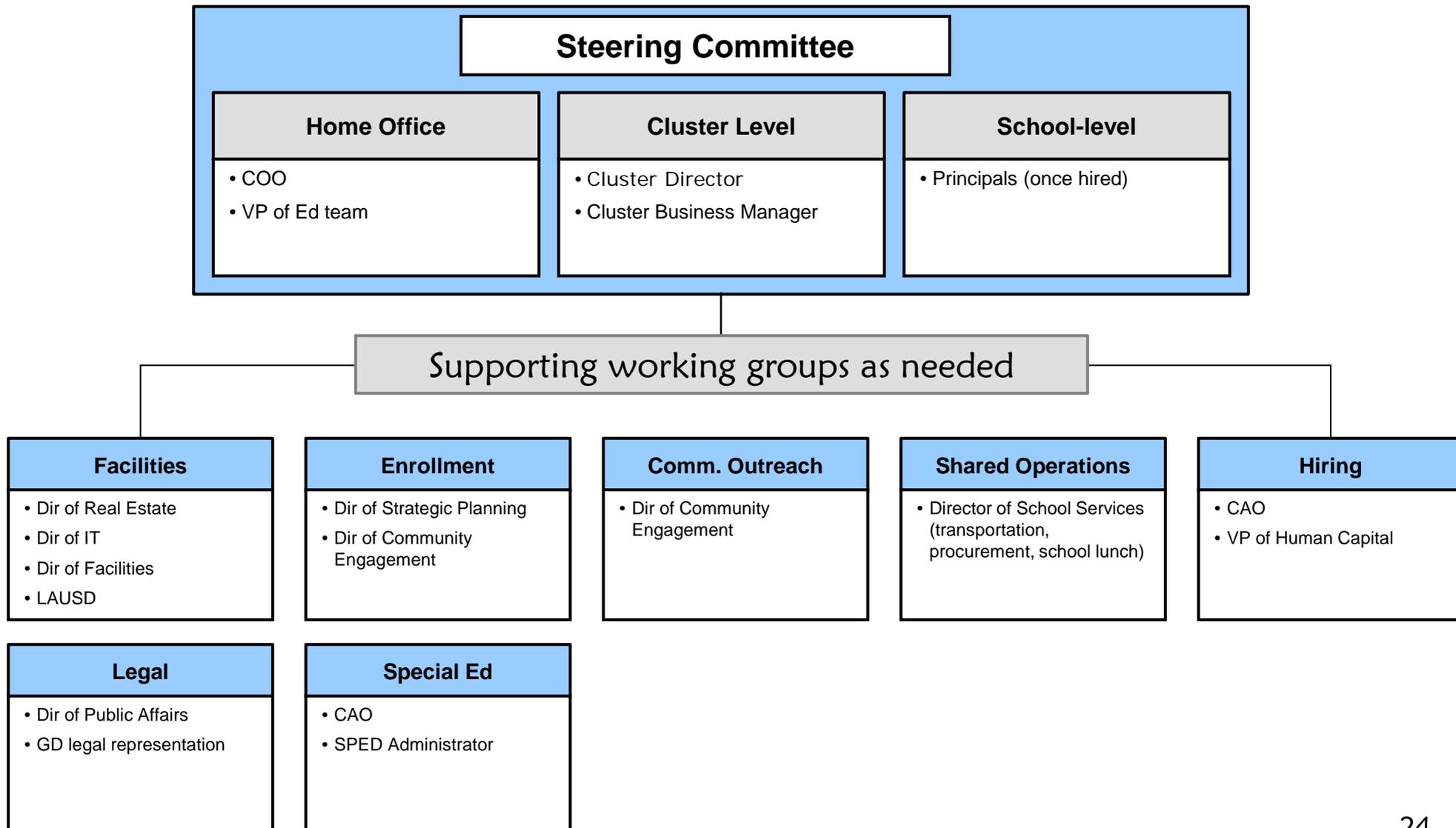
- **Public Affairs determines the district's organization structure and identifies key decision makers**
 - Many more decisions involve the district than at an independent charter, particularly in Year 0 and Year 1. Understand all the key decisions and map out the ones that the new operator controls. Understand "the rules of engagement"
 - Need to understand who sits where within the organization, and who key decision makers are
 - Determine when to escalate and who is the appropriate messenger (e.g., do you need to involve the Superintendent? Legal team?)
 - Currently GD has a single point of contact for all schools. This structure makes process simpler, but the drawback is that this person has limited authority
- **To understand the district and to prepare for negotiations, hire a part-time consultant or advisor with experience working with the district and knowledge of its internal bureaucracy**
 - Person can help the Green Dot team prepare for key district meetings

Public Affairs establishes communication norms

- **Public Affairs establishes tone and communication norms with district**
 - Relationship with the district should be collaborative as they are a stronger partner than at an independent charter school
 - Need to be able to navigate within their system, but apply pressure when necessary
- **The district may be unfamiliar working with an outside operator on a transformation**
 - Narrow the scope of decisions they have to make and provide them a discrete set of options to choose from
 - Put together a roadmap of milestones and issues to engage them on in advance
 - Apply pressure where necessary, and always have a "plan B" (e.g., if something can't be done when it was originally planned)
 - Reach out to and align with other similar CMOs or stakeholder organizations to present a united front to the district where possible

2. Public Affairs works with the Steering Committee to create a “punch-list” for key negotiation items

The Steering Committee is the central decision-making body from Jan – May of the planning year. The Committee meets for 2-3 hours weekly to discuss critical items. As needed, working groups provide input and recommendations



2. Public Affairs works with the Steering Committee to create a “punch-list” for key negotiation items (cont.)

Steering Committee identifies major items of district engagement

- **Steering Committee identifies major issues to engage the district on. Typical items include:**
 - Funding: Transferability of current funding tied to the old school
 - Logistics: Naming of schools and timing of handover (when Green Dot is allowed on campus)
 - Facility: Facilities Use Agreement, status of work/renovations planned for the facility (timing, does it work for the new academic program)
 - Service Contracts: Maintenance, foods, busing, security, nursing
 - Student Data: Getting student transcripts from middle schools and the existing school’s system, establishing compliance data that must be tracked
 - Student Programs: What programs are offered and any funding restrictions that exist
 - Access: Holding meetings at the school site and ability to contact families and students

Steering Committee determines non-negotiables

- **For major issues, Public Affairs provides the Steering Committee with an understanding of Green Dot’s legal power and what must be resolved through the district**
- **Steering Committee expects and prepares for pushback**
 - The district has typically been slower, less responsive, and more expensive than outside contractors. However, any services that the school does not take effect their bottom line, so anticipate resistance to using external contractors
- **Public Affairs, COO and CD create a “punch-list” that outlines negotiation priorities (*See appendix for example key negotiation items*) and confirm list with the Steering Committee**
 - Non-negotiables are based on a body of evidence (e.g., Green Dot’s past experience with the district)
 - Outline what tradeoffs are allowable
 - Outline responses if district makes certain requirements

3. Public Affairs establishes regular meeting of key decision makers until campus is handed over

Public Affairs establishes a regular meeting

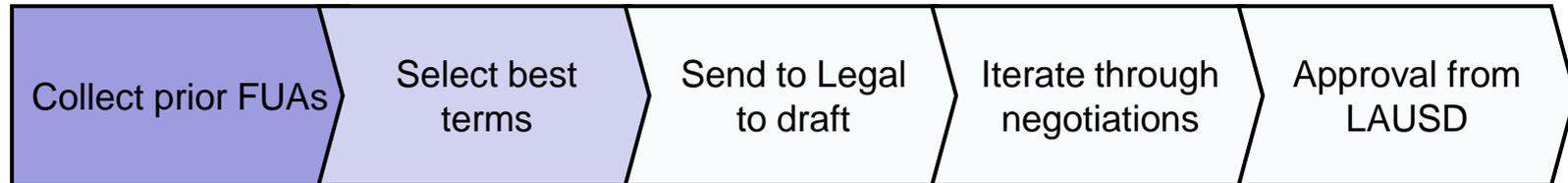
- **After the charter petition has been approved, but before the school opens, the Public Affairs Director establishes a recurring weekly meeting of key decision makers**
 - This is when key decisions must be made and agreements must be signed
 - Must have decision-makers from both the district and Green Dot present
 - A regular outlet for communication ensures decision makers understand what is happening, and overtime helps to create trust and understanding (e.g., consistently asking the right questions can change perceptions of intention and competency)
- **Include the following representatives as regular attendees:**
 - District:
 - Charter office
 - Superintendent's office
 - Legal
 - Facilities
 - Green Dot point-person (if applicable)
 - Green Dot
 - Director of Public Affairs
 - COO
 - Facilities / Real Estate
- **There may be an opportunity to help scope the district team assigned to the transformation (e.g., which lawyer or appointed trustee). Identify collaborative and influential district staff leaders early on who would be effective partners and push for them before a decision is made (e.g., make case to superintendent)**

Public Affairs transitions district relationships

- **Once agreements are established (usually when Green Dot is allowed on campus) the Public Affairs Director transitions the district relationships to relevant Green Dot staff to prevent bottlenecks (e.g., Dir of Real Estate, CD, etc.)**

Strawman process for Facilities Use Agreement creation

Target for FUA development is 60 days, but begin early (Jan / Feb of Year 0) to ensure enough time for negotiations and push back



Activities

- Collect FUAs used for other schools, especially if co-located user exists
- List out the differences in terms between FUAs received
- Send ideal terms to Legal to review
- Legal, LAUSD, and GD to work together on revising document to the best possible terms
- Send FUA Final Draft to Legal to be approved and signed
- Decide ideal terms for transformation
- Legal to draft initial FUA terms

Participants

- CBM
- Director of Real Estate
- LAUSD
- CBM
- Director of Real Estate
- COO
- Public Affairs Director
- GD Legal team
- GD Legal team
- GD Legal team
- Public Affairs Director
- GD Legal team
- LAUSD
- Legal team
- COO
- Pub Affairs

Deliverables

- Receive prior FUAs (completed)
- Decide on ideal terms
- Create first draft by **Day 30** (ideally from start date in January)
- Revise draft to incorporate all feedback
- Signed on **Day 60**

2

Establishing an effective early presence

1

Transitioning a school successfully using key community and district partners

- Identify transformation mechanism and submit charter
- Earn the support of parents and the broader community
- Develop mutually acceptable agreements with local district

2

Establishing an effective early presence with students and the community

- Effectively reach out to teachers, parents and students at the existing school
- Effectively recruit and enroll incoming students

3

Developing a high-performing team dedicated to transformation

- Establish a team of high-performing leaders
- Establish and maintain a highly effective teaching staff

4

Splitting a large high school into a **cluster of small schools**

- Create a cluster of small schools
- Effectively utilize facility and assets
- Coordinate shared decisions

5

Creating a dramatically different **new school climate** on day one

- Establish a culture and climate of success
- Ensure a safe and secure campus
- Provide robust student programs and supports

6

Implementing a portfolio of interventions for high-needs students

- Effectively use student data to understand and plan for needs
- Provide tailored academic supports to promote high achievement
- Ensure targeted interventions for high need students

7

Measuring success holistically through retention, rigor and results

- Develop effective metrics and targets
- Ensure successful measurement and use data effectively

8

Ensuring effective budgeting preparation and policies

- Set realistic expectations for high school transformation budget
- Set policies and oversee budget development to ensure effective budgeting

2

Establishing an effective early presence

*This section covers best practices for establishing an **early presence with students and the community** before the start of the year. It outlines ways to 1) effectively reach out to teachers, parents and students of the existing high school and 2) effectively recruit and enroll incoming students*

Green Dot Philosophy

- **After Green Dot has been given control of a campus, the focus of outreach centers on students, parents and teachers of the existing school, and incoming students and their parents. This is a time for:**
 - Clarifying the transition timeline and expectations, and dispelling misperceptions the community might have about the process
 - Ensuring maximum enrollment for the coming year
- **Full enrollment is fundamental to program sustainability, and particularly difficult in the first year when Green Dot is new in the community**
 - Initial recruiting is done as a cluster to maximize attendance and preserve student choice
 - Students should have the ultimate choice in which new, small school they attend, which promotes an early connection between students and their schools
 - All staff must own a piece of the recruiting process

Likely Challenges

- **Recruiting as a cluster requires coordination and frequent communication**
 - Teachers, parents and students may initially feel uneasy or confused about the process
 - Parents may be harder to reach than at an independent charter school, where parents actively enroll their students
 - Recruiting may create a sense of competition between schools, if not well-managed
 - Recruiting for a cluster of small schools across several feeder middle schools requires coordination
- **Many unexpected students may show up on the first day and throughout the fall semester**

Roles and responsibilities for establishing an effective early presence

Home office-level

- **Community Engagement** engages students and parents from the existing school and oversees recruiting for incoming 9th graders
- **Communications** develops messaging and recruiting collateral
- **Ed team** outlines Summer Bridge standards, processes and requirements
- **Operations** assists in securing funding for Summer Bridge transition program

Cluster-level

- **Cluster Director** engages teachers of the existing school to clarify the reapplication process and supports principals with Summer Bridge planning and implementation
- **Cluster Business Manager** oversees the Welcome Center, oversees feeder school relationships during recruiting and enrollment, and supports principals with Summer Bridge planning and implementation

School-level

- **Principals** engage teachers and families, recruit students and plan and implement Summer Bridge
- **Teachers** implement Summer Bridge and diagnostic testing

Timeline for establishing an effective early presence

	Planning Year (Year 0)			Year 1
	Jan through Feb	Mar through May	June through Aug	Sept & Beyond
Home office-level	<ul style="list-style-type: none"> • <u>Community Engagement (CE)</u> contacts legacy students on campus and reaches out to parents • <u>CE</u> communicates recruiting timelines and expectations, manages master database of contact information, organizes mailings and an “Articulation” event, and trains volunteers • <u>Communications</u> develops recruiting collateral • <u>Public Affairs</u> works with district to establish a physical presence on campus as soon as possible 	<ul style="list-style-type: none"> • <u>CE</u> manages master database of contact information, organizes Open House and Lottery, oversees student school selection and distributes student lists to principals • <u>Operations</u> helps secure funding for Summer Bridge 	<ul style="list-style-type: none"> • <u>CE</u> manages master database of contact information and helps under-enrolled schools with outreach 	<ul style="list-style-type: none"> • <u>CE</u> manages recruiting over the following phases: Sep-Nov planning, Dec-Feb cluster recruiting, Mar-May Open House and Lottery, June-Aug school enrollment • <u>Communications</u> updates recruiting collateral
Cluster-level	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> make campus visits to engage teachers and clarify the reapplication process 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> support principals in planning of Summer Bridge; communicate recruiting policies to principals 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> support in implementation of Summer Bridge; oversee individual school recruiting and ensure no competition 	<ul style="list-style-type: none"> • <u>CD</u> and <u>CBM</u> help with recruiting and Summer Bridge annually • <u>CBM</u> oversees Welcome Center and new incoming enrollments
School-level	<ul style="list-style-type: none"> • <u>Principals</u> visit the campus to engage teachers and clarify the reapplication process (<u>CE</u> handles if principals are not in place); assist in management of middle school relationships (<u>CE</u> handles if principals are not in place) 	<ul style="list-style-type: none"> • <u>Principals</u> plan Summer Bridge, help staff the phone bank, speak at recruiting events 	<ul style="list-style-type: none"> • <u>Principals</u> and <u>teachers</u> implement Summer Bridge and diagnostic testing 	<ul style="list-style-type: none"> • <u>Principals</u> handle individual school recruiting over the following phases: Sept – Nov planning and preparation, Dec-Feb phone bank availability and speaking events, Mar-May event participation, June–Aug direct outreach to families • <u>Principals</u> and <u>teachers</u> plan and implement Summer Bridge annually

Two key steps to establishing an effective early presence

Green Dot approach:

Effectively reach out to teachers, parents and students of the existing school

Key decisions & considerations:

1. Cluster Director and principals visit campus to engage current teachers and students
2. Community Engagement reaches out to parents of existing school students

Effectively recruit and enroll incoming students

1. Community Engagement handles recruiting preparation
2. Community Engagement oversees recruiting at the cluster-level to generate as much interest as possible
3. Community Engagement organizes a lottery for students to choose among schools
4. Principals continue to reach out to ensure families complete enrollment packets for their schools
5. Welcome Center handles additional student enrollment
6. Principals hold Summer Bridge

1. Cluster Director and principals visit campus to engage current teachers and students

Cluster Director clarifies hiring process with teachers

- **Once the charter petition is approved in January, the Cluster Director and principals are on campus to engage teachers of the existing school**
 - Current teachers have the most frequent interaction with existing students and are a key lever for building student support before the start of the first year (*See Principle 3: High Performing Teams*)
 - Communicate frequently with current teachers, who will be anxious about their jobs – do not allow a communication vacuum to occur while things are being planned. Clarify timelines and processes as soon as possible and start the process for hiring teachers and principals early
 - Ed team needs to be in communication with Community Engagement. Key teachers that support the transformation will be expecting to be rehired, though principals may not be interested in hiring them
- **As soon as possible, establish a physical presence (e.g., set-up an office) on campus to field questions, build informal allies and advocates and pulse-check campus**

Cluster Director and principals get on campus and in front of students early

- **January to June of Year 0, CD and principals (with support of Community Engagement) are on-campus building support with students**
 - Set-up activities on campus and provide hand-outs (e.g., free t-shirts) to excite and engage students
 - Distribute explanatory videos and FAQs for both legacy and incoming students to reduce anxiety
 - Use physical office as outlet to take enrollment forms and answer questions from students and parents
- **CD and principals identify local champions and “ambassadors”**
 - Identify and engage student leaders (e.g., cheerleaders, football players, etc.). Ask teachers to suggest students who are particularly influential among their peers
 - Ask student leaders to serve as “ambassadors.” Ensure you have a variety of representatives from different social/demographic groups. Student ambassador group participates in events (for example, cheerleaders participated in a “uniform fashion show” at Locke)
- **Community Engagement uses relationships to organize house meetings for students**
 - Gather parents and students in smaller settings to dispel myths about Green Dot and the transformation (e.g., parent who supports Green Dot calls friends and gets together a dozen students)
- **CD provides an opportunity for existing students to visit another Green Dot school**
 - See myths vs. reality for themselves (good way to counter misinformation they may be hearing)
 - See what is possible for them
 - Can relay messages back to parents

2. Community Engagement reaches out to parents of existing high school students

Community Engagement reaches out to parents

- **After the charter petition has been submitted in September of Year 0, Community Engagement undertakes a large effort to build support among parents for the coming year (*See Principle 1: Successful transition for more on organizing*)**
 - Between September and June of Year 0 the team attempts to reach ~2,000 community members through door to door meetings, house meetings, community meetings to discuss the transformation and the community's role in student enrollment, retention and graduation
 - Explains what parents can expect to happen and dispels rumors
 - Demonstrates community input is important (e.g., hosting a Homecoming Parade if requested)
 - Brings parents and community to campus through open houses, BBQs, etc.
- **By summer, the team identifies ~20 individuals through community outreach with leadership potential to take part in up to 60 hours of training in community organizing**
 - This team serves as core advocacy group that recruits community members to participate in organization meetings throughout the year
 - Measure impact of these efforts by demonstrated increase in organization membership and meeting attendance

Two key steps to establishing an effective early presence

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Effectively recruit and enroll incoming students

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5. Welcome Center handles additional student enrollment
6. Principals hold Summer Bridge

Why is student recruiting important?

Recruiting is challenging... *(particularly in Year 1)*

- Community may not understand what “a cluster of small schools” means and negative myths may be pervasive
- A large pool of students could potentially attend, but it’s difficult to predict enrollment
- Schools feel competition to “fill seats” and are recruiting from the same group of students
- Parent engagement can be low
- Coordination must happen across multiple cluster schools and feeder middle schools
- The recruiting calendar is more compressed in Year 0, and access to students and campus can be delayed by factors beyond Green Dot’s control

Successful recruiting looks like...

- Green Dot engages students, parents and the community early on and dispels myths
- Parents understand their choices for small schools and the process for enrolling
- Students have full choice in which small school to attend
- Schools work together to increase enrollment for the cluster so that each school has sufficient enrollment going into the year
- Process, roles and responsibilities are clearly communicated to recruiting leaders so recruiting can begin as soon as possible. Some events and activities that occur in normal years are not possible in Year 0

1. Community Engagement handles recruiting preparation

CE develops and communicates recruiting plan

- **In the first phase, recruiting is overseen by CE as a cluster of small schools to maximize attendance for the cluster and limit competition between schools**
 - Programs depend on maximizing enrollment and retention, so everyone must collectively participate in recruiting
 - Schools will need to fill seats from the same pool of students, so competition must be managed
 - Heavy recruiting efforts for the cluster that maximize attendance will limit competition later on, as principals will feel confident all schools can have full enrollment
- **CE develops common marketing collateral, training materials and protocol for addressing common questions before recruiting begins**
 - Messages should emphasize one cluster. Schools are independent but ultimately are all high performing
 - Schools should be supportive when asked about other schools and should not actively recruit students to their schools over others
- **CE works with principals to outline calendar for recruiting events, expectations for participation and student/family interaction, and budget required**
 - Calendar is compressed and harder to predict in Year 0 when access to students and campus is delayed
 - Process must be communicated early so recruiting team can be up and running once access is granted

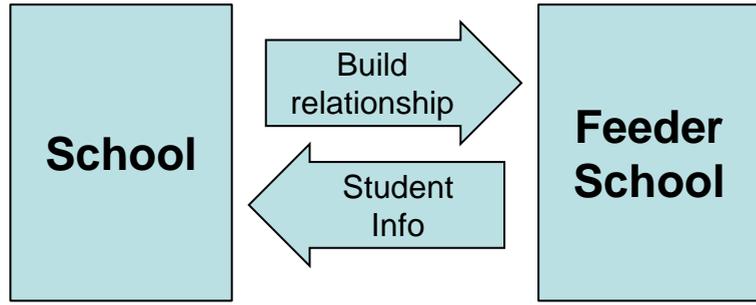
CE maps relationships at the feeder school

- **Coordinating multiple cluster principals with multiple feeder middle schools can be challenging. Community Engagement maps the relationships in one of two ways**
 - Centralized: One centralized contact to liaise between cluster principals and middle schools and oversee all events; CBM oversees the process (may need to use this model for Year 0 when Principals aren't hired)
 - Distributed: Schools/Principals are assigned to feeder schools to represent the entire cluster and oversee events for their middle schools (this model is recommended after Year 0 as feeder school leadership will want to be interacting with principals); CBM oversees the process
- **Feeder school relationships are assigned by CBM and CE before January**
 - Responsible for getting permission to access campus and hold events
 - Obtain student data disk that is basis for outreach mailing and recruiting efforts (particularly important in Year 0 to allow for early outreach)
 - In addition to formal assigned relationships, informal relationships (e.g., GD office staff member who can visit office staff of feeders) may be helpful **building trust and relationships**

There are some unique challenges of recruiting as a “cluster” of schools:

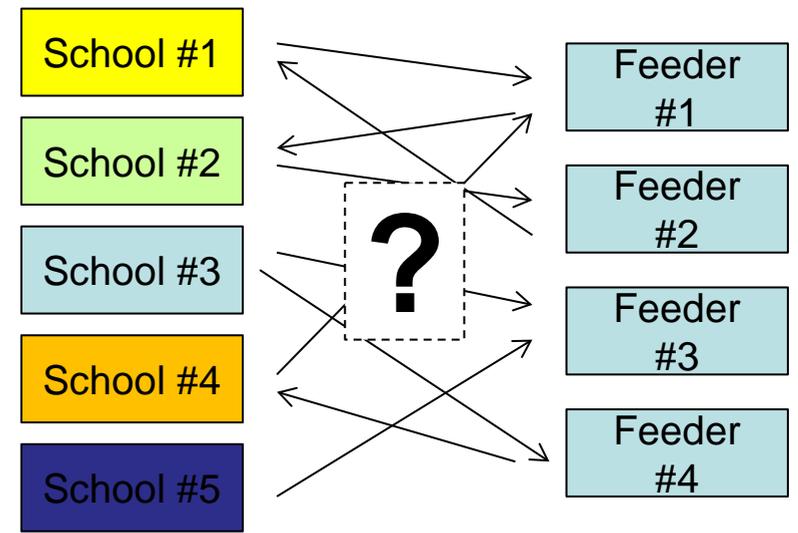
Responsibility Mapping

Independent School Model



vs.

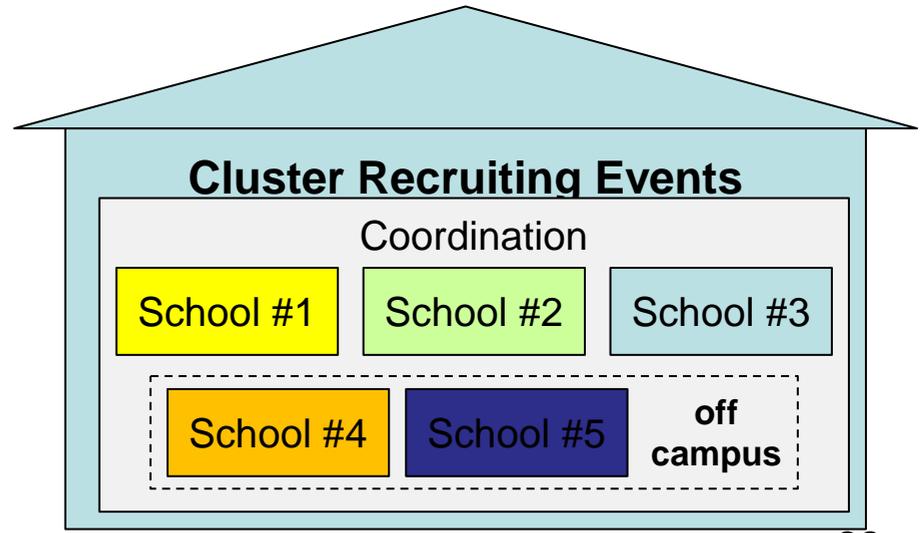
Cluster Model



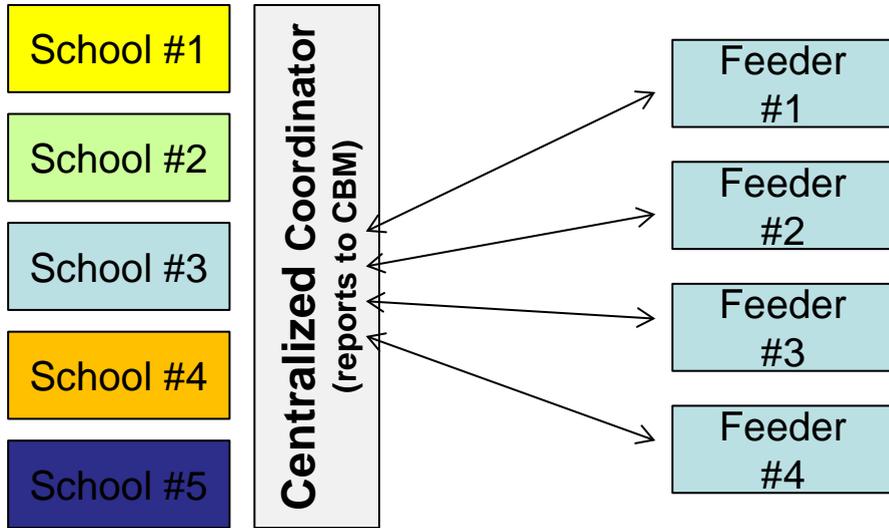
Coordination



vs.

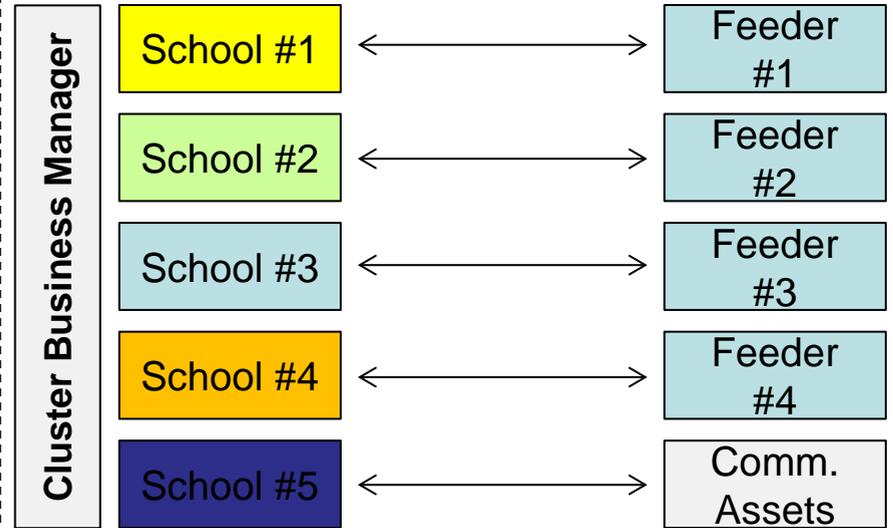


Centralized



- Centralized coordinator could be:
 - Cluster level office staff
 - Cluster Business Manager
 - One of the principals or office managers (the others will have other coordination duties, such as open house or lottery)
 - CE person
- One point of contact for all feeder relationships, student contact info
- One person sets up events, articulations and phone banking though all schools must participate

Distributed (Recommended)



- Feeder school relationships are allocated across each school
- The school assigned to each relationship is responsible for representing the entire Locke cluster
- The school assigned to each relationship organizes and attends all events in the lifecycle of the relationship
 - Introductory event, contact info collection, articulation, phone banking
- The CBM oversees assigned school representatives

2. Community Engagement oversees recruiting at the cluster-level to generate as much interest as possible

Community Engagement (CE) builds capacity

- **CE builds capacity and budgets for registration outreach efforts**
 - Will need to dedicate one full-time person organizing events and volunteers/PTEs
 - Use volunteers or paid high school students to print materials and stuff envelopes
 - Volunteers are trained by Community Engagement staff (communication and logging protocol, logging tracking process)

Community Engagement does mass outreach

- **CE sends a mailer to all addresses on the outreach list in Fall**
 - Outreach list is generated from feeder school disks (obtained by feeder school relationships) and existing school list
 - Mailer done in Fall of normal recruiting cycles. In year 0, it is sent as soon as possible (January)
 - Includes enrollment form and GD information packet (2 languages)
 - Should include incentives (e.g., free school supplies at the event) for parents to attend follow-up community event
- **CE organizes a community event 2-3 weeks after mailing**
 - Host a BBQ or establish presence at an existing event (e.g., community picnic, table at farmer's market, etc.)
 - Goal is to gather early signatures and potentially identify parent and student leaders to assist in next phases of recruiting

Community Engagement conducts direct outreach

- **Community volunteers and part-time workers conduct phone banking for students on the outreach list who have not registered for Green Dot**
 - Keep team consistent; comfort with phone banking increases with the volume of calls made
 - Teams can call an average of ~45-50 numbers per hour (fewer in beginning when more people answer, more in the end when reaching people who habitually don't answer). Should start after 5pm on weekdays
 - 2-3 weeks after initial phone-banking sessions, door-to-door visits begin for the no-answers
- **Other best practices**
 - Public Affairs works with district to allow a GD person to be housed at the high-school campus to collect enrollment forms and answer questions
 - Try texting parents and students to remind them about enrollment

2. Community Engagement oversees recruiting at the cluster-level to generate as much interest as possible (cont.)

Community Engagement organizes “Feeder School Events”

- **CE organizes recruiting events at feeder schools to increase awareness**
 - Typically done in December of the year before opening. In Year 0:
 - Done as soon as possible after charter petition is approved in January
 - Host events at the existing school if possible
 - Done as a pulse check and opportunity to get in front of rumors / concerns in Year 0
 - Usually try to piggy-back on an event that is already happening (assembly, parent-teacher night)
 - Green Dot principal speaks, describes the community of schools and the Green Dot experience; meets with parents
 - Community Engagement staff is responsible for collecting contact information at the event (Office Manager may assist)

Community Engagement organizes “Articulation” event

- **CE organizes the second event, “Articulation,” to generate “buzz” and get students excited for the start of school**
 - Typically occurs in February (may be combined with the feeder events in Year 0)
 - Involve students and programs (e.g., make the event feel like a pep rally, bring in cheerleaders, marching band and other student groups)
 - Make sure the messaging is targeted at students
- **The event is typically more time consuming than the first and involves more coordination**
 - Community Engagement divides responsibilities across principals
- **This event should be used to generate excitement for the lottery and to expand the contact list (any additional students since last event)**
 - Use contact cards to gather info to add to the database managed by Community Engagement
- **To drive attendance to the lottery and open house, may need to return to the feeder schools**
 - Parents may not understand the value of enrolling before the start of school (as Green Dot must take all students); principals should communicate the importance of enrollment to Summer Bridge and preparing the necessary programs and supports for their children in advance
 - Frequent interaction and touch points with parents will help ensure they enroll their students early

3. Community Engagement organizes a lottery for students to choose among schools

Community Engagement organizes Open House

- **Community Engagement hosts Open House:**
 - Typically held in March, with attendance driven by Articulation
 - To draw additional attendance, school-level staff reaches out on behalf of the cluster family and calls parents
 - Coupling the Open House with another event (movie screening, cook out, soccer tournament) may help drive attendance
 - If school site is unavailable, use neighboring school, community organization or another local entity with free space access
- **Event is an opportunity to provide information about:**
 - Individual schools: parents meet principals and hear about unique attributes and programs of schools; principals establish personal connections with parents
 - Summer Bridge: parents learn about the benefits and logistics from principals
 - Lottery: Parents and students learn about the lottery

Community Engagement organizes Lottery

- **Community Engagement organizes Lottery and Registration Night in May**
 - School-level staff calls families on behalf of the cluster family to drive attendance
 - Additional feeder events can be used to generate attendance
 - Coupling the Lottery with another event (movie screening, cook out, soccer tournament) may help drive attendance
- **Students receive lottery numbers and pick the school of their choice**
 - There are certain restrictions for high need students, as not all schools will have the program they require. They are assigned to schools separately ([See Principle 6: Portfolio of Interventions](#))
 - Typically the lottery is just for incoming 9th graders. In Year 0, it will be for the existing high school students as well
- **Registration support is provided at the end of the event to help students fill out their enrollment packets**

4. Principals continue to outreach to ensure families complete enrollment packets for their schools

Community Engagement distributes students

- **For students who did not attend the lottery or did not express a preference for one school or the other, Community Engagement divides them randomly and evenly among the schools**
 - Usually evenly, though if one school has many fewer students than the others they may get a larger share of the list
 - Exceptions exist for high need students who must enroll at schools that offer the required programs
 - If there is a racial imbalance at the schools (usually not an issue in year 0), the list will be divided to help equilibrate
 - *Note, this is the list the principals recruit from. Students still have ultimate choice in which schools they want to attend

- **Community Engagement provides schools with their individual contact lists**

- **Once principals receive their full “lists” of students, they are responsible for outreach and collecting enrollment packets for as many students on that list as possible. They can reach out in a variety of ways:**

- Direct mail
- Phone banking
- Follow-up registration nights
- Home visits (for severely under-enrolled schools)

- **CBMs and Community Engagement ensure alignment among principals on timelines, procedures and expectations**

- Principals may not actively recruit from another school’s allocated student list
- Students are allowed to transfer schools freely

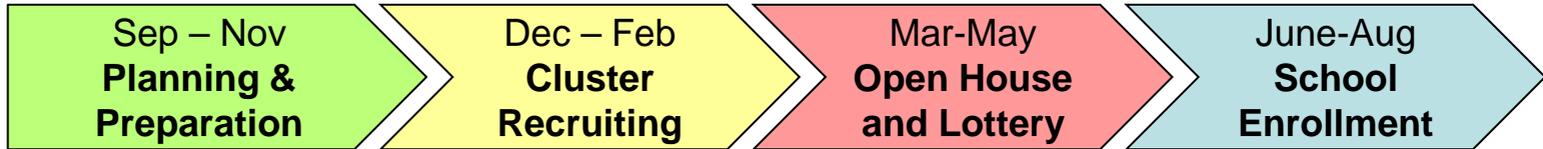
- **Principals submit a headcount estimate for Summer Bridge to Operations for planning and funding purposes**

- Can reserve spaces if they expect additional enrollment (up to 150 students)
- Operations works with Student Program Coordinator to help secure Bridge funding

- Afterschool funding (21st Century ASSETs) can be used to supplement programs or provide new programs, but cannot be used to supplant any programs already funded in the previous 365 days

Principals ensure enrollment packets are completed

Phases of recruiting for Year 1 and beyond



Objective:

- Sep – Nov Planning & Preparation: Build relationships and capacity*
- Dec – Feb Cluster Recruiting: Generate Cluster-level interest through middle school and community events*
- Mar-May Open House and Lottery: Bring students on campus and distribute them to a specific school*
- June-Aug School Enrollment: Enroll students and recruit to fill empty seats*

Community Engagement

- Develops and communicates timeline and responsibilities
- Prepares marketing collateral and communication norms
- Handles outreach (mailings and community events) for the cluster
- Helps manage feeder school relationships
- Trains volunteers, etc.

CD & CBM

- Project manage overall recruiting process
- Manage middle school relationships (CBM)

Principals / School Site Staff

- Develop individual school recruiting plans (based on responsibilities outlined by CE)
- Phone bank on behalf of cluster to drive event attendance
- Speak at events

5. Welcome Center handles additional student enrollment

Welcome Center handles student transfers and additional attendees

- **Welcome Center is responsible for handling new student enrollees. They arrange initial screenings and work with the counselors to ensure proper placement**
 - In the first year, many students will show up on the first day of school that weren't expected. The Cluster Director and principals should ensure classes have space for these students
 - Someone at the Welcome Center should be knowledgeable with the data system (both the District's and Green Dots) to handle transcripts, etc. *(See Principle 6: Measuring Success)*
- **Students are free to transfer within the cluster as the schools are independent. However, principals should meet with parents of such students to ensure it is the best outcome for the student**

Principals and Cluster Director plan for high need students

- **SPED and ELL students are placed in schools with corresponding programs**
 - Where multiple schools offer program, student have choice between schools
- **Leave space available in high need programs as the class sizes will grow throughout the year**
 - There will be a influx of students around the 30 day mark. Many students will be transferred from other public schools in the neighborhood that do not have appropriate programs for these students
 - Additionally, students can continue to enroll throughout the year

(See Principle 6: Portfolio of Interventions for more on high need students)

6. Principals hold Summer Bridge

Principals hold Summer Bridge program

- **To truly establish an early presence principals and teachers must get in front of students as soon as possible. Green Dot recommends a 5 week summer school intervention program called Summer Bridge (*see Principle 5: New school climate for more on planning*)**
 - Program length and intensity will depend on funding availability and date access to campus is granted
- **Goals of the program are to:**
 - Acclimate incoming students to new culture and expectations (uniforms, rules, academic expectations)
 - Gather diagnostic data on proficiency in core subjects that will help inform student placement and required interventions
 - Provide intensive math and literacy interventions to accelerate student learning
- **In year 0, an abbreviated Bridge program for 10th-12th graders is recommended (*See Principal 5: New School Climate for more*)**
 - In year 0, district is likely to be running summer school program, so a full program for legacy students is not feasible. In place of the full program, GD recommends 1-2 weeks of team building and diagnostic testing for older students
 - After year 0, the 5 week 9th grade program can be expanded to provide credit recovery for older students
- **Principals are responsible for planning and implementing Summer Bridge**
 - Ed team outlines program
 - Operations helps secure funding
 - CD and CBM support in implementation and planning