



# Entry 10 Enrollment and Retention of Special Populations

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## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

## HARLEM CHILDREN'S ZONE PROMISE ACADEMY CHARTER SCHOOLSection Heading

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	For the 2018-2019 school year, Promise I sent out about 7,500 postcards to families across Harlem using the DOE's contractor Vanguard, who have addresses for students in particular grade levels. Through this method, we're able to target zip codes in the most underserved areas of Manhattan. We also moved our kindergarten lottery date to July, which includes a preference for low income families and families living in NYCHA's St. Nicholas Housing Development. The lottery was previously held in August, the only month that are scholars do not attend school. Since we have a sibling preference, we wanted to ensure that our families could fully participate.	In 2019-2020, we will continue to target low income, underserved areas in Manhattan to recruit students. We are also holding the 2019 lottery in July to ensure that our families can attend. When reaching out to wait listed families, we will continue to inform them of the wrap around services we provide, which is free of charge (i.e. free uniform, free breakfast, etc)
	The portion of students who are officially designated as English Language Learners (ELLs) is lower than that of the district. While we do target recruitment and enrollment efforts at families for who English is not the primary language, we also intervene early, working with our students when they are three years old in our Early Childhood Program. We believe this early intervention helps our young people develop the necessary English skills to pass the NYSITELL assessment at kindergarten entry,	

preventing them from ever being officially labeled as ELLs. Strategies for ELL Recruitment for the Harlem Children's Zone (HCZ) and Promise Academy starts when parents are expecting or have a child under the age of four. The Baby College, one of the HCZ programs, blankets the neighborhood with teams of outreach workers who encourage participation of all families with a child in the appropriate age range (up to age three, including pregnant mothers who have not yet given birth.) These outreach workers talk to people in the communities and surrounding neighborhoods, go door-to-door in apartment buildings, and advertise at local businesses and non-profits. The outreach teams include workers who speak Spanish and French, as well as some of the more common West African dialects spoken by many recent immigrants in the neighborhood. Recruitment materials are offered in Spanish and French, as well as the Baby College application. Baby College has approximately five 9-week cycles each year and each cycle has a French class and a Spanish class available. After participation in Baby College, HCZ staff remains in contact with parents. They are encouraged to participate in special events and receive check-in phone calls. In the summer of the year their child turns three, Baby College graduates are encouraged to enter the Promise Academy lottery. The lottery is also advertised through all of the HCZ programs in the neighborhood, more than 30 distinct program sites. Families selected in the lottery are offered the chance to participate in Three Year Old Journey, a 12-week program of Saturday classes for parents while their children receive enrichment in pre-school classrooms. When the children are four, they are offered a spot in Harlem Gems, an enrichment pre-kindergarten program with a focus on early literacy development which provides instruction in Spanish and French to all students. While not all Promise Academy kindergarteners have participated in the HCZ early childhood programs, the majority of them have. Consequently, we believe that our results on the NYSITELL underestimate the number of students who are learning English primarily at school. While there is no equivalent exam

In order to attract additional families, efforts will be made in: (1) Distributing and maintaining information/documents in a variety of languages on hand at each site, so that interested parents who walk in for information can readily have access to it; (2) Orientation explaining the process for ESL identification to our early childhood parents prior to their children transitioning to kindergarten at Promise Academy; (3) Having a translator sit down with parents to complete the Home Language Survey; and (4) Administering an interview in English and the student's home language.

for pre-kindergarten students, we think that if we were able to assess our students when entering Gems, we would find a higher ELL rate. In summary, our recruitment efforts include: (1) outreach within the community; (2) academic support services for our ELLs within the Gems program; (3) services in our various early childhood programs from Baby College to Three-Year-Old Journey and Harlem Gems preschools; and (4) sibling preference in the lottery

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Our recruitment efforts included informing parents via the distribution of flyers and sharing information during the application process that we provide inclusion classroom settings and special education services. Through our institutional partnership with HCZ, our staff members inform parents of children living in Harlem that Promise Academy welcomes students with disabilities. Additionally, since some of our applicants have siblings who already attend our school, we have consistently provided information for our current Promise Academy parents about our special education services. We hosted a community event for parents about [Understood.org](http://Understood.org), which is an online resource for parents of children who learn differently. In 2018-2019, in order to improve recruitment to students with disabilities, we took advantage of more opportunities to inform parents about the special education services at Promise Academy by attending HCZ Early Childhood events and providing information to the parents of three and four year olds. We worked closely with the Committee on Special Education to make sure that families are informed about the range of services. We held an information session at our lottery, so that the families of lottery winners and wait listed children are informed earlier of the services we provide. Information sessions have also been provided to the parent association board so get their assistance in informing more parents in the community.

Going forward, we plan to continue our efforts to host events and draw in families within the Harlem community to share information about special education processes and the services we offer at our Promise Academy Charter Schools. All of our teachers have access to the expertise of special education staff. This resource enhances all teachers' ability to reach their students and we plan to advertise this as part of our recruitment efforts in 2019-2020. We will also continue to offer intervention services for general education students who need additional support. Though the upward trend has been marginal, we believe growth is the result of the addition of the site coordinator role, where professionals with expertise in special education identified students with special needs advocating for them to receive services through the CSE. We will continue expanding upon that practice with the addition of the special education manager role.

## Retention Efforts Toward Meeting Targets

Describe Retention Efforts in 2018-19

Describe Retention Plans in 2019-20

Economically Disadvantaged	To ensure that our applicants, which are from primarily low income families, suffer no hardships associated with their scholars receiving a high quality education, we provide free breakfast and lunch every day, free uniforms every year. We also provide wrap around services for our families including social work intervention, free after school services, tax preparation, free legal services and more.	In 2019-2020, we will continue to provide free wrap around services for our students and their families, as well as a free uniform, free breakfast and free lunch. Our high school students also receive help from our Center for Higher Education and Career Support, in order to help them obtain jobs and internships while as they transition into college.
English Language Learners/Multilingual Learners	In order to retain families, Promise Academy I offered the following: (1) family orientation in the beginning of the year to welcome parents who speak a variety of languages, with translators on hand. It is an opportunity to share the ELL identification process and answer any questions that may arise: (2) Free meals; (3) ELL support, including intervention; (4) professional development for ESL teachers on best practices; and (5) disaggregating data by student groups and looking for positive gains and reductions in classification, hiring staff with appropriate certification, having an inclusive school culture.	<p>In order to ensure that we retain our current families, Promise Academy will continue to offer the following:</p> <ul style="list-style-type: none"> <li>● Family orientation in the beginning of the year to welcome parents who speak a variety of languages, with translators on hand. It is an opportunity to share the ELL identification process and answer any questions that may arise.</li> <li>● ELL support, including intervention</li> <li>● Professional development for ESL teachers on best practices</li> <li>● Disaggregating data by student groups and looking for positive gains and reductions in classification, hiring staff with appropriate certification and having an inclusive school culture.</li> </ul> <p>Going forward, we have also added the following strategies to retain students: (1) increasing the number of parent workshops; and (2) translating more internal documents in the predominant languages of our scholars' families.</p> <p>Year-over-year, we have seen an upward trend, although marginal. Yet, we anticipate that building on our current practices will result in continued growth of ELL students.</p>
Students with Disabilities	In the 2018-2019 school year, we took more opportunities to inform our current parents of the special education services at Promise Academy by having Special Education Managers at events across the year to inform parents about our services and to meet with parents during parent/teacher conferences to show the progress that scholars were making with the appropriate services in place. Dedicated Special Education Managers aligned best practices across schools and provided workshops for staff members and families. They are working toward dispelling	Going forward, we plan to continue our efforts to host events and draw in Promise Academy families to share information about special education processes and the services we offer at our Promise Academy Charter Schools. All of our teachers have access to the expertise of special education staff. This resource enhances all teachers' ability to reach their students and we plan to advertise this as part of our recruitment efforts in 2019-2020. We will also continue to offer intervention services for general education

the stigmas often associated with special education services through workshops they provide for families. Although we do not provide 12:1:1 services, we use our SETSS services to provide comparable support to students with more restrictive programs on their IEPs.

students who need additional support. The addition of the special education manager role has provided an additional layer of support for all teachers working with scholars with special needs. We will also continue building upon our district-wide restorative and social and emotional learning practices.