



# DPSCD ENROLLMENT PLAN

DETROIT PUBLIC SCHOOLS COMMUNITY  
DISTRICT

2018-2020

## Board Leadership



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## Executive Summary

Student enrollment is the foundation of DPSCD, and every other public school District in the United States of America. In the state of Michigan, funding for public education is allocated to Districts based on the Fall Count and supplemental Spring Count of students enrolled and attending the school District. Additionally, federal and state grants that support specific populations of students (Title I, Title III, etc.) are also based on student enrollment. Enrollment drives funding, and funding supports all elements of District operation. Enrollment must be accurately captured, and efforts must be made to maintain or increase enrollment both at individual schools and across the District, otherwise all aspects of the organization may be negatively impacted.

From 2002-2016, Detroit Public Schools/Detroit Public Schools Community District underwent an enrollment decline of about 71.1%, compared to Detroit's population decline of about 27.1%. During this time there was simultaneously an increase in charter schools in the city of Detroit. Additionally, there was a great deal of instability within the District, including state management of the District for approximately 16 of the last 20 years, and an increase in distrust toward the District. These factors, combined with the "Schools of Choice" legislation which made crossing city borders for enrollment much easier, created an opportunistic situation for external Districts. Currently, approximately 32,000 students leave the city limits to attend school, with the largest numbers attending Oak Park, River Rouge, Clintondale and Ferndale Public Schools.

### Historical Enrollment Trends

Year	City of Detroit	DPS/DPSCD
2002	928,870	156,182
2010	711,195 Loss from 2002: 23.4%	77,594 Loss from 2002: 50.3%
2016	677,116 Loss from 2002: 27.1%	45,139 Loss from 2002: 71.1%

Chart 1. List historical trends for City of Detroit population and DPS/DPSCD Enrollment (2002-2016).

In January 2017 Detroit Public Schools Community District's elected board was sworn into office, and by May 2017 a permanent superintendent was appointed. For the first time in over a decade, the District had both an elected board and an appointed superintendent. By fall of 2017, the District saw its first enrollment increase in 15 years. While the increase was small, after years of consistent decline, this must be noted as a point of significance. In order to continue the increase in District enrollment, an aggressive, comprehensive, and visionary plan is required.

Examining the District's current strengths, weaknesses, opportunities, and threats (SWOT) is a necessary first step in any long-term planning process. Although there are multiple additional layers involved in this initial step, the SWOT analysis outlined below synthesizes the top five issues in each area identified as most critical to understanding the current state of the District and provide the basis for the elements of this Enrollment Plan.

Accomplishments To Date	Summer 2018	2018-2019
<ul style="list-style-type: none"> <li>• Every School Day Counts Campaign created to underscore the importance of attendance</li> <li>• New, layered approach to the Student Count, including DPSCD Heroes, incentives and collaboration with community cultural partners</li> <li>• Love to Learn campaign maximized the February 14<sup>th</sup> Count Day</li> <li>• Enrollment increase for first time in 15 years</li> <li>• Establishment of Pop Up Enrollment Centers for summer and spring</li> <li>• Launched Level Up feeder pattern Initiative, which included 8<sup>th</sup> grade high school visits, Level Up High School Expo, coordinated Open Houses.</li> <li>• Revised Examination High School Application and Appeals Process to online testing, including all 8<sup>th</sup> graders in testing, rubric for scoring (still in process).</li> <li>• Implemented support for targeted low-enrollment schools</li> </ul>	<ul style="list-style-type: none"> <li>• Expand full-service Pop-Up Enrollment Centers in more locations</li> <li>• Re-establish districtwide feeder patterns and reassess school boundaries</li> <li>• Development of school marketing and enrollment plans</li> <li>• Coordinated and comprehensive summer enrollment campaign that will target new students through community engagement (block clubs, churches, festivals, picnics and other events); advertising (radio, TV, bus advertising, billboards, movie theater advertising, geofencing, social media and print media.)</li> <li>• Intensive enrollment support for schools impacted by charter school openings and closures.</li> <li>• Earlier launch of Every School Day Counts campaign</li> <li>• Neighborhood canvassing</li> <li>• Selective facilities projects in targeted schools</li> <li>• Early Return Initiative for CTC's</li> <li>• Roll out new enrollment packets and pilot online enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Every School Day Counts Campaign and DPSCD Heroes incentive program to support perfect attendance, which impacts school funding.</li> <li>• Implement new Student Information System</li> <li>• Pilot select transportation routes and implement afterschool programming</li> <li>• Development of Career Academies</li> <li>• Revamped Examination High School testing for fall 2019 freshman class.</li> <li>• Establishment of Pop Up Enrollment Centers for summer and spring</li> <li>• Continue Level Up feeder pattern Initiative, which included 8<sup>th</sup> grade high school visits, Level Up High School Expo, coordinated Open Houses. Will launch initiative between November-February.</li> <li>• Research innovations and pilots for 19-20.</li> <li>• Focused Professional Development for school staff and leadership on marketing, community engagement, customer service, etc.</li> <li>• Implement enrollment process improvements</li> </ul>

Detroit Public Schools Community District Enrollment SWOT Analysis

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• DPSCD offers programming that other school Districts in Detroit do not offer, including CTC, magnet programs, examination programs, specialty programs such as aviation, dual language immersion, etc.</li> <li>• DPSCD has more than 100 schools, located throughout Detroit.</li> <li>• DPSCD enrolls any student regardless of background and special needs.</li> <li>• Good will: New start in terms of Board and Superintendent; Stakeholders rooting for Detroit’s comeback equals rooting for DPSCD’s comeback.</li> <li>• DPSCD’s larger scale, more resources and greater partnership potential offers a competitive edge, as well as value for partners.</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• DPSCD’s weak reputation surrounding academic achievement and test scores.</li> <li>• DPSCD has inconsistent customer service at both the school and District levels.</li> <li>• DPSCD’s staff shortages and difficulties with teacher and staff retention.</li> <li>• Community Outreach: many DPSCD schools are not at the center of their neighborhoods; poor communication with public and DPSCD families.</li> <li>• Condition of DPSCD buildings.</li> <li>• Limited capacity in current Student Information System.</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• DPSCD building relationships with community groups; community relationship building and new partnerships.</li> <li>• Redevelopment of downtown</li> <li>• Corporate interest in DPSCD talent development, coupled with DPSCD support for program development</li> <li>• Detroit is undergoing demographic changes where there are pockets of demographic growth (i.e., Eastside).</li> <li>• Redevelopment in Detroit neighborhoods offer an opportunity to focus on improving schools in these areas.</li> <li>• Budget surplus and better finances (ability to fix school properties or add to current properties).</li> <li>• New Programs are being offered in all schools (alternative ed., special ed., bilingual, etc.), with the potential for both offerings through joint community partnerships and to introduce programming to attract middle class families (before and after school care, etc.).</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• Competition: Other schools outside of the District and charter schools (some charter schools enjoy geographical monopolies with special programming and community outreach directed to select areas/neighborhoods).</li> <li>• Condition of neighborhoods (i.e., blight) as well as crime.</li> <li>• The District Itself: growing pains of falling into the same patterns and the need to shift existing patterns; DPSCD can be insular at times and often fails to look outside of itself, which requires a vigilant focus against close-mindedness.</li> <li>• DPSCD’s reputation.</li> <li>• Continued financial constraints (i.e., teacher shortage).</li> </ul>

Chart 2. SWOT Analysis for DPSCD Enrollment

The comprehensive Enrollment Plan outlined in this document depends on four fundamental levers to build on the strengths, address the weaknesses, capitalize on the opportunities, and neutralize the current threats to our health as a comprehensive, healthy organization around enrollment:

- Restoring Detroit’s public school system
- Recruitment
- Retention
- Reinforcing site-based capacity around enrollment

The Office of Enrollment currently consists of an Executive Director, two Enrollment Managers, Neighborhood Specialist, Enrollment Specialist and Parent Advocate.

## Focus Area 1: Restoring Detroit's Public School System

After multiple years of intervention by the state which included declining test scores, declining enrollment, deferred maintenance on buildings, and an increase in students attending school outside the District and city limits, it is time to focus on rebuilding Detroit Public Schools Community District. As the only citywide public school system, DPSCD is uniquely positioned for comprehensive reform that would place the District on the path to becoming the best educational choice for all families in the city of Detroit.

### SUB-FOCUS AREA 1: COMPREHENSIVE ANALYSIS OF CURRENT STATE OF DISTRICT

Detroit Public Schools Community District currently offers various types of educational opportunities that include specialty programming as well as specific alternative, application, examination, and community schools. Although the District portfolio includes these schools citywide, there are areas within the city where they are not in close proximity to student residences which is a relevant issue because many students do not have transportation. Over a 15-year span, 195 District schools--many of which were embedded in neighborhoods -- were closed. This created educational deserts in specific neighborhoods, where there is no longer a neighborhood school within reasonable walking distance. To address the issues of inequitable access, the primary strategies are to add programming at specific schools and increase access to schools in targeted geographical areas that currently demonstrate a void.

#### **Strategy: Additional Programming in Targeted Areas**

The areas in the city that do not have specialty programming, alternative, application, and examination schools in close proximity would receive additional programming through the proposed strategy. There is a disparity in the number and locations of specialty programs on the east side of the city, compared to the west side. Students who are interested in those types of programming are forced to travel long distances to take advantage of them.

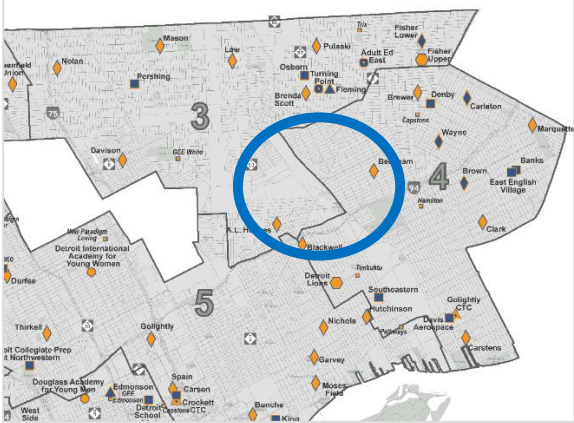
In order to successfully build equitable programming across the city, a determination needs to be made regarding the specific programming that will be offered throughout the District, and the intentional locations where that programming will be housed. The chart below lists some of the District schools that have specialty programs, including alternative, examination and application programs, along with the geographical location. The majority of the schools with specialty programming are located on the West and Southwest side of Detroit, leaving the east side, specifically the Northeast side of Detroit without access to those specialty programs and schools. Additionally, there needs to be consideration given to mirroring the specialty schools and programs, including alternative schools, on both sides of Woodward. For example, if there is an alternative school like West Side Academy for high school students on the West side, there should be a school with similar programming or career pathways for students on the east side as well. This will help students who live on the east side who are in need of an alternative school be able to go to school close to where they live instead of traveling to the west side.

School	Type	Grades	Location
Chrysler Elementary	Application	K-5 <sup>th</sup>	Downtown
Ben Carson High School	Application	9 <sup>th</sup> -12 <sup>th</sup>	Downtown
King High School	Examination	9 <sup>th</sup> -12 <sup>th</sup>	Downtown
Detroit Lions	Alternative	6 <sup>th</sup> -8 <sup>th</sup>	East
Marcus Garvey	Application/African-Centered	PK-8 <sup>th</sup>	East
Detroit International Academy for Young Women	Application/All Female	PK-12	East
Ludington Middle	Application	6 <sup>th</sup> -8 <sup>th</sup>	Northwest
Davis Aerospace High School	Application	9 <sup>th</sup> -12 <sup>th</sup>	Southeast
Southeastern High School	Examination	9 <sup>th</sup> -12 <sup>th</sup>	Southeast
Golightly CTC	Career Tech	10 <sup>th</sup> -12 <sup>th</sup>	Southeast
Clippert Academy	Application	K-8 <sup>th</sup>	Southwest
Westside Academy	Alternative	9 <sup>th</sup> -12 <sup>th</sup>	Southwest
Bates Academy	Application	K-12 <sup>th</sup>	West
Communication and Media Arts	Application	9 <sup>th</sup> -12 <sup>th</sup>	West
Renaissance High School	Examination	9 <sup>th</sup> -12 <sup>th</sup>	West
Breithaupt CTC	Career Tech	10 <sup>th</sup> -12 <sup>th</sup>	West
Randolph CTC	Career Tech	10 <sup>th</sup> -12 <sup>th</sup>	West
Paul Robeson/Malcolm X	Application/African-Centered	PK-8 <sup>th</sup>	West
Douglass Academy for Men	Application/All Male	6-12	West

Chart 3. List DPSCD schools along with the type of school, grade, and location.

**Strategy: Addressing the School Proximity Gap in Detroit’s Educational Deserts**

Educational deserts are areas in the city where there are a low number of schools. The proposed strategy would add school access to the areas where there are no schools in close proximity to student residences. During the time when DPSCD was forced to close schools, many of which were in neighborhoods, proximity gaps were created and many students were forced to travel longer distances to school. Priority areas of focus will be identified. As a first example, the map below shows an area circled in blue that demonstrates one of the educational deserts created by school closure. Prior to school closures, this area was serviced by Kettering High School, Crockett High School and others. Currently, this geographical area is without a continuous PK-12<sup>th</sup> pathway. If schools or school access could be created in this geographical area to address the need, DPSCD could better service every student in closer proximity to their home. Many of the students would not have to travel far to East English Village, Denby, Osborn, or Pershing. The second map shows another gap area lacking high schools and elementary/middle in close approximates to residential homes.



Map 1. Shows the east side of Detroit. The blue circle shows a span of area that does not show any schools in the area.





### Strategy: Reestablishing Feeder Patterns

District feeder patterns can be reestablished through the use of the following tactics:

- Conduct an extensive analysis on which schools either do not have a feeder school or that currently lack a clear feeder school.
- Organize schools into “feeder school cohorts.”  
Feeder school cohorts will meet throughout the year to discuss collaboration on joint school activities and visits for “advancing” students and their parents to promote strong feeder pathways.
- Develop feeder pattern school visits and informational events for students transitioning from middle school to high school.
- Expand the number of Districtwide activities and programming that encourage students and their families to choose to matriculate into feeder elementary, middle and high schools.

### Strategy: Reassessment of School Boundaries

Reassessment of the District’s school boundaries should proceed through the use of the following tactics:

- A comprehensive assessment of current matriculation patterns of students into schools at the neighborhood level and an analysis that takes into account the changing demographics of these neighborhoods.
- Examine each school’s individual boundaries, taking into account whether they encompass enough school age children within their borders to adequately fill the school’s physical capacity.
- A focus on schools that are experiencing substantial overcrowding as a priority for rightsizing of their boundaries’ borders unless there is a significant lack of schools within a one-mile radius of their location.
- Finally, there should be an examination of the feasibility of implementing flex attendance zones, or “flex zones,” in geographic areas of the District where there are high concentrations of potential students to balance class sizes across neighboring schools<sup>1</sup>

### Strategy: Defend and rebuild boundaries impacted by charter school changes

The growth of charter schools has greatly impacted DPSCD’s market share in Detroit. While DPSCD has largely stabilized, the charter sector continues to grow and contract significantly each year, creating an environment in which parents are constantly shopping. This occurs because they are checking out the newest openings or reeling from sudden closures, which forces them to look for new options. For example, in 2017 seven charter schools in the general area closed, impacting nearly 3,000 students. There was only one announced school closure for 2018, as of this writing, however, fall 2018 will see 3 new charter schools in close proximity to DPSCD buildings, with more schools planned for 2019 opening.

DPSCD must approach this on two fronts: Defending existing schools from market attrition when new schools open and aggressively recruiting students from schools that have been closed. This two-pronged approach can help us to strengthen our feeder patterns. Conversely, stronger feeder patterns can help insulate the District, and its families, from some of the volatility of the charter school marketplace.

## STUDENT RETENTION

### Non-Promoting Students

Returned to Same School

**68.2%**

Left School, Stayed in DPSCD

**12.7%**

Left DPSCD

**19.2%**

### Promoting Students

Promoted to DPSCD School

**69.0%**

Left DPSCD

**31.0%**

### Pre-K through 11<sup>th</sup> Grade

Non-returns from 2016-2017

**20.4%**

Retention is based on Count Day 2016 vs  
Count Day 2017 enrollments.

<sup>1</sup> <http://www.niskayunaschools.org/register-a-student/flex-zones>

The district must address the following issues aggressively in order to successfully defend against incoming charter schools: Deferred building maintenance, lack of before- and after-care programs for working parents and negative public perception of DPSCD schools. Existing schools must be aggressively marketed in areas where new buildings are coming online, while grassroots community outreach must be engaged to address communities affected by closure.

### SUB-FOCUS AREA 3: INNOVATION

Definition of 'Innovation'

1. the introduction of something new
2. a new idea, method, or device

One of the main focus areas for Detroit Public Schools Community District moving forward must be around innovation, literally implementing new ideas, methods, or devices that will positively impact enrollment. There are multiple gaps in what is currently offered, which will need to be explored through a series of gap analyses. Having a mindset around innovation and problem solving will be essential to move the District forward in these areas. The following are the primary strategies that will be pursued in the area of innovation: new schools, new programs, and new solutions.



#### **Strategy: Launching New Schools**

For clarity, launching new schools does not necessarily mean building new structures, however, at some point, the facilities disparity needs to be addressed. As we develop new schools, a great deal of analysis will be done in order to respond to either a specific need from the community, or to capitalize on multiple parallel goals that have yet to be layered in a way that is most beneficial to students. Creating a new school is different than creating a program at a school in that an entire school is being rebuilt, rebranded, and set on a different course based on the newly established mission. As new schools are being explored, planned, and launched, it will be essential to give full attention to all levels of the planning process with a dedicated project manager who is monitoring issues of sustainability, fidelity, maximization of resources and partnerships, and market share research. Partners will be essential in this work, however, the District must drive the mission and vision of this work.

#### **Strategy: Piloting New Programs**



As schools refine their mission and individual identity, it will be necessary for schools to launch new programs to remain relevant. Any new program must be supported by research, funding, and a connection to the larger District strategic plan. There must be a process that is followed to ensure a connection to the larger vision of the District, school level buy in, and community support. Additionally, partnerships must be leveraged in ways that allow the District to accomplish the established goals of the new programs. Schools will need support in discerning which new programs to pursue relative to the overall mission and identify of the school. Finally, new programs must have a sustainability plan, or they risk becoming a District liability.

### Strategy: Discovering New Solutions

One of the most efficient ways for the District to address enrollment issues is around developing creative solutions that solve problems that impact enrollment. While new schools and new programs are both part of this approach, solutions can be found in multiple other areas that impact enrollment, primarily transportation, using resources we have in a more impactful way, and developing a more comprehensive approach to problem solving as opposed to one-off thinking that only addresses an issue in a very small way, and sometimes in isolation of other issues.

### SUB-FOCUS AREA 4: INCREASING FTE

As the District rebuilds its student population and increases available funds to support instruction, it is clear that initiatives around adequately counting our students and recruiting Detroit students leaving the city is paramount to the continued success of the District.

Currently, the District is not capturing the full FTEs as compared to the number of students showed enrolled. This is due, in part, to the District's high rate of Chronic Absenteeism, which is defined as missing 10 percent or more instructional days in a school year. Nearly 57 percent of DPSCD students for the 17-18 school year are considered chronically absent, which impacts funding. This disparity in accounting is evident by the following data that shows actual FTE vs. enrollment numbers. This school year (2017/18) we captured 50,091.05 FTEs while the District showed an enrollment number of 53,577 for the fall count. Winter count captured 50,082.70 FTEs with an enrollment count of 54,379. During the 2016/17 school year, 45,114.17 FTEs with an enrollment of 49,255 was reported in the fall and 44,855.41 FTEs with enrollment of 50,224 was captured in the winter count. In addition, the District has lost students to several surrounding Districts, resulting in additional revenue loss. For example, during the 2016-2017 school year, Oak Park enrolled 2,598 Detroit students, while Berkley and River Rouge enrolled 1,000 and 840 respectively. Although these suburban Districts captured the highest number of Detroit students, several other Districts like Clintondale, Ferndale, Hazel Park, Redford, Dearborn Heights and Hamtramck also enrolled a significant number of Detroit students. Thus, in order to retain Detroit students and capture funding for all students it is proposed that the following "Count Day Window" and "Targeted Recruitment" initiatives be implemented.

### Strategy: Count Day / Window

This initiative will include institutionalizing the following "Count Day Window" strategies: "Every School Day Counts" and "DPSCD Heroes." By making both of these initiatives permanent and predictable, they will become part of the District's culture around improved attendance, which obviously impacts FTE and enrollment.

- **Every School Day Counts:**



This campaign, launched in fall 2017, will continue to focus on improving attendance at all grade levels through dissemination of information encouraging improved attendance. Initiatives will include commercials, public service announcements, radio, print, social media, robocall messaging, mailed letters and other platforms of communication. Different tactics will be deployed at different stages throughout the year to ensure there is a constant flow of information reaching parents and students. In addition, partnering with other departments/organizations to disperse information and build support for the "Every School Day Count" campaign will be a priority.

- **DPSCD Heroes:** This campaign, launched in 2017, encourages improved attendance through recognition and acknowledgement. Throughout the year, students will be recognized and invited to special DPSCD Heroes events and/or receive small rewards based on attendance performance. Different acknowledgements and incentives will be deployed at different stages throughout the year to maintain student's excitement and to continue to build momentum behind achieving improved attendance.

**Strategy: Targeted Recruitment of Non-DPSCD Detroit Residents**

This initiative will focus on the following strategies: Non-DPSCD Targeted Recruitment & Marketing, Bus Transportation, Before/After School Care, and Curb Appeal/Small Facility Improvements.

- **Identify Focus of Recruitment of Non-DPSCD Detroit Residents:** Based on analysis from previous years, the primary external Districts that have a large student enrollment of Detroit students include Oak Park, Berkley, River Rouge, Clintondale, and Ferndale. Additionally, there are charter schools within Detroit that are also enrolling many students who traditionally would be DPSCD students. The Office of Enrollment will make a recommendation around the most strategic approach in terms of prioritizing this recruitment campaign.
- **Non-DPSCD Targeted Recruitment & Marketing:** This initiative will target non-DPSCD students who live in the city but attend Districts outside Detroit.
  - Targeted Direct-Mail will be used to reach non-DPSCD students.
  - Targeted Geo-Fencing technology will be used to target and market to areas surrounding schools which data indicates loss of student population within certain zip codes as compared through DPSCD enrollment, external enrollment numbers and population data. Special attention will be given to ZIP codes located close to neighboring suburban open enrollment Districts.
  - Billboards will be deployed strategically in key areas along within the city and along city boundary lines to recruit students who live near outside Districts (i.e. 8 Mile, Telegraph, etc.).
  - Bus advertisement will be placed on bus lines to recruit students.
  - Additional marketing efforts will include commercials, radio, print, social media and other platforms.
- **Bus Transportation:** Revisiting current DPSCD transportation guidelines, as well as exploring bus loops and lines that would connect students to schools of choice across the District.
- **Before/After School Care (Pilot):** This initiative will target parents who rely on before and after school care as a requirement in their school choice. As before and after school care has become a necessity for many parents, and is a competitive edge that some non-DPSCD schools offer, expanding access to this service will benefit recruitment of students.
- **Curb Appeal / Small Facility Improvements Focus:** Although this is recommended to be a priority across the District, there will be a focus on schools in neighborhoods that are seeing an influx of young families as well as those in close proximity to suburban Districts. Through this initiative, school buildings will receive small make-overs, improving curb appeal and increasing the visual appeal of the interior. Depending on needs, schools will receive updates such as signage (exterior and interior), landscaping (flowers, mulch, tree/bushes trimming, etc.), fence/window repairs, and interior updates such as painting and carpeting.

There is a need to extend this initiative to other schools as curb appeal and interior appearance, particularly front offices and bathrooms, can be a major barrier to enrollment. Many parents, regardless of the school's academic standing, will choose not to enroll their child in a school they view as neglected and visually not up to par. Currently, we are competing with many

charter/suburban schools which are exceeding parents’ standards for appearances and environment. To give our students what they deserve, and provide schools with a better opportunity to compete, we must meet this challenge and create a school environment that is warm and visually inviting to parents and students.

- **Parental Involvement**

Parents and guardians are critical to our enrollment efforts, as they are the best ambassadors and greatest advocates for individual schools, programs, teachers and principals. Parents and guardians know a school from the perspective of primary caregiver, and can share information with other families in a way that the institution and central office cannot. As part of our Enrollment Plan, we will engage with our Office of Family and Community Engagement in order to equip our families with training as ambassadors who can effectively promote their child’s school, as well as provide avenues for families to share their stories about their specific schools.

We will work through the Parent Teacher Association (PTA) and the School Advisory Council (SAC) to provide professional development for parents and guardians. This training will include specific strategies for sharing the highlights of their school, how to engage other parents in the neighborhood, how to advocate for the school in public spaces and social media, and how to handle complaints about a school in a way that leads to solutions. Parents will also additional training so they may play a more impactful role at the school and provide enrollment support to the principal and teachers.

**FOCUS AREA 1: RESTORING DETROIT’S PUBLIC SCHOOL SYSTEM MILESTONES**

Sub-Focus Area	Strategy Name	Milestone	Timeline
Sub-Focus Area #1	Adding Schools to Gap Areas	Create a school with special programming, application, or career center to gap areas	Fall 19-20
Sub-Focus Area #2	Re-establishing Feeder Patterns	Assessment of students transitioning from middle school to high school over SY17-18	Fall 18-19
		Analysis of current feeder patterns at all elementary, middle and high schools	
		Assess whether feeder school cohorts are collaborating	
		Launch new feeder pattern matriculation events that will be implemented in the second semester	Winter 18-19
		Full assessment of current strategy will take place	Fall 19-20
		Re-assessment of School Boundaries	Winter SY 2018-19: The audit and assessment of all school boundaries
		Complete School boundary reform plan	Spring 18-19
		Assessment of the implementation school boundaries redrawing plan	Fall 19-20
Sub-Focus Area #3	All	Conduct gap analysis; Develop proposal process around new schools, new programs, and new solutions	Summer 18
		Launch proposal process	Fall 18
		Select schools, programs, solutions that will advance for planning and implementation; identify permanent owners	Winter 19
		Provide project management support to ensure successful launch; transition to permanent owners.	Spring 19
Sub-Focus Area #4	Count Day / Window Initiatives	Launch “Every School Day Counts” Initiative	Fall - Recurring
		Launch “DPSCD Heroes” Initiative	
	Targeted Recruitment of Detroit Students	Non-DPSCD Targeted Recruitment & Marketing	Ongoing
		Bus Transportation (Pilot Bus Loop) Before/After School Care (Pilot)	Fall 18

	Leaving the City for Other Districts	Curb Appeal / Small Facility Improvements Focus	Summer 18
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**FOCUS AREA 1: STRATEGIC PLAN TARGETS**

RESPONSIBLE STEWARDSHIP: Strategies 4 and 5

Essential Metrics	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
Districtwide enrollment.	Fall count reports	46,304	45,139	44,949	(NA)	(TBD)
The percentage of schools increasing enrollment each year.	Fall count reports	35.3%	32%	35%	(NA)	(TBD)
The percentage of filled seats in our schools each year.	Fall count reports/Capacity	52.3%	54.4%	56.8%	(NA)	(TBD)

Transformative Culture: Strategy 5

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
The percentage of families who would recommend the District to a friend or family member.	Parent Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>
The percentage of visitors to schools or offices who report a positive and professional customer service experience	Visitor Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>

## Focus Area 2: Recruitment

### SUB-FOCUS AREA 1: SCHOOLS AND PROGRAMS PK-12 - CAREER ACADEMIES

Most DPSCD high schools are structured in a traditional, comprehensive manner, wherein all students are taking the same courses in order to graduate. A growing trend in industry and education is the establishment of career academies, which allow students to pursue their interests both through coursework and work-based learning experiences, prior to graduation. Additionally, with a course study focused on student interest, students are more likely to enroll and attend school on a regular basis. Finally, the opportunity for post-secondary success increases as students can either transition directly into work, college, or certification programs.

Career Academies in the District need to be thoughtfully developed through a process of landscape analysis of current offerings, identifying opportunities for growth and expansion to ensure equity Districtwide, securing work-based learning opportunities, industry certification opportunities, and post-secondary articulation agreements. While this work will be primarily focused on high schools, another component will need to be developed at the middle school level, which will provide clear feeder patterns for students to pursue their interests and remain in the District through high school graduation.



#### **Strategy: Develop Districtwide Plan for Career Academies**

DPSCD currently has multiple career pathways in various states of implementation, with arguably only one fully realized career academy. Due to inconsistent leadership, and multiple external partners directing work in the District, there is disparity in location, development and fidelity. In the spring of 2018, an intensive analysis revealed these gaps. One of the primary findings of the review was that the work is disparate and unorganized, with little accountability. One of the key recommendations from this analysis was that this work must be owned by the District, and will require a specific focus coordinated under one office. Moving forward, the District will create the vision, and require all other parties to support the vision of the District around which academies are built, and where they are housed in the District. The placement of academies must be intentional, and connected to other work at the school and in the community, as well as with post-secondary partners and elementary feeder patterns.



#### **Strategy: Support Schools**

As the Career Academies are being built, support and structure must be provided from Central Office in order to ensure success and sustainability. Not only will the Districtwide plan provide the guidance for placement, but there must also be coordination and professional development provided for leaders, teachers, and families at the schools. Course sequence, work-based learning experiences, and relevant projects all need to be part of the development. External partners can play an important role in this work, however, the District must direct and monitor, while building internal capacity at the school level.



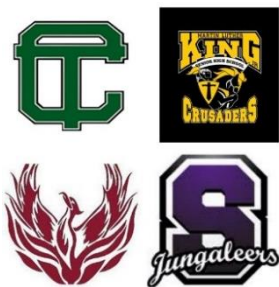
### **Strategy: Provide Work-Based Learning Experiences**

Each Career Academy must include internship opportunities during the school year and summer work opportunities for students around the career pathways offered at the school. Relationships with employers will be critical to this component. The experiences should also be aligned to the course sequence, so that the internships mirror the work being done in the classroom. For example, all 9th graders at a school may cycle through an internship related to more basic elements of the Career Academy, whereas, by the time a student is a senior in the Career Academy, they would engage with a more intense long-term internship opportunity that also provides connections to strengthen their college or employment applications, and increase their network in the professional world related to their areas of interest and study.

### **Strategy: Establish Post-Secondary Connections**

Ensuring that students are college and career ready is a guarantee that the District will need to continue to strive for in order to increase and maintain enrollment. One of the pieces of evidence to support this claim is found when students either graduate from high school with credentials or a degree, or persist in college once they enroll full-time. Creating more opportunities for students to have post-secondary experiences, such as dual enrollment and/or Early and Middle College while they are still in high school is essential for shifting the narrative around DPSCD. Every Career Academy should have both accelerated and technical opportunities for students. Working toward that goal will create multiple pathways for success after high school, aligned to the areas of study found in the Career Academy. Local universities, colleges, and technical training institutions will be essential partners in this work.

## **SUB-FOCUS AREA 2: SCHOOLS AND PROGRAMS PK-12 – EXAMINATION AND APPLICATION SCHOOLS**



The Examination and Application School process has been inconsistent and lacking fidelity. We currently have four (4) Examination High Schools and twenty-six (26) Application Schools. Each school has traditionally had their own application and other materials required of parents. This creates a lack of consistency, and can be confusing for families. There has also been inconsistency around student admission and dismissal from these schools. Additionally, because some communication was sent directly from schools to families, and was not coordinated with the Office of Enrollment, families received both a placement letter and a rejection letter. Finally, because of the lack of coordination around admission and dismissal, support for families to find other school options has been challenging. As an additional point relevant to the Examination High Schools, in the past, only certain students were encouraged to submit an application and take the examination. As a matter of equity and access, this also needs to be addressed.

Revisions to the Examination High School application and appeals process began during the 2017-2018 school year, and will continue through 2018-2019, with adjustments through a feedback cycle. The distinction of Application School will be redefined during the 2018-2019 school year, and the new process will be implemented for the 2019-2020 school year.

### **Examination High School Application Process**

Beginning in the fall of 2017, the District transitioned to an online examination, consistent with the other District assessments. Accommodations were made for students with Individualized Education Plans (IEP). The application itself was also made available online, where students could upload their required

documents, and all files were stored using our Qualtrics system. Because this was a new procedure, the District still accepted paper submissions, and those were all scanned and saved as electronic files. The District also shifted to Saturday test dates for out of District students so that they would not need to miss a school day to complete the examination to attend DPSCD in the fall. Another major change was that every 8<sup>th</sup> grader was scheduled to take the placement examination during the school day at their home school location. In the past, only students who completed their application and submitted it, were scheduled for a test. In many cases, students were invited to complete the application, and the opportunity was not reinforced as a viable option for all students. Moving forward, it is our intent that every 8<sup>th</sup> grader have the opportunity to take the examination. Not only will this give the District data to share with our high schools on their incoming 9<sup>th</sup> graders, but also assists in identifying students who may not have considered attending one of the Examination High Schools.

Every application was reviewed by two (2) independent panelists, who were trained on rubrics for each of the components of the application. Panelists were required to complete a Conflict of Interest statement for each student as well as a Confidentiality agreement. The two (2) independent scores were averaged and then the scores were ranked to determine assignment.

For fall of 2018, the above changes will remain, however, the timeline on announcement of the timeline for the Examination High School application period, test dates, and initial notice will all be moved to earlier in the fall/winter.

**Strategy: Revise Examination High School Appeals Process**

In the past, the appeals process was held at the individual high schools, and admission/enrollment happened onsite, with little to no oversight from Central Office, and sometimes no communication with the Office of Enrollment, which caused conflicting school assignment letters to be sent to the same household. Not only does this communicate a lack of coordination at the District level, but it can be very upsetting to a student who believes they were accepted into an Examination High School, and then they receive an assignment letter to their neighborhood school. The appeals process has been updated to be conducted through an online Qualtrics survey, which allows students to upload the required documents. Those packets will be provided to the Examination High Schools to review using provided rubrics. If in-person interviews are required, a Central Office staff member will participate on the panel. There will be an appeal score for every student who requested an appeal.

**Strategy: Revise Application Schools Process**

During the 2018-2019 school year, the District will redefine what it means to be an Application School, and will make a determination regarding what schools will be receive application or magnet status. This analysis will be based on best practices nationally, ensuring that schools can deliver what they are marketing, with equity across the District.



### SUB-FOCUS AREA 3: SCHOOLS AND PROGRAMS PK-12 - CAREER AND TECHNICAL EDUCATION



Detroit Public Schools Community District provides unparalleled Career and Technical Education (CTE) opportunities for its high school students. CTE students can receive industry valued certifications and state licensing for rewarding, in-demand careers while still in high school. Some consider this a “best kept secret,” one that students and families are not aware of and therefore cannot participate in. Students who have expressed interest in the programs may have difficulty accessing them due to systemic issues. To remedy this situation and increase awareness the following strategies are recommended: 1) Address systemic issues through the Early Return Initiative 2) Raise awareness among key target audiences regarding the program.

#### **Strategy: Address Systemic Issues Through the Early Return Initiative**

Each year many more students express interest in enrolling in Career Technical Education (CTE) than the number who ultimately enroll in the programs. Counselors are responsible for scheduling students for CTE, however, they often do not have adequate time to do so when they return to school for the new semester. In addition, counsellors may not be properly trained in how to input CTE information into the Master Schedules correctly. Bringing the counselors back early and providing adequate training, would alleviate the issue and allow ample time for students who are interested in CTE to be enrolled. The objectives would be as follows:

- Counselors would return one week early 8/20/2018 – 8/24/2018.
- Input Course Requests into HS Master Schedule, with focus on CTC course requests
- Schedule students into CTC Courses on CTC Master Schedule by CTC staff counselors
- Strategy will be monitored for impact. If successful, repeat in 2019-2020.

#### **Strategy: “Path For That” Awareness Campaign**

The campaign would include substantial advertising designed to create a buzz and provide the community with information. This advertising would carry the "Path for That" theme and feature student talent and voices sharing the opportunities available through CTE. This advertising is aimed both at DPSCD families and those families we wish to attract to the District. Key messaging would include the use of the following taglines:



#### **Sample Taglines/Slogans**

- What does your child want to be? *We’ve got a path for that!*
- Does your child want a great future when they graduate...*we’ve got a path for that!*
- Looking for a rewarding career? *We’ve got a path for that!*

The campaign would also include the following tactics: creating a CTE Spokespersons Bureau comprised of CTE ambassadors from the CTC centers (ambassadors visit schools and events to inform and educate), expanding CTE Traveling Road shows to include middle schools, hosting CTE open houses targeting middle schools, continuing and enhancing the Level Up 8th grade transition strategy, networking with local businesses, government agencies and

institutions to promote the program, and installing bold colorful CTE signage in schools. In addition, the District will explore sending electronic CTE newsletters directly to parents so that they are fully aware and excited about this opportunity.

#### SUB-FOCUS AREA 4: SCHOOL MARKETING PLANS

While DPSCD's enrollment strategies rely to some extent on data for direction, there is a great need to conduct additional research to clearly define the marketing focus. Without this deep dive, the District runs the risks of operating in the dark, addressing issues that the public is not concerned with, or in other cases, failing to address, correct or highlight those issues that do concern them. For example: research<sup>2</sup> reveals even though parents say they value schools with higher test scores, low-income parents are more inclined to show strong preferences for schools close by, with extended hours, sports, music and other extracurricular activities. This research is confirmed by another study<sup>3</sup> that discovered that even when parents stated academic quality as the reason for selecting a particular school, there was little evidence of this in actual switching patterns. Compare this to a 2013 national survey<sup>4</sup> that postulates nearly all parents want their children to have a strong foundation in core subjects, and STEM combined with critical thinking, good study habits and strong written and verbal skills. With research-based marketing plans, DPSCD schools can affectively target their audiences. Additionally, greater effort must be placed on assisting principals in marketing the existing points of pride that research tells us are attractive to families. These objectives can be accomplished by implementing the following strategies: 1) Conduct research to determine the current perception of non-DPSCD families, identify barriers and catalysts to enrollment. 2) Assist principals in developing research-based marketing plans.

##### **Strategy: Conduct Research**

The District will conduct primary and secondary research to discover those factors unique to the Detroit demographic that both prevent and encourage enrollment in DPSCD. Studies generally point to the items mentioned above – proximity, extended hours, extracurricular activities, and strong core subjects – but experience shows there are often other mitigating factors that are not easily revealed. Research will help ferret out these nuances specific to DPSCD so that they can be identified and addressed. This gives us a solid target for our efforts so that we do not waste time or money focusing campaigns on the wrong areas and allows us to set measurable objectives. Through this process, we will refine our understanding of the factors that parents have previously identified as strong selling points and identify new positives for the District under the current administration.

##### **Strategy: Assist Principals with Research-Based Marketing Plans**

With the foundation of research beneath us, we can begin the work of developing marketing plans to promote our individual schools. Marketing plans will be developed in collaboration with the school administration through a series of professional development (PD) training sessions. PD sessions will assist school personnel with taking ownership of marketing their schools by providing them with the tools

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<sup>2</sup>Education Research Alliance for New Orleans. *What Schools Do Families Want and Why?* June 26, 2017. <http://educationresearchalliancena.org/news/new-policy-brief-released-how-has-the-louisiana-scholarship-program-affected-students-a-comprehensive-summary-of-effects-after-three-years>

<sup>3</sup>Marc Stein, Ellen Goldring, and Xiu Cravens. August 2010. *Choosing Indianapolis Charter Schools: Espoused Versus Revealed Academic Preferences*. Vanderbilt Peabody College, Brief. [http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief\\_stein\\_goldring\\_cravens.pdf](http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stein_goldring_cravens.pdf)

<sup>4</sup>Thomas B. Fordham Institute. August 26, 2013. *What Parents Want: Education Preferences and Trade-offs*. <https://edexcellence.net/publications/what-parents-want.html>

needed to do the job. Sessions will cover subjects such as “How to write a marketing plan,” “What is news?” “How to promote your school on limited budget,” and other core areas. The District will ensure that each school has a plan that will highlight its greatest features in order to raise positive awareness of the school in its community. In addition, the District will provide advertising support in terms of the following:

- Kicker Cards
- Journey to Success High School Guide
- Level Up Initiative
- Billboards, broadcast, print, and social media ads for specific initiatives
- Coordination of school bus tours

#### SUB-FOCUS AREA 5: POP-UP ENROLLMENT CENTERS



For many years, the District’s summer student recruitment has consisted of keeping a high profile at events large and small across the city, from block club parties to large community events such as concerts, festivals and enrollment fairs. These events, staffed by a combination of staff and volunteers, allowed parents to fill out enrollment forms and submit them.

For parents who needed more intensive support to complete enrollment paperwork, or those whose assignment to a school is based on their child’s Individualized Education Plan, there were almost no options. In the weeks between the end of summer school and the beginning of the school year, District buildings have been closed and school staff have been on vacation.

To address this problem and become more accessible to parents, DPSCD has piloted the use of Pop Up Enrollment Centers, which are regional centers where parents can enroll their children in boundary schools and speak to District representatives. Based on the initial results, we believe this is a strategy that will continue to provide the level of service parents expect, and to reduce parents’ need to continue to search for alternate (non-DPSCD) options for their children.

#### **Strategy: Summer Pop-Up Enrollment Center Pilot Program**

To increase enrollment, DPSCD must become more accessible. Parents must be able to enroll their children at times and in locations that are convenient to them. The Office of Enrollment piloted the concept of Pop Up Enrollment Centers in from August 1-18, 2017. Three sites were staffed Monday through Friday from 10 a.m. to 5 p.m. with personnel who helped parents complete the enrollment process for all boundary schools (i.e., not application or examination schools). The centers were open in the period when schools are closed, between the end of summer school and the time when clerical staff returned to the school buildings for the new school year.

#### **Strategy: Spring Break Pop-Up Enrollment Center**

Enrollment piloted a Spring Break Pop Up Enrollment Center at the Detroit Children’s Museum during the week of April 2-6, 2018, in an effort to offer fall enrollment to parents during the break. In an effort to be more full-service, the Spring Break Pop Up included language interpretation services, Special Education Placement, on-site immunization and other services. With minimal advertising, the Pop Up Enrollment Centers enrolled nearly 330 K-12 students, with additional enrollment in Pre-Kindergarten, and referrals

for application schools and the Montessori program. The success of the summer and spring enrollment centers demonstrate that there is a demand for increased accessibility. We will continue to expand access to enrollment opportunities by adding more locations.

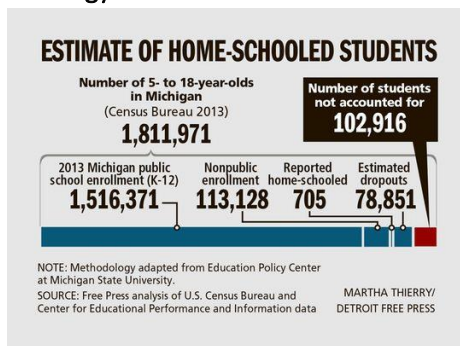
### Recurring Pop-Up Center Implementation

DPSCD will continue to expand the use of Pop-Up Enrollment Centers, in an effort to increase access. We will also seek community partners, so parents do not necessarily need to leave their neighborhoods to complete enrollment in their local school.

## SUB-FOCUS AREA 6: HOME SCHOOL FAMILIES & VIRTUAL COURSES/SCHOOL

Over the past several years, there seems to be an increase in families choosing to home school in the city of Detroit and surrounding areas, as well families who are looking for alternative options for schooling due to individual needs of students. Determining how the District can provide educational options for students who live in the city could potentially be an area of recruitment.

### Strategy: Research Home School Market and DPSCD Opportunities



Michigan does not require home schooling families to report, therefore, it is difficult to track the exact number of homeschool students. According to an analysis done in 2013-2014, there were over 100,000 home schooled students in the state of Michigan, but there are no definitive statistics available. There are also over 70 groups currently listed on the site [homeschoolingindetroit.com](http://homeschoolingindetroit.com). The Office of Enrollment will conduct research with both home school groups, and investigate the legal details regarding how/if DPSCD can provide services to home school students for FTE.

Source: <https://www.freep.com/story/opinion/contributors/raw-data/2015/06/12/home-school/71163324/>

### Strategy: Explore Virtual Courses/School Option

There are some students for whom the traditional school experience is not ideal for various reasons. In an effort to assist students in graduating and provide alternatives that will reach more students, DPSCD will explore the possibilities of opening a virtual school. This model could be completely online, or could also include a space where students enrolled in the virtual school report to on a regular basis, which could provide instructional support, wrap around services, and potentially enrichment activity access as part of the educational course sequence.

## FOCUS AREA 2: RECRUITMENT MILESTONES

Sub-Focus Area	Strategy Name	Milestone	Timeline
Sub-Focus Area #1	Develop Districtwide Plan for Career Academies	Recommendations regarding Career Academies Districtwide; begin working with schools to plan and build	Summer 17-18; Continue through 2020
	Establish Post-Secondary connections	Establish at least 1 post-secondary connection at every school connected to their Career Academy	Fall 18-19; Continue through 2020
	Provide Work-Based Learning Experiences	Work with schools to establish internships/work-based learning opportunities aligned with Career Academy	

	Support Schools	Provide professional development support around building Career Academy (course sequence, staffing, community partnerships, etc.) Market Career Academies that are ready to launch	Spring 18-19
Sub-Focus Area #2	Examination and Application Schools	Revise Examination High School Process	Summer 2018
		Review and Revise Application Schools definition and process	2018-2019
Sub-Focus Area #3	Address Systemic Issues Through the Early Return Initiative	CTC Counselors arrive a week early (8/20-8/24)	Summer 18
		CTC Awareness Campaign	Benchmarking research on awareness level
	Marketing plan developed in phases and implemented in phases to specific target audiences		
	Adverting component launched		
Follow up research	Summer 19		
Sub-Focus Area #4	All	District-wide research completed, non-DPSCD residents with +5/-5% accuracy	Fall 18-19
		Research Analyzed, identify 3-5 negative, and 3-5 positive factors affecting enrollment	
		PD sessions conducted	
		Research shared with school administrators	Winter 18-19
		Marketing plans developed	
Sub-Focus Area #5	Recurring Pop Up Enrollment Center Implementation	Launch at least 5 school-based Pop Up Enrollment Centers with embedded Special Education Placement services at every center	Summer 2018
	Pop Up Enrollment Centers	Investigate launching Pop Up Enrollment Centers with community partners	Fall 2018
	Pop Up Enrollment Centers	Open Spring Break Pop Up Enrollment Centers with community partners	Spring 2019
	Pop Up Enrollment Centers	Open at least 7 school- and community-based Enrollment Centers.	Summer 2019
Sub-Focus Area #6	Home School Families & Virtual Courses/School	Conduct research	Summer 2018
		Make Recommendations	Fall 2018
		Implementation (if approved)	Spring 2019/Fall 2019-2020

## FOCUS AREA 2: STRATEGIC PLAN TARGETS

### RESPONSIBLE STEWARDSHIP: Strategies 4 and 5

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
Districtwide enrollment.	Fall count reports	46,304	45,139	44,949	(NA)	(TBD)
The percentage of schools increasing	Fall count reports	35.3%	32%	35%	(NA)	(TBD)

enrollment each year.						
The percentage of filled seats in our schools each year.	Fall count reports/Capacity	52.3%	54.4%	56.8%	(NA)	(TBD)

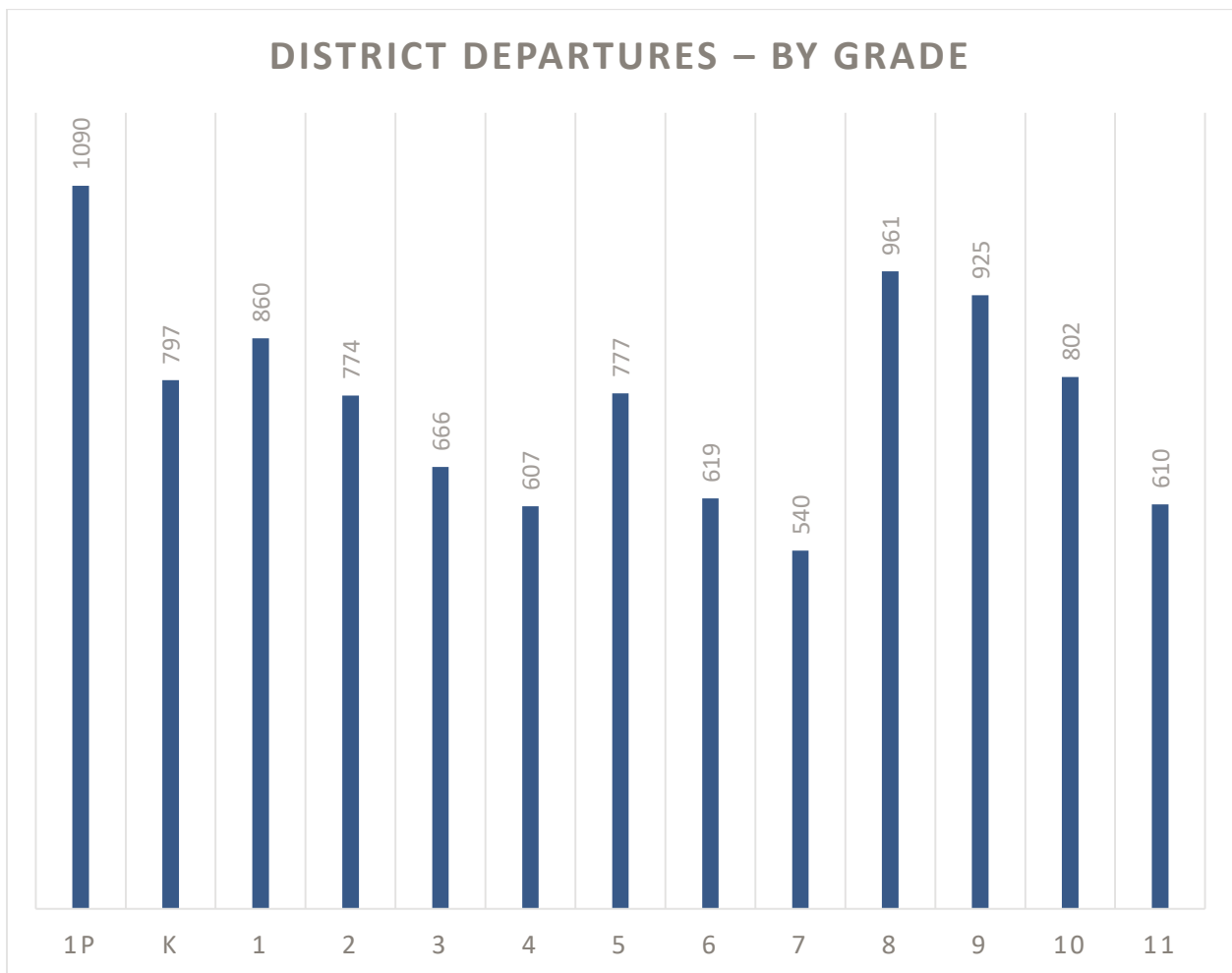
TRANSFORMATIVE CULTURE: Strategies 1 and 6

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
The percentage of families who would recommend the District to a friend or family member.	Parent Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>
The percentage of visitors to schools or offices who report a positive and professional customer service experience.	Visitor Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>



### Focus Area 3: Retention

Despite nominal growth in enrollment in the 2017-18 school year, DPSCD's enrollment remains unstable in large part because of the level of student churn that occurs annually. The District loses close to 20 percent of non-promoting students annually, while the rate rises to 31 percent at grades when students would naturally be promoted to another school. Truly stable enrollment will only come when parents know their path through the District, from Pre-K through high school graduation, and do not feel the need to shop around for options at every opportunity.



Students who attended DPSCD during the 2016-17 school year and did not return for the 2017-18 school year.

## SUB-FOCUS AREA 1: ENSURING TRANSITION SCHOOL GRADE RETENTION



There are natural attrition points within a student’s PK-12 matriculation within DPSCD. These are primarily the transitions between grade curriculums. The key points of transition are: Pre-K—K (pre-kindergarten to kindergarten); 5/6—8 (elementary to middle school); 8—9 (middle school to high school). Retaining students through these critical transitions requires renewed focused and intentionality on behalf of the District. Many factors have been observed by Office of Enrollment staff that contribute to this attrition, such as current parents and students having a perception that there is a lack of educational options in a geographic area to their wanting to try other educational options offered by non-DPSCD competitors.

### **Strategy: Transition Programming to Ensure Durable Feeder Patterns**

Transition programming to ensure strong feeder patterns will utilize the following tactics:

- Level Up! Campaign (piloted Winter/Spring 2018): This campaign focused on students transitioning from middle school to high school. It includes the following elements:
  - Districtwide bus tours exposed DPSCD and charter school eighth graders to their neighborhood feeder high school and a career technical center or application high school. It was a day of programming that highlighted the best elements of their high schools- including tours of each campus - with the goal of making eighth graders excited about attending their feeder high school.
  - A Districtwide high school expo held at Martin Luther King, Jr. Senior High School in April 2018. All high schools, career technical centers, exceptional education high schools and adult education programs participated, passed out information on their school and programming and collected sign-in information from parents and students so that they could follow-up with them directly. Additionally, various community partners presented workshops on college access, college financing, youth employment and DPSCD’s examination high schools.
  - Created “Decoding High School” video, which reminds eighth grade students about the many advantages to attending a DPSCD high school, while giving them tools for successfully navigating high school. Principals were encouraged to design an experience for 8<sup>th</sup> graders, inclusive of their families, to discuss high school options and how to prepare for high school success.
  - High School Open House dates (post Level Up Expo, and prior to the end of the school year), which allow the families of students to visit the school site.
  - Freshman Experience Days at high schools where incoming freshman can spend the day at the high school.
- The Level Up initiative for 2018-2020 will continue to include the 8<sup>th</sup> grade to high school transition activities and expand to include the other key transition points (PK-K, elementary to middle and HS to college/career).



Proposed feeder pattern transitions

<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Academy of the Americas	Academy of the Americas	Academy of the Americas
Durfee Elementary/Middle School	Durfee Elementary/Middle School	Central Collegiate High School
Ann Arbor Trail Magnet School	Ann Arbor Trail Magnet School	Cody Academies
Burns Elementary/Middle School	Burns Elementary/Middle School	Cody Academies
Carver Elementary/Middle School	Carver Elementary/Middle School	Cody Academies
Dixon Elementary/Middle School	Dixon Elementary/Middle School	Cody Academies
Dossin Elementary/Middle School	Dossin Elementary/Middle School	Cody Academies
Edison Elementary School	Burns Elementary/Middle School	Cody Academies
Gardner Elementary School	Henderson/Jemison Academy	Cody Academies
Gompers Elementary/Middle School	Gompers Elementary/Middle School	Cody Academies
Henderson/Jemison Academy	Henderson/Jemison Academy	Cody Academies
Mackenzie Elementary/Middle School	Mackenzie Elementary/Middle School	Cody Academies
Mann Elementary Middle	Dixon Elementary/Middle School	Cody Academies
Brewer Elementary/Middle School	Brewer Elementary/Middle School	Denby High School
Carleton Elementary School	Fisher Magnet Upper Academy	Denby High School
Fisher Magnet Lower Academy	Fisher Magnet Upper Academy	Denby High School
	Fisher Magnet Upper Academy	Denby High School
Wayne Elementary School	Brewer Elementary/Middle School	Denby High School

Noble Elementary/Middle	Noble Elementary/Middle	Detroit Collegiate Prep at Northwestern (DCP)
Sampson Webber Academy	Sampson Webber Academy	DCP
Thirkell Elementary/Middle School	Thirkell Elementary/Middle School	DCP
Detroit International Academy for Young Women (DIA)	DIA	DIA
Duke Ellington at William Beckham Academy	Duke Ellington at William Beckham Academy	DSA
King, J.R. Academic & Performing Arts Academy	King, J.R. Academic & Performing Arts Academy	DSA
Spain Elementary/Middle School	Spain Elementary/Middle School	DSA
Brown, Ronald Academy	Brown, Ronald Academy	East English Village Preparatory Academy
Carstens Elem./Middle	Carstens Elem./Middle	East English Village
Clark Elementary/Middle School	Clark Elementary/Middle School	East English Village
Marquette Elementary/Middle School	Marquette Elementary/Middle School	East English Village
Bow Elementary/Middle	Bow Elementary/Middle	Ford High School
Cooke Elementary School	Emerson Elem./Middle	Ford High School
Emerson Elem./Middle	Emerson Elem./Middle	Ford High School
Wright, Charles Elem.	Ludington Magnet Middle	Ford High School
Coleman A. Young Elem.	J.R. King Academic & Performing Arts Academy	Ford High School
	Frederick Douglass	Fredrick Douglass
Blackwell Institute	Blackwell Institute	Martin Luther King Jr. Senior High School
Bunche Academy	Bunche Academy	King High School
Chrysler Elementary	Bunche Academy	King High School
Garvey, Marcus Academy	Garvey, Marcus Academy	King High School
Golightly Education Center	Golightly Education Center	King High School
Nichols Academy	Nichols Academy	King High School
Bagley Elementary School	Palmer Park Preparatory Academy	Mumford High School

Bethune Academy	Bethune Academy	Mumford High School
Marshall, Thurgood Elementary School	Marshall, Thurgood Elementary School	Mumford High School
Palmer Park Preparatory Academy	Palmer Park Preparatory Academy	Mumford High School
Pasteur Elementary School	Palmer Park Preparatory Academy	Mumford High School
Robeson, Paul / Malcom X Academy	Robeson, Paul / Malcom X Academy	Mumford High School
Schulze Elementary School	Palmer Park Preparatory Academy	Mumford High School
Vernor Elementary School	Palmer Park Preparatory Academy	Mumford High School
Holmes, A.L. Elementary/Middle School	Holmes, A.L. Elementary/Middle School	Osborn Academies
Law Academy	Law Academy	Osborn Academies
Pulaski Elementary/Middle School	Pulaski Elementary/Middle School	Osborn Academies
Scott, Brenda Elementary/Middle School	Scott, Brenda Elementary/Middle School	Osborn Academies
Davison Elementary/Middle School	Davison Elementary/Middle School	Pershing High School
Greenfield Union Elementary/Middle School	Greenfield Union Elementary/Middle School	Pershing High School
Mason Elementary/Middle School	Mason Elementary/Middle School	Pershing High School
Nolan Elementary/Middle School	Nolan Elementary/Middle School	Pershing High School
Burton International Academy	Burton International Academy	Renaissance/Cass
	Clippert Multicultural Honors Academy	Renaissance/Cass
FLICS	FLICS	Renaissance/Cass
	Ludington Magnet Middle School	Renaissance/Cass
Bates Academy	Bates Academy	Renaissance/Cass
Hutchinson Elementary/Middle School	Hutchinson Elementary/Middle School	Southeastern
Bennett Elementary School	Earhart Elementary/Middle	Western International High

Clemente, Roberto Academy	Earhart Elementary/Middle	Western International High
Earhart Elementary/Middle	Earhart Elementary/Middle	Western International High
Harms Elementary School	Earhart Elementary/Middle	Western International High
Maybury Elementary/Middle	Earhart Elementary/Middle	Western International High
Munger Elementary/Middle	Munger Elementary/Middle	Western International High
Neinas Elementary/Middle School	Neinas Elementary/Middle School	Western International High
Priest Elementary/Middle	Priest Elementary/Middle	Western International High
Twain, Mark Academy	Twain, Mark Academy	Western International High

**SUB-FOCUS AREA 2: CUSTOMER SERVICE**

One of the key components of restoring DPSCD’s enrollment and stature, is an intentional program designed to strengthen the quality of customer service provided at all levels of the District, internally and externally. With the proliferation of school choice over the last 20 years, DPSCD’s enrollment decline has arguably been exacerbated by poor customer service. Parents who receive substandard treatment can look to myriad alternatives to DPSCD. Our enrollment data appear to support this claim. Between 2016 and 2017, DPSCD lost 19.2 percent of non-promoting students. The number rose to 31 percent in promoting grades. Poor retention of students undermines our efforts to enroll new students each year. Improved customer service must be a focus Districtwide, and specifically as it relates to enrollment.

**Strategy: Develop a Customer Service Policy**

Development of a Customer Service Policy that promotes and supports behaviors consistent with high-level customer service. This includes setting expectations for how individuals at every level of the organization are expected to interact with internal and external publics.

**Strategy Name: Incorporate Customer Service into Employee Development Process**

Incorporation of customer service elements in the Employee Development Process.

**Strategy Name: Professional Development Plan**

A professional development plan to train all employees in the expectations of the new DPSCD culture will be rolled out following the implementation the policy and EDP update.

**Strategy Name: Employee Recognition Program**

An internal employee recognition/incentive program around outstanding customer service will be implemented.

### SUB-FOCUS AREA 3: TRANSPORTATION

Equity is one of the core values of DPSCD, and the District must strive to provide equitable access to programs for students in every ZIP code across the city. Transportation solutions are key to addressing this issue.

According to the U.S. Census American Community Survey, Detroit had an average of 1.15 vehicles per household in 2016, well below the national average of 1.8 vehicles per household. Almost a quarter of all Detroit households do not have any vehicle, which leaves many families in one of the most choice-rich nations in the city without real school choice, particularly for students who have talents and interests that can be nurtured in specialty schools. This is compounded by the 142-square-mile area of the city and public transit that can be time-consuming and sometimes inconsistent.

DPSCD offers a broad range of concentrated special programs, though many are offered in only one location. Examples include Detroit School of Arts (fine and performing arts), Davis Aerospace (aviation), Ben Carson (science and medicine), Communication and Media Arts (communications), Academy of the Americas High School (secondary bilingual immersion) as well as Frederick Douglass Academy and Detroit International Academy (single gender).

This issue is not limited to high schools. While DPSCD offers citywide access to neighborhood K-8 schools, transportation is limited to students who live at least .75 miles from their assigned boundary school. This limits access for parents who are seeking other options for their children. At the K-8 level, many application schools do not have a neighborhood boundary, and therefore do not have assigned bus routes. This makes schools like Bates, FLICS, Academy of the Americas Elementary-Middle and others accessible only to families who have their own transportation.

As the choice landscape has broadened, many charter schools and suburban schools of choice have filled the gap, providing a virtually citywide web of bus service that allows parents to send their children to schools outside of their neighborhood. Until we have parity in programming across the city, providing greater access to Detroit residents beyond their neighborhood confines, transportation will be critical to winning back parents who have selected charters and suburban schools.

To provide greater access to these programs, as well as the District's examination high schools, DPSCD will benefit from offering increased transportation to specialty programs at all grade levels. The benefits will likely go beyond enrollment.

"The logistics of travel to and from school influence a student's ability to get to school on time, her number of absences, and her availability to participate in before- or after-school activities. Factors such as inclement weather, traffic, irregular public transit schedules, out-of-pocket costs, or a change in a student's home location all interact with transportation choices to affect where students go to school and the amount of time they spend there." Excerpt from Student Transportation and Educational Access; Urban Institute Student Transportation Working Group, 2018<sup>5</sup>.

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<sup>5</sup>[https://www.urban.org/sites/default/files/publication/88481/student\\_transportation\\_educational\\_access\\_0.pdf](https://www.urban.org/sites/default/files/publication/88481/student_transportation_educational_access_0.pdf)



**Strategy: Increase Transportation Availability**

Review and revise the DPSCD Transportation Policy to increase transportation availability across the K-12 spectrum. Collaboratively work with the City of Detroit/DDOT to explore better planning with DDOT routes and times that correlate with DPSCD locations and bell times.

**Strategy: Strategic Bus Loops**

Launch bus loops that provide access to multiple schools and before- and after-school programs in various regions of the city.

**Strategy: Direct Bus Service to Specialty, Application and Exam Schools**

Increase access to specialty, application and examination schools by providing direct bus service

**SUB-FOCUS AREA 4: COMPREHENSIVE COMMUNICATIONS SYSTEM**

DPSCD primarily communicates with families through voice messaging (recorded calls), website posts, flyers and social media. This has been the mode of communication for years, without any formal research presented to confirm that these are the most effective ways of communicating with parents and students. As the District prepares to transition from School Messenger to Blackboard we do not want to miss a substantial opportunity to communicate directly to families through the most diverse and effective means possible. We specifically need to know which platforms our parents have access to and which they will actually use. Currently District data shows that 75% of voice message calls are delivered, however, from field reports we know there are a vast number of non-working numbers in the system. At this juncture in DPSCD history, there is a critical need to strategically 1) Conduct research to determine which modes of communication are most effective for our target audiences 2) Engage DPSCD families in a campaign to update contact information 3) Purge and update MiStar records and/or implement a new student information system.

**Strategy: Research Effective Communication Modes**

Conducting an in-depth analysis of current data combined with new research will assist the District in determining the best methods for reaching our parents. This will serve as the spring board for the development of a comprehensive communications system that utilizes diverse formats. Some of the information sought may be available from secondary means or may be housed in District departments. Research questions would include: How many families have cell phones? How often do families change numbers? Do families use email? Would families use email for longer format communications if encouraged? Are families interested in receiving information through text messaging? Gathering the answers to these questions will make our communications more targeted and will open the lines of information sharing with our families.

**Strategy: Launch Campaign to Update DPSCD Family Contact Information**

The District will launch a District-wide campaign to educate our target audiences on the importance of having updated contact information in the system. Currently, there is a large percentage of non-working numbers in the system that prevent school administrators, security personnel and the District from reaching families directly. We will gather emails and cell phone numbers from K-12 families during the campaign if research supports this. This will include a push for families to opt in to receive text or email messages as required. This process will take several months and should include an engaging kick-off and



incentives to motivate parents throughout the life of the campaign. Establishing a self-service portal for families to update their own information would be extremely beneficial.

**Strategy: Update MiStar Records and/or replace student information system**

The success of this initiative depends on being able to efficiently purge and update all records in the MiStar system. This can be done through utilizing a trained registrar in each school whose primary duty will be the keeping and updating of records. Initially, we may need to support this effort with other personnel to purge and update the system after the initial launch. The MiStar system may not be the best system for DPSCD to be using to accomplish the multiple goals required by a student information system. Further exploration into alternatives is suggested.

**FOCUS AREA 3: RETENTION MILESTONES**

Sub-Focus Area	Strategy Name	Milestone	Timeline
Sub-Focus Area #1	Transition Programming to Ensure Durable Feeder Patterns	Office of Enrollment staff will assess the Level Up! campaign to date	Spring 17-18
		The Office of Enrollment staff will assess the revamped examination high school process	
		A comprehensive transition programming plan will be completed by the Office of Enrollment staff	Fall 18-19
		Office of Enrollment staff will begin outreach to the Office of Guidance Counseling to collaborate on transition grade programming such as meetings with parents of students facing transitions and advancement planning	
		Office of Enrollment staff will aid schools in implementing various planned transition grade programs; the staff will organize several Districtwide events	Winter 18-19
		Assessment of transition programming to date	Fall 19-20
Sub-Focus Area #2	Incorporate Customer Service into Employee Development Process	Launch revamped EDP	Summer 17-18
	Develop a Customer Service Policy	Customer Service Policy Development launch	Fall 18-19
	Professional Development Plan	Launch professional development program, beginning with front-line school	Spring 18-19
	Employee Recognition Program	Launch employee recognition/incentive program tied to customer service	Winter 18-19
Sub-Focus Area #3	Direct Bus Service to Specialty, Application and Exam Schools	Launch citywide direct bus service for DSA and Ben Carson	Fall 18-19
		Investigate a program to provide bus limited access to Examination High Schools for 2019-20	
	Increase Transportation Availability Strategic Bus Loops	Launch DDOT partnership to allow DPSCD high school students to ride with their IDs	
		Launch study to revise DPSCD Transportation policy	
		Begin increased bus access implementation for fall 2019 (community engagement, etc.)	Spring 18-19
	Strategic Bus Loops	Launch bus loop with City of Detroit to service K-8 schools in NW Detroit	Fall 18-19
Investigate a program to provide bus access between Cody Rouge feeder K-8s and Cody High School		Fall 19-20	

Sub-Focus Area #4	Research Effective Communication Modes	Complete research of current system and determine success metrics	Fall 18-19
	Launch Campaign to Update DPSCD Family Contact Information	Launch record updating campaign	
		Determine preferred and most effective mode of communication with parents	
Update MiStar Records	Purge and update MiStar records		

## STRATEGIC PLAN TARGETS

### OUTSTANDING ACHIEVEMENT: Strategies 2 and 3

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
The percentage of students enrolled in postsecondary programs after graduation.	PS enrollment 6 months after graduation	54.1%	37.7%	Data release pending	Data release pending	(TBD Pending data release)

### RESPONSIBLE STEWARDSHIP: Strategy 3

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
Districtwide enrollment.	Fall count reports	46,304	45,139	44,949	(NA)	(TBD)
The percentage of schools increasing enrollment each year.	Fall count reports	35.3%	32%	35%	(NA)	(TBD)
The percentage of filled seats in our schools each year.	Fall count reports/Capacity	52.3%	54.4%	56.8%	(NA)	(TBD)

### TRANSFORMATIVE CULTURE: Strategies 1, 5, and 6

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
The percentage of families who would recommend the District to a friend or family member.	Parent Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>
The percentage of visitors to schools or offices who report a positive and professional customer service experience.	Visitor Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>

## Focus Area 4: Reinforcing Site-Based Enrollment Capacity

Over the last several years, enrollment plans and efforts were primarily generated and executed at the central office level. While coordination and support from the central office level is imperative, the ownership should rest with the individual school leadership, and an empowered, informed school-based team. In order to accomplish this goal, the District must increase site-based capacity around enrollment by providing professional development sessions and individual consult for principals, increasing effective community engagement efforts, developing a revised enrollment process, equipping school-based staff to identify and address barriers to enrollment and attendance, and strategically supporting enrollment priority schools.

### SUB-FOCUS AREA 1: PD SESSIONS AND INDIVIDUAL CONSULT FOR PRINCIPALS/STAFF

Professional Development (PD) for principals and staff must be offered in key areas to effectively move enrollment efforts forward in a positive momentum. Frequently, as parents reach out for enrollment information, they are misdirected and/or misinformed on enrollment procedures and policies. Knowledge obtained from the PD sessions can be passed on to parents with more fidelity, leading to less conflict and confusion. Furthermore, as school leaders take a more active role in promoting their individual schools, they need tools that can help them market and promote their school effectively. Professional development in these areas can help develop awareness of enrollment policies and procedures, marketing tactics, available resources and strategies for building strong community connections. Thus, creating leaders and school based staff who are more knowledgeable and confident. This type of intentional investment in site-based enrollment capacity will be key to creating energy and stimulating enrollment growth and retention within a school community.

#### **Strategy: Professional Development Training for Site-Based Teams**

- **Enrollment Procedures/Policies:** The primary purpose of this session/series is to eliminate any misinformation and build the community trust in delivering correct information to parents and the community. PD will focus on enrollment procedures and guidelines, enrollment caps, student information updating procedures
- **Marketing:** The purpose of this session/series is to prepare principals and select staff to effectively promote their school. PD sessions will focus on marketing tactics/strategies, effective small building improvement and curb appeal, marketing resources, community engagement and outreach. Sessions will also have a focus on knowing “what is news, marketing on a shoestring” budget and developing marketing plans
- **Branding/School Identity:** The purpose of this session/series is to fully align the District’s branding and identity messages with that at the school level. In addition, school leaders will learn how to build their school’s identity and develop/utilize branding opportunities.

### SUB-FOCUS AREA 2: INCREASE EFFECTIVE COMMUNITY ENGAGEMENT

Currently, there is a crowded and competitive educational landscape in Detroit, where families and students have ready access to DPSCD and alternative non-DPSCD educational options, e.g., charter schools, neighboring school Districts, homeschooling and virtual schooling, etc. Therefore, a self-evident

priority has arisen for the District to better develop both the breadth and the depth of our engagement with the Detroit community.

### **Strategy: Comprehensive Community Engagement Capacity Building**

Community engagement to drive enrollment can be better developed through the use of the following tactics:

- Ensure DPSCD enrollment presence at community events: Attend major community events throughout the city that offer information on DPSCD schools and programs as well as give interested families the ability to enroll their children immediately.
- Engage multiple layers of volunteers to assist at enrollment events. Building a cadre of trained and knowledgeable volunteers who can assist at multiple enrollment events is essential.
- Maintain Neighborhood Specialist position. The primary role of this newly established position is to build the grassroots capacity of the Office to drive enrollment initiatives in the community in the following areas:
  - Focus groups with parents who are prospective, new and have unenrolled their children in the District to drive reforms that encourage enrollment.
  - Canvassing school boundary areas
  - Coalition Building with community stakeholders such as community groups, nonprofits, local businesses, block clubs, city government departments, etc., to develop an effective community network to help strengthen and push forward enrollment initiatives.

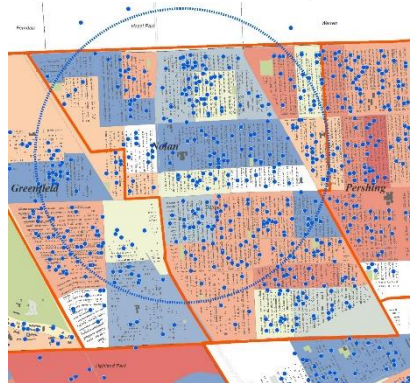


IMAGE: CANVASSING FOCUS

### SUB-FOCUS AREA 3: REVISED ENROLLMENT PROCESS

Enrollment processes in DPSCD vary across schools in the District. With the lack of clearly communicated processes and materials, the enrollment experience is inconsistent and parents are often unclear about their rights. The lack of clear directives has resulted in parents being discouraged from enrolling their children in schools across the District, traveling between locations in search of schools who will enroll them, and calling the DPSCD Help Desk. In addition to a new enrollment packet being developed and outlining a self-service option for parents to update their contact information in the Student Information System, the following elements are required for a revised enrollment process:

- Upgrade Student Information System
- Establish Enrollment Policy
- Fund registrars at every school
- Develop online enrollment system

**Strategy: Upgrade Student Information System**

A strong Student Information System is critical to monitoring enrollment and attendance data in real time. The current system is outdated and lacks key reporting and communication features. As a result, any districtwide phone call or effort to send postal mail reaches only a fraction of the intended audience. The current system relies heavily on manual input, which can introduce errors that persist and hamper data and communication efforts. We will investigate options for introducing the functionality and reporting features that we must have to properly monitor real-time changes across the district.

**Strategy: Establish Enrollment Policy and Processes**

The first step toward more coherent enrollment process is the development and board adoption of an Enrollment Policy, and then the accompanying administrative guidelines. Professional development will be delivered to school leaders and front-office staff. This will include a review of current enrollment documents and the identification of the minimal documents that constitute a complete DPSCD enrollment packet.

**Strategy: Establish and Support Registrar Position at Every School**

Moving forward, every school will be allocated a registrar, who will support school leadership and parents in all enrollment and pupil population management functions, including enrollment, maintenance of current student records, attendance tracking and monitoring for chronic absenteeism. Registrars will receive professional development, support, and accountability through the Office of Enrollment.

**Strategy: Develop Online Enrollment System**

Create an online enrollment system which will allow 24-hour access to parents who want to enroll their children. This evolution in our enrollment system will create efficiency, responsiveness, and convenience.

**SUB-FOCUS AREA 4: ADDRESS BARRIERS TO ENROLLMENT & DAILY ATTENDANCE**

One of the essential keys to stabilized and increased enrollment is addressing barriers to enrollment and daily attendance. If students are not enrolled in school, or do not attend school regularly after being enrolled, the District still will struggle with reversing the declining enrollment trend. Absenteeism, and especially chronic absenteeism, are persistent and serious obstructions to far too many of our District's students. In SY 2017-18, 54 percent of DPSCD students experienced absenteeism (i.e., 28,876 K-12 students were absent over ten percent of the time from school during this current year out of a total of 53,383 students enrolled as of April 26, 2018).

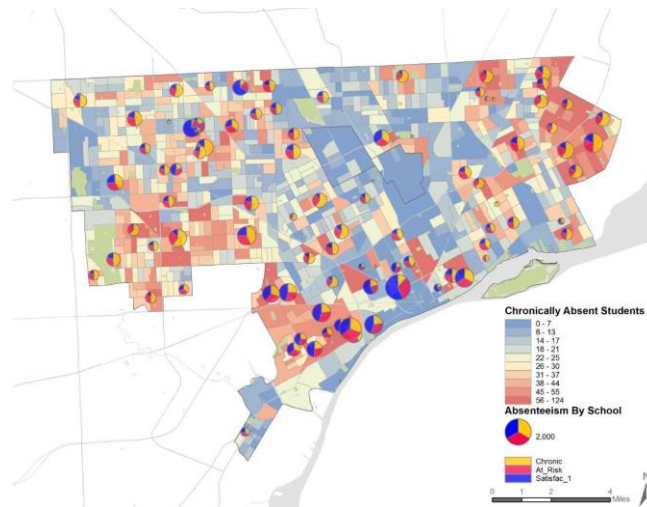


Chart 2: Chronically Absent Students

Current research, along with the experiences of our DPSCD’s Office of Climate and Culture and interactions with parents and DPSCD staff have helped to identify the following as notable barriers to numerous students’ consistent absenteeism in school or families’ decision not to enroll in DPSCD.<sup>6</sup> They are: lack of access to health or dental care, transportation issues especially connected with homelessness, child care issues, insufficient safe routes to school, lack of uniforms, parents’ past negative school experiences, leading to a devaluation of the importance of schooling and the state of numerous DPSCD facilities.

Although one of the first steps in addressing an issue is to identify the problem, there must also be viable solutions provided in order to mitigate the negative impact on enrollment. The Office of Enrollment is committed to assisting school-based staff with identifying solutions to persistent issues around enrollment and daily attendance, so that overall enrollment is not negatively impacted. Clearly, the implementation and funding for these solutions does not rest with the Office of Enrollment, however, it is imperative the Office of Enrollment equips principals, District staff, and school-based staff with information that can provide guidance toward solutions.

**Strategy: Create a Standard Enrollment Appeal & Access Checklist for All Schools**

There are many factors that discourage a family from enrolling in a specific school on a specific day. These can include the appearance of the entryway to the school, the outdated message on the marquee, trash in the bushes, a rude security guard, a chaotic office, or a person in the office who is not able to answer questions or answers questions with a negative attitude. The Office of Enrollment will develop a rubric that all school administrators can use to assess the condition of their schools in each of these areas. Additionally, it is suggested that a “Secret Shopper” method be utilized to both assess and evaluate the implementation of the “Appeal & Access Checklist” in order to provide real time feedback to schools in order to improve fidelity of the enrollment process.

**Strategy: Compile resources of solutions to common barriers to enrollment and daily attendance.**

<sup>6</sup> <http://www.attendanceworks.org/wp-content/uploads/2017/08/NSLA-slides-for-10-25-2016-Revised.pdf>

The Office of Enrollment will work collaboratively with internal and external partners to create solutions and compile resources for schools around the following specific barrier issues that prevent students from attending school on a daily basis. The most common barriers addressed will be:

- **Lack of Access to Medical Care**

Numerous DPSCD students experience physical barriers to regular attendance due to asthma, vision problems, hearing problems, dental problems and other physical ailments. To combat this, DPSCD will build the capacity to address these unmet needs both at the school level and through the expansion of partnerships with the Detroit Health Department and other community health allies.

- **Transportation Issues Due to Homelessness**

While not all parents encountering transportation issues are experiencing homelessness, this intersection of cause and effect is one of the most frequently encountered. Numerous DPSCD families are transient, moving around a lot or “doubling up” residences with other family members. As some impacted families attempt to keep a measure of consistency in their children’s lives by keeping them enrolled in their initial school, the resulting commute can present a hardship because of the distance between their new residence and the initial school and/or there is a lack of consistent access to reliable transportation. Prevention of chronic absenteeism due to a lack of transportation arising from families experiencing homelessness requires the District to consider sources of funding to support this specific population of students, and a more robust case management system.

- **Child Care Issues**

For some Detroit families, there is a fundamental lack of childcare for working parents, which results in older siblings staying home and providing care to younger siblings during the school day. Therefore, the District should expand partnerships with childcare services throughout Detroit and make more readily available early childcare services for children (newborns to the age of three). Another possible tactic is to expand childcare education at a portion, or all, career technical centers so that students receive hands-on training in child care while offering the benefits of child care to the neighboring community.

- **Safe Routes to School**

Students who lack a safe path to school often experience chronic absenteeism. The District must do what it can to ensure that all students feel safe going to and coming from school by partnering with community partners such as Safe Routes to School to increase its breadth and impact around more DPSCD schools. Also, we should partner with city government where possible to form more coordinated policing approaches around the District’s schools in the hours before school and after school. Routes to school for a number of DPSCD students may intersect with areas of higher crime. To safeguard the wellbeing of commuting children, the District will continue efforts to address student safety.

- **DPSCD Families Lack Uniforms and/or Access to Laundry Facilities**

Research shows student attendance is often impacted by parent inability to purchase adequate school uniforms and to keep clothes clean. Creating a point of access for low-income parents to receive free uniforms will reduce a significant barrier for many families to enroll or maintain regular attendance in DPSCD. The District may also want to consider a “regional hubs” approach for providing uniforms to low-income families. These hubs could either be situated at standalone facilities within geographical areas or be situated by feeder pattern, i.e., families of students enrolled in elementary and middle schools going to their feeder pattern’s high school to receive a donated uniform. Additionally, the District should encourage partnerships that supply washers and dryers, along with installation, into DPSCD schools to provide an on-site opportunity for students to do laundry.

- **Parents’ Past Negative Experiences with School**

Some parents have had negative experiences in school. At times this manifests as an overall devaluation of education or even a distrust in the current educational system their children are enrolled in. This disconnect must be addressed through concerted parent engagement that will seek to impart education and data to reorient these parents thinking towards the importance of education and consistent daily attendance. Additionally, support will be provided to the school-based team around how to create a more welcoming and inviting entrance and waiting area. Instruction will also include tips for optimal office organization. Training for school registrars will also include highlighting the need to be sensitive to the fact that some families may have negative past experiences, and providing them with strategies to accommodate and encourage enrollment and involvement at the school.

#### SUB-FOCUS AREA 5: ENROLLMENT PRIORITY SCHOOLS

The Office of Enrollment consistently monitors enrollment trends. In order to provide the appropriate support to site-based staff at the schools with declining enrollment and severe enrollment decline, those schools will be identified for intentional intervention and assistance. Building utilization is a factor that must be included in this analysis. A decrease in a school’s enrollment is defined as a loss of student enrollment over a three-year period amounting to between 5 percent and 19 percent of its overall student population. A severe decrease in a school’s enrollment is defined as a loss of student enrollment over a three-year period amounting to 20 percent or more of its overall student population.

**Strategy: Principal Visits & Specialized Central Office Staff Support**

- Schools that have been identified as priority enrollment schools will receive intensive consultation and support from the Office of Enrollment.
- Specific recommendations will be made, including some that can be implemented by administrators and staff immediately at the school-level to increase enrollment.
- Priority enrollment schools will be given higher priority for targeted advertising.
- Canvassing during Count Day window in Detroit neighborhoods where the District is experiencing low-market share.

#### FOCUS AREA 4: REINFORCING SITE-BASED ENROLLMENT CAPACITY MILESTONES

Sub-Focus Area	Strategy Name	Milestone	Timeline
Sub-Focus Area #1	School Based Development Training	Implement Enrollment Procedures/Policies PD each year	Recurring
		Implement Marketing PD each year	
		Implement Branding/School Identity PD each year	
Sub-Focus Area #2	Comprehensive Community Engagement Capacity Building	Office of Enrollment staff and District volunteers will have a presence of at numerous Detroit community events	Fall 18-19
		The Office of Enrollment’s Neighborhood Specialist will continue their efforts to build the community outreach capacity of the Office	
		There will be a full assessment of the community engagement capacity of the Office of Enrollment	Fall 19-20
Sub-Focus Area #3	Revised Enrollment Process	Establish Board Approved Enrollment Policy/Process	Summer 2018
		Fund Registrar position for all schools; provide training, accountability, and support through the Office of Enrollment	Position begins Fall 2018; training and support schedule will run 2018-2020
		Develop Online Enrollment System and Upgraded Student Information System	Implementation by Fall 2020



Sub-Focus Area #4	Address Barriers to Enrollment & Daily Attendance	Create a standard “Enrollment Appeal & Access” Checklist for schools	Develop Summer 2018; Implement Fall 2018
		Compile comprehensive resources that provide solutions to common enrollment and daily attendance barriers	Summer 2018
Sub-Focus Area #5	Principal Visits & Specialized Central Office Staff Support	Specific recommendations from the consultation sessions will be made	Fall 18-19
		The targeted advertising efforts of the previous school year will be assessed	
		A plan will be drawn up to canvass low-market share neighborhoods for enrollment recruitment and a request for proposals will be released, accepted and implemented	
		All visits by the Office of Enrollment staff to priority enrollment schools will be completed	Winter 18-19

## STRATEGIC PLAN TARGETS

RESPONSIBLE STEWARDSHIP: Strategy 3, 4, and 5

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
Districtwide enrollment.	Fall count reports	46,304	45,139	44,949	(NA)	(TBD)
The percentage of schools increasing enrollment each year.	Fall count reports	35.3%	32%	35%	(NA)	(TBD)
The percentage of filled seats in our schools each year.	Fall count reports/Capacity	52.3%	54.4%	56.8%	(NA)	(TBD)

Exceptional Talent: Strategy 3

Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
The percentage of families who would recommend the District to a friend or family member.	Parent Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>

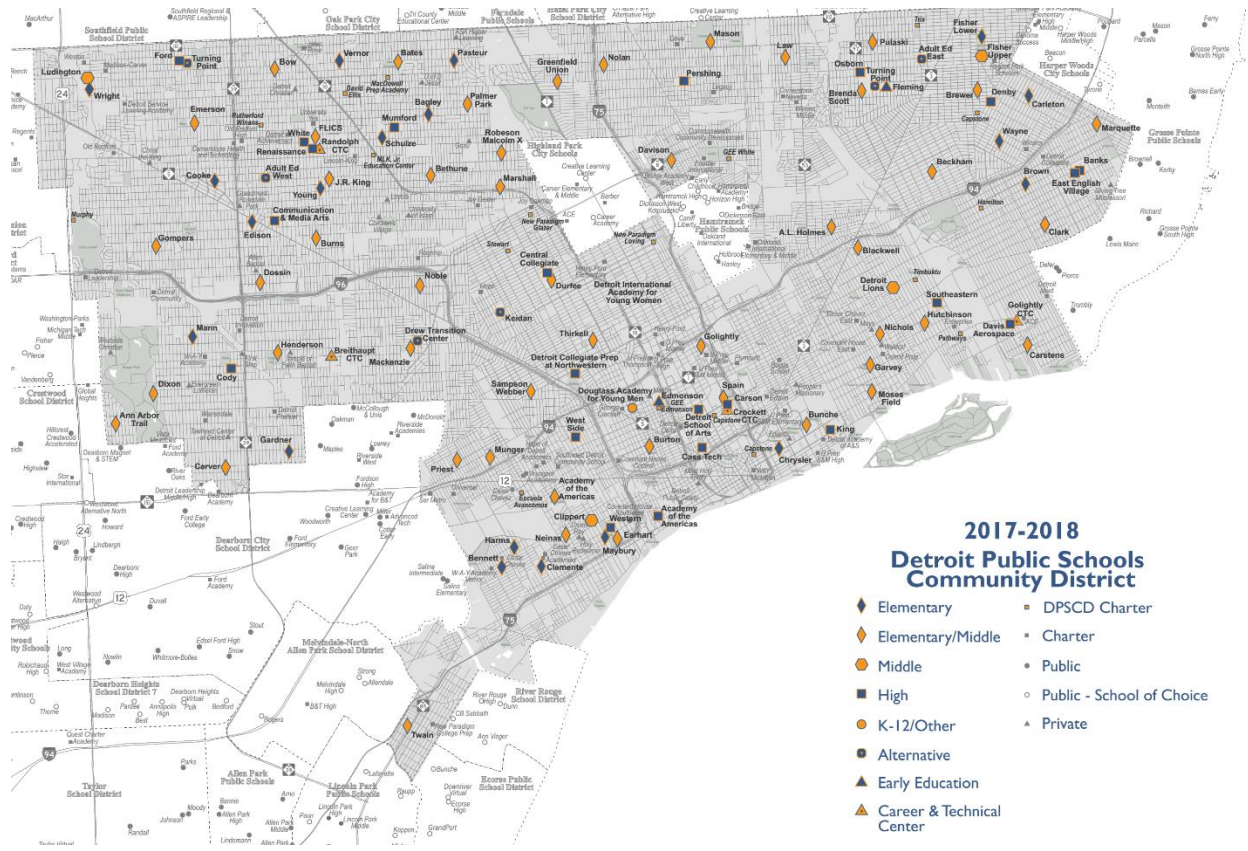
The percentage of visitors to schools or offices who report a positive and professional customer service experience.	Visitor Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>
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TRANSFORMATIVE CULTURE: Strategies 1, 3, 4, and 5

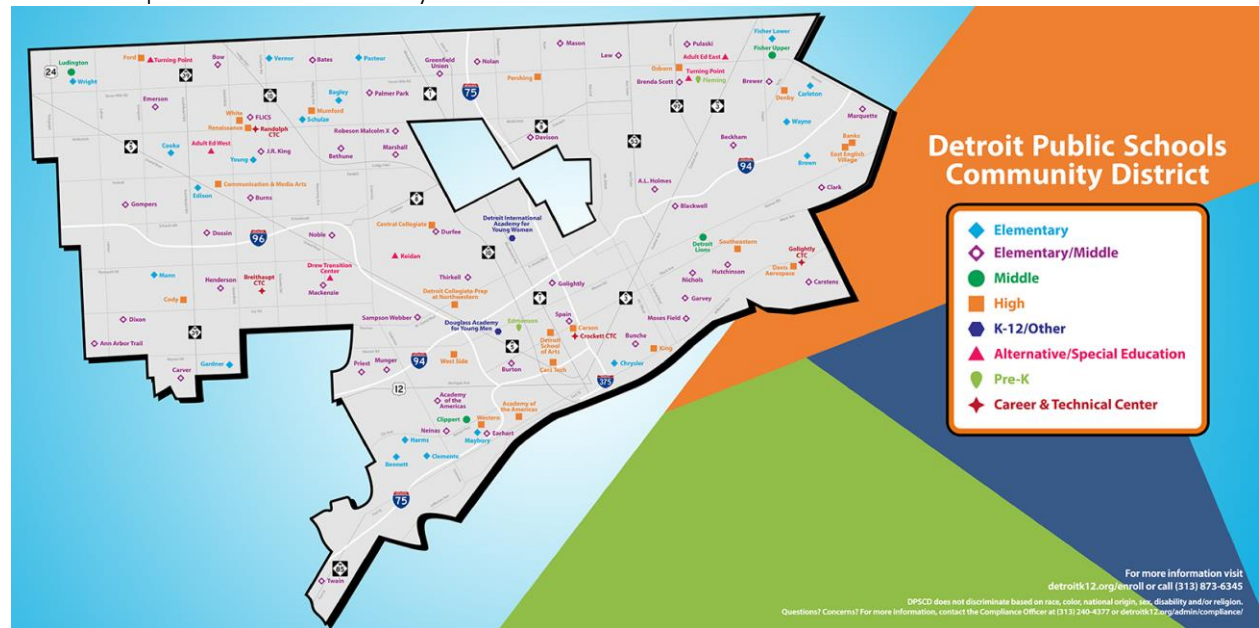
Essential Metric	Measure	Historical Performance			MI Avg.	Proposed Annual Increase Target
		14-15	15-16	16-17	16-17	
The percentage of families who would recommend the District to a friend or family member.	Parent Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>
The percentage of visitors to schools or offices who report a positive and professional customer service experience.	Visitor Survey	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA) <sup>†</sup>	(NA)	(TBD 2018) <sup>†</sup>

# Appendix

## A. Map of all Detroit Schools by governance (2017-2018)



## B. Map of DPSCD Schools only



## Funding Plan

Focus Area/Sub Focus Area	Strategy Name	FY19	FY20
Focus Area 1/Sub-Focus 3	Innovation – Launching New schools, Piloting New Programs, Discovering New solutions	TBD	TBD
Focus Area 1/Sub-Focus 4	Count Day/Window	75,000	75,000
Focus Area 1/Sub-Focus 4	Targeted Recruitment – Non-DPSCD	75,000	80,000
Focus Area 1/Sub-Focus 4	Before and After School Care	TBD	TBD
Focus Area 1/Sub-Focus 4	Curb Appeal	TBD	TBD
Focus Area 2/Sub-Focus 3	Early Return Initiative	32,500-65000	32,500-65000
Focus Area 2/Sub-Focus 3	CTE Awareness Campaign	68,500	60,000
Focus Area 2/Sub-Focus 4	Pop Up Enrollment Centers	20,000*	10,000
Focus Area 3/Sub-Focus 1	Level Up Campaign	125,000**	125,000
Focus Area 3/Sub-Focus 3	Transportation Bus Pilots	253,500-365,000***	TBD
Focus Area 3/Sub-Focus 4	Launch Campaign to Update DPSCD Family Contact Information	1,000	1,000
Focus Area 4/Sub-Focus 3	Enrollment process – New packets	25000	10000
Focus Area 4/Sub-Focus 3	Registrar at every school	TBD	TBD

\*Includes Community Use for custodians and security, as well as advertising. Cost goes down in FY20 because access should be increased through online enrollment and year-round registrars in place at all buildings.

\*\*Includes increased costs over FY18 for expanded feeder patterns addressed. Anticipates external funding for some components (not included here). Cost includes printing, expo event costs, advertising, marketing and materials.

\*\*\* Bus Pilots for Northwest Detroit Loop (\$25,000) and Citywide DSA/Ben Carson Route (8 a.m. bell time ~ 340,000; 9 a.m. bell time ~228,500.)

# DPSCD Office of Enrollment

## School Marketing Template

The marketing plan template is designed to walk principals through the process of creating a strategic marketing and communications plan. It is designed to help principals think through the process of creating viable plans with specific outcomes in mind. The plan follows the 4-step RPIE process: Research, Planning, Implementation and Evaluation.

### SWOT Analysis

**List the strengths, weaknesses, opportunities and threats that your school is facing.**

Use primary or secondary research gathered from various sources. This could be focus groups, conversations with parents, surveys, etc.

### Baseline Enrollment Data

Include your school's enrollment trend data here.

**Identify hindrances to enrollment from the research that you have gathered. Discuss how these can be overcome.**

**Based on the above information, list 2-3 goals for your school community**

Goals are longer term, broad and more global. Goals are a future state of being. Example: To be recognized as the best K-8 STEM school in Detroit.

**What are the objectives to reach your goals?**

Objective are shorter term. They define behavior, attitude or an opinion you want to achieve from specific audiences, how much to achieve and when. Think in terms of awareness, attitude or action that you desire – end-result. List 3-5 objectives for each goal. Objectives must list the publics to be reached. Example: Increase the awareness of specific school programs and benefits among parents by 15% in 6 months.

**Define your target audiences**

What does your idea customer look like? What are their interests, age group? Use demographics, issue focus, lifestyle, age group, or economic identifiers.

**Key Messages**

If you only had 30 seconds to sell your school what would you say? Create a 30 second elevator speech? Develop key messages for your key target audiences.

**Strategies**

This is the road map or approach to reach objectives. Do not indicate specific actions. Use verbs such as demonstrate, collaborate, etc. Example: Demonstrate that \_\_\_\_ school offers valuable programs to foster student success. List 3-5 strategies for each objective.

**Tactics**

These are the specific activities conducted to implement the strategies of a program. How will you use your resources to carry out your strategy and work toward your objectives.

**Evaluation**

How will you know if you are reaching your objectives? Measurement? Observation? Opinion? Feedback?

**Timeline/Budget**

How long will it take to implement your plan? Work backwards from the date that you want your objectives to be met? What will it cost to implement your plan? Be sure to include all costs including human capital.