

Recruitment and Retention Ideas/Strategies 2020-21 School Year

Keep in Mind:

“Change the ‘How’ Not the ‘What’” (Bob Morrison)

Being flexible will keep us from getting bent out of shape!

Some Strategies

Challenge your current students to become actively involved in the process

- Have them make promo videos about their instrument
- EX: (“All Day Long” Student Video on Euphonium):
<https://www.youtube.com/watch?v=SJM-u6IABGQ>
- Concentrate on sharing the family aspect of being in the program
 - EX: Carmel HS Bands: Family
https://www.youtube.com/watch?v=osg_UbowIhw
 - EX: Foothill HS Bands: There is a Place
<https://www.youtube.com/watch?v=MMdHJHX7Xa4&t=63s>
- Spotlight the Newest Members on Social Media
- EX: Signing Day like college athletes do
 - <https://bit.ly/3dRI8I6>
 - Get local news coverage of above—local news will be looking for the “good news” stories!

Outreach

- Contact the Elementary Music Teacher and get recommendations for potential students and as much of their contact information as possible. (Always check with admin to ensure you are following student privacy policies).
 - Send letters with quotes from current band students
 - Ask your student leaders to send personal notes to promising students
- Robocalls from Student Leaders, Parent Boosters
- Use AMRO’s professionally-made videos that focus on students demonstrating band and orchestral instruments. Place these on your school’s website to rev up excitement about becoming involved in an ensemble. Can you attach an interest/sign-up form to these videos?

EX: Amro’s *Welcome to Band!* Video on YouTube:

<https://www.youtube.com/watch?v=6VuXJDHcHk8&feature=youtu.be>

EX: Amro’s *Welcome to Orchestra!* Video on YouTube

<https://www.youtube.com/watch?v=FV-yaM0vXIg&feature=youtu.be>

Consider Limiting the Variety of Instruments Offered

- Some directors have shared that they will start a more limited variety of instruments this year rather than the full complement as they have in the past then expand as appropriate as the year progresses. Many directors already use this approach. Is anyone thinking of switching to this model? Has anyone found success with this model?
 - Flute—Clarinet—Trumpet—Trombone—Baritone: Percussion later?
 - Other ideas?

If needed, here are some ideas for Instrument “Choosing” in place of Instrument “Testing”

For most instruments, hand size, arm length, lip size, and dental structure are the key factors involved in finding the right fit. Some of this might be able to get accomplished virtually.

- An online Google Hangout would be very helpful. The students can submit photos using common items as a size reference.
 - A photo of a child's hand with a quarter in their palm can help a teacher judge finger length and finger pad size.
 - Yard sticks are great for arm length.
- Smile and repose face photos are helpful for lips and teeth. Flute is always exceptionally difficult. Even when the embouchure looks "right", small variations can make it difficult for students to create a first sound.
- sing back pitches, identify high and low pitches
- imitate clapped rhythms
- match the teacher's modeling of brass mouthpiece
- buzz high and low pitches
- use a finger to demonstrate the clarinet or flute embouchure formation – including teeth placement, chin, etc. - proper tongue placement and other details of preparing to make an initial sound.
- Reminder that this is not a perfect science even in the best of settings so be flexible—students can be transitioned as needed. (example attached)

Complimentary recruitment/retention materials available to download

The **Music Achievement Council** (MAC) is an action-oriented nonprofit organization sponsored by the National Association of School Music Dealers (NASMD) and NAMM, the National Association of Music Merchants (NAMM) whose purpose is to enable more students to begin and stay in instrumental music programs, to share real-world, successful strategies developed by instrumental music teachers. The following complimentary recruitment and retention materials are available at musicachievementcouncil.org.

- First Performance National Day of Celebration--Honor Your Beginners in the 6th-7th Week of School
- A Practical Guide for Recruitment and Retention (with modifiable recruitment forms)
- Tips for Success
- Bridging the Gap Between Middle School & High School

Potential CARES Act Funding Opportunities

<https://www.yamahaeducatorsuite.com/cares-act-funding>

Contact your principal to ask about some of these funds might be used to assist you in accommodating the specific requirements this particular year. Ideas might include:

- Individual instruments for each student
- Individual mouthpieces for each student
- Rental program so that each student (beginners, at least) will have their own instrument
- Appropriate cleaning and sanitizing materials (See specifics on attached document)

The Proper Frame of Mind: Being of Service

What we have to offer as music educators will impact the entire climate of our school--not just what happens in the music room. Principals will certainly welcome ideas to help them rebuild the spirit of the school as this will be a considerable challenge. Can we offer to lead a team-building event (drum circle?) at the first faculty/staff meeting or plan a welcome back pep assembly for the students? Greet returning students with a “Welcome Back Boulevard” lined with your drummers playing spirited cadences at the front entrance to the school. They will appreciate the raison d’etre! Other ideas? Please share!

- **YOUR ENTHUSIASM MATTERS!** EX: Roma Band:
<https://www.youtube.com/watch?v=cDEMIlr5SuU&feature=youtu.be>

Additional Resources

AMRO’s Considerations for a Safe Return to the Instrumental Music Classroom

<https://bit.ly/AMROSafe>

Collection of COVID-19 Reopening Resources from Music Education Professional Associations (HSBDNA, CBDNA, NFHS, NAMM Foundation, NAFME, ABA)

<https://www.musicedconsultants.net/recommendations.html>

NAfME Social Emotional Pamphlet

<https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf>

<https://bit.ly/3cnSTe5>

CARES Act: DOE State Allocations Table

<https://oese.ed.gov/files/2020/04/ESSER-Fund-State-Allocations-Table.pdf>

<https://bit.ly/36Sh2Z7>

NAMM Foundation, NAFME, NFHS Instrument Cleaning Guidelines and Information

<https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/>

<https://bit.ly/2U3Dj0E>

Arts Education is Essential Statement of Support

<https://bit.ly/3cPpGsG>

Teaching Resources

<https://www.yamahaeducatorsuite.com>

Recruitment and Retention: Be Part of the Music

<https://www.bepartofthemusic.org>