



**Administrator and Certificated Staff
Outreach, Recruitment, and Retention Plan
(Revised March 24, 2014)**

I. USP LANGUAGE

IV. ADMINISTRATORS AND CERTIFICATED STAFF

C. Outreach and Recruitment

3. *By April 1, 2013¹, the District shall develop and implement a plan to recruit qualified African American and Latino candidates for open administrator and certificated staff positions. The plan shall be developed by the District recruiter with the input of a racially and ethnically diverse recruitment team comprised of school-level and district-level administrators, certificated staff and human resources personnel. The plan shall address any and all disparities identified in the Labor Market Analysis.*
 - a. *The District recruiter, with input from the recruitment team, shall take the following steps to implement the recruitment plan, and shall modify it annually based on a review of the previous year's recruiting data and the effectiveness of past recruiting practices in attracting qualified African American and Latino candidates and candidates with Spanish language bilingual certifications. The recruitment plan shall:*
 - i. *Establish a nationwide recruiting strategy, based at minimum on the outcome of the Labor Market Analysis, which shall include specific techniques to recruit African American and Latino candidates and candidates with Spanish language bilingual certifications from across the country, including through: (i) advertising job vacancies on national websites and publications, including career websites, national newspapers, education publications, and periodicals targeting African American and Latino communities; (ii) recruiting at Historically Black Colleges and Universities ("HBCUs"), through the Hispanic Association of Colleges and Universities ("HACU"), and at other colleges and universities with teacher preparation programs serving significant numbers of African American and/or Latino students, including providing vacancy announcements to campus career services offices; and (iii) attending local and state-wide job, diversity, and education fairs and/or expos;*
 - ii. *Create a process to invite retired African American and Latino administrators and certificated staff to be considered for open positions for which they are qualified;*
 - iii. *Incorporate strategies for building and utilizing partnerships with local employers that recruit nationally to promote TUSD employment opportunities to their prospective employees and their families;*
 - iv. *Develop local programs to identify and support local high school, college and university students to interest them in teaching careers, including, for college and university students, exploring and promoting opportunities for teaching in the District; and*

¹ The District submitted its initial draft of this plan to the parties and Special Master on July 11, 2013 and, following several iterations of that plan based on information exchanges among the parties, submitted its third draft on February 3, 2014. This revised Plan is the product of additional information exchanges among the parties.

- v. *Encourage and provide support for African American and Latino non-certificated staff (e.g., paraprofessionals) who are interested in pursuing certification.*

IV. ADMINISTRATORS AND CERTIFICATED STAFF

F. Retention

1. *The District shall adopt measures intended to increase the retention of African American and Latino administrators and certificated staff, including, but not limited to, doing and/or taking into account the following:*
 - a. *Commencing with the effective date of this Order, on an ongoing basis, evaluating whether there are disparities in the attrition rates of African American and Latino administrators or certificated staff compared to other racial and ethnic groups. If disparities are identified, the District shall, on an ongoing basis, assess the reason(s) for these disparities and develop a plan to take appropriate corrective action. If a remedial plan to address disparate attrition is needed, it shall be developed and implemented in the semester subsequent to the semester in which the attrition concern was identified;*
 - b. *Surveying teachers each year using instruments to be developed by the District and disaggregating survey results by race, ethnicity, and school site to assess teachers' overall job satisfaction and their interest in continuing to work for the District. These surveys shall be anonymous; and*
 - c. *Conducting biannual focus groups of representative samples of District certificated staff to gather perspectives on the particular concerns of these staff in hard-to-fill positions (e.g., ELL and special education teachers) and/or who have been hired to fulfill a need specifically identified in this Order.*

II. OVERVIEW

TUSD is committed to recruiting and retaining highly qualified and appropriately certificated administrators and certificated staff members, representative from diverse backgrounds and cultures, who are competent and ready to manage, teach, engage, and challenge our present and future learners. To carry out this commitment, TUSD has developed an Outreach, Recruitment, and Retention Plan ("Plan") aligned with TUSD's general recruiting practices, with a particular focus on recruiting and retaining qualified individuals from historically underrepresented groups and qualified individuals to fill hard-to-fill positions. In addition to the specific strategies outlined in the Plan below, TUSD will utilize the following three general strategies to ensure the success of the Plan:

- Developing a "Recruiter's Guide" containing resource materials (such as those contained in the Appendices to this Plan) so staff members involved in recruiting are well-versed and prepared to discuss recruiting incentives, discuss TUSD and the City of Tucson, and to address other concerns of prospective recruits.
- Contacting and networking with recruiters from other school districts and/or private entities to learn and internalize best practices.

- Basing part of the Chief Human Resources Officer's evaluation on the progress made in increasing the racial and ethnic diversity of central and site-based administrators and certificated staff.

III. EXECUTIVE SUMMARY

The Plan focuses on two separate but interrelated objectives, aligned with the goals identified above: (1) fulfilling general human resources needs, and (2) fulfilling specific USP-related human resources needs. The Plan aims to recruit and retain highly-qualified 21st Century educators who represent broad spectrums of diverse backgrounds and cultures, with the skillsets to implement the latest educator processes to drive superior teaching. Recruitment is focused principally on enhancing the diversity of the workforce, and in recruiting hard-to-fill positions as identified each year. While a retention plan is not required by the USP, TUSD's strategy is to combine recruitment and retention efforts to attract and to keep a highly-qualified and diverse workforce.

The Plan focuses on eight areas for Outreach and Recruitment, and four areas for Retention:

A. Outreach and Recruitment

1. Ensuring TUSD conducts recruitment for all employment vacancies on a nondiscriminatory basis;
2. Analyzing the findings of the Labor Market Analysis (LMA);
3. Reviewing and, where needed, modifying the Plan to continually strengthen the Plan's effectiveness in attracting, and retaining, qualified African-American and Latino candidates and candidates with Spanish language bilingual certifications;
4. Developing a nationwide recruiting strategy based, at minimum, on the outcome of the Labor Market Analysis, which shall include specific techniques to recruit African-American and Latino candidates, and candidates with Spanish language bilingual certifications from across the country;
5. Creating a process to invite retired African-American and Latino administrators and certificated staff to be considered for open positions for which they are qualified;
6. Incorporating strategies for building and utilizing partnerships with local employers that recruit nationally to promote TUSD employment opportunities to their prospective employees and their families;
7. Developing local programs to identify and support local high school, college, and university students to interest them in teaching careers, including, for college and university students, exploring and promoting opportunities for teaching in the District; and
8. Developing strategies to encourage and provide support for African-American and Latino non-certificated staff (*e.g.*, paraprofessionals) who are interested in pursuing certification.

B. Retention

1. Evaluating and addressing disparities in the attrition rates, if any, of African-American and Latino administrators and certificated staff compared to other racial and ethnic groups. Where applicable, assess reasons for disparities and implement corrective actions;

2. Conducting surveys to assess teachers' overall job satisfaction and interest in continuing at TUSD;
3. Facilitating teacher focus groups to gather data and identify specific concerns of staff in hard-to-fill positions and/or staff hired to fulfill a need specifically identified in the USP; and
4. Providing family support and professional development.

IV. DEFINITIONS

LMA – Labor Market Analysis

CCS – Cross Categorical Special Education-

Critical Needs Subject Areas – subject areas required for graduation (core subjects) and/or are required by state or federal law, and for which there have been an inadequate pool of qualified candidates. By December each year, TUSD will identify critical needs subject areas for the subsequent school year based on an analysis of vacancies and multiple postings for various areas. For SY 2013-14, for example, critical needs subject areas included exceptional education, math, and science.

AEPA – (now known as) NES, National Evaluation Series

HBCU – Historical Black Colleges / Universities

HACU – Hispanic Association of Colleges/Universities

ELL – English Language Learners

Hard to Fill Content Areas – specialized content areas within the TUSD curriculum for which there are, or have been, an inadequate pool of qualified candidates. By December each year, TUSD will identify hard-to-fill content areas for the subsequent school year based on an analysis of current-year vacancies and staffing needs. For SY 2013-14, for example, hard-to-fill content areas include: dual language and Culturally Relevant Courses (CRCs).

Hard to Fill Site – school sites for which there traditionally have been insufficient applicants for instructional vacancies to meet staffing needs.

New-to-TUSD (Teachers or Administrators) – Teachers or administrators who are new to TUSD, and have never worked for TUSD.

V. RECRUITMENT AND RETENTION ADVISORY COMMITTEE (Recruitment Team)

The Recruiter coordinates the development and implementation of the Plan, with input from the Recruitment and Retention Advisory Committee ("Committee"). The Committee was created in 2008 to enhance recruitment efforts. The committee meets four times per year, and consists of a 15 member racially and ethnically diverse group of community members, select TUSD leaders (including school-level administrators, district-level administrators, and human resource personnel), corporations, colleges/universities, teachers, and

administrators. This group actively engages the community and key constituencies in the Plan and works collaboratively to recruit and retain highly qualified administrators and certificated staff with diverse backgrounds. The Committee brainstorms and provides suggestions to enhance the roles and responsibilities for recruitment, retention, and outreach with a focus on diversity challenges, information resources, and ethnic-cultural opportunities in the community. The Committee analyzes risks and opportunities for the recruitment program to create potential solutions (e.g., priority hiring needs and vacancies, potential incentives, community outreach, the need for adequate marketing).

VI. OUTREACH, RECRUITMENT, AND RETENTION

A. OUTREACH AND RECRUITMENT

1. Ensure Nondiscriminatory Recruitment for All Employment Vacancies

TUSD will follow Governing Board approved policies and regulations which mandate that TUSD employees shall not discriminate against employees or applicants on the basis of race, color, religion gender, age, national origin, disability, marital status, and sexual orientation in any of its activities or operations. (See Governing Board Policy AC and ACA, and related regulations). These activities include, but are not limited to, hiring and terminating staff, selection of volunteers and vendors, and provision of services. TUSD is committed to providing an inclusive and welcoming environment for all members of our staff.

2. Labor Market Analysis

TUSD hired an outside consultant to undertake a labor market analysis (“LMA”) that compares the actual number of African-American and Latino administrators and certificated staff to the statistical expectation using various demographic group availability rates derived from labor market data. TUSD notes that the LMA findings revealed no negative disparities in hiring between TUSD’s workforce and the local and state labor markets. (See Appendix A for a Summary of Preliminary Findings). In light of the findings of the LMA, TUSD’s outreach and recruitment strategies will focus on enhancing the diversity of TUSD’s workforce. These strategies will focus on Hard-to-Fill Content Areas, Critical Needs Subject Areas, and staffing Hard-to-Fill sites.

3. Annual Review and Process for Modification

The objective of this process is to build upon the efforts to recruit administrators and certificated staff from diverse backgrounds, including African-American and Latino prospects. TUSD will accomplish this by delegating tasks to Human Resource (HR) specialists to assist in data collection. Human Resources has expanded the process to capture the results of the previous year's recruiting and retention. Starting in July 2013, HR assigned a System Analyst to collect recruiting and hiring data from previous years. This is an ongoing, expanding program; the focus is to establish the recruiting data collection process first and begin the retention data collection process based on the successes and lessons learned from the recruiting portion of this effort. Examples of data collected, disaggregated by race/ethnicity where applicable:

- Colleges or Universities Visited for Recruiting
 - Including whether the school was an HBCU, HACU, or one with a diverse student population
 - Including participating colleges and/or universities
- Critical Needs (Math, Science, Exceptional Education, ELL/Dual-Language (including candidates with Spanish language bilingual certifications), or other as identified)
- Resumes Received
- Phone Interviews Conducted
- Letters of Intent Extended
- Letters of Intent Accepted
- Reason(s) Individuals do not accept positions offered them

This information is used to tailor future recruiting to identify which strategies are the most effective and efficient, and to identify which venues produce the best results.

4. Nationwide Recruiting Strategy Focused on Specific Strategies to Recruit a Diverse Staff, Including African-American, Hispanic, and Bilingual Administrators and Certificated Staff

TUSD will include non-discrimination language in a prominent location on the online job postings site, and will continue to strive to remain salary competitive with other local school districts and, at the current time, is comparable to all area school districts. The nationwide strategy will include the following, described in detail in the corresponding sections below: (a) advertising; (b) in-person recruiting; (c) offering financial incentives; (d) promoting job satisfaction incentives and opportunities; (e) promoting support for beginning teachers; and (f) monitoring and utilizing feedback from current employees. Each strategy will be evaluated for effectiveness and may be modified on an annual basis.

a. Advertising

TUSD may collaborate with the following entities to advertise open Administrator and Certificated Staff positions within TUSD:

- Teachers of Color (print and web);
- Teach.gov (web);
- Teachers-Teachers (web);
- Want to Teach (web);
- Career Media Solutions –HBCU (print and web);
- American Association for Employment in Education;
- Association of Latino Administrators and Superintendents (ALAS);
- Hispanic Chamber of Commerce;
- National Alliance of Black School Educators (NABSE); and
- Various college/university career center postings.

TUSD will evaluate and modify advertising strategies on an ongoing basis, and at least annually, based on a review of the previous year's recruiting data and the effectiveness of past recruiting practices in attracting candidates with diverse backgrounds, including African-American and Latino candidates and candidates with Spanish language bilingual certifications. See Appendix B for additional entities being considered for future recruitment advertising, as applicable.

b. In-Person Recruiting

The goal is to increase the ethnic/racial diversity of TUSD's administrators and certificated staff. This strategy includes the following activities:

- Recruitment trips to identified HBCUs, HACU member colleges, and other colleges and universities offering teacher preparation programs and enrolling diverse student populations in their education programs;
- TUSD will host "Meet and Greets" for student teachers from various colleges in Arizona to provide information about TUSD and how to apply for vacant positions. Guest speakers from TUSD may include leadership team members, certification specialists, mentoring and professional development personnel, special education personnel, and members of the math innovation team;
- The Recruiter attends the University of Arizona South campus in the fall to meet the new student teachers in the program. TUSD will create new and stronger relationships with in-state colleges (University of Arizona, University of Arizona South, Teach Arizona, Pima Community College, Northern Arizona University, Grand Canyon College, Rio Salado College, University of Phoenix, Arizona State University, and Prescott College), and the African American Studies and Mexican American Studies program departments;
- Collaboration with HBCUs and the HACU to develop an internship program where students from various colleges and universities can perform their student teaching with TUSD;
- Welcome Groups to welcome new administrators or certificated staff members into TUSD. These group members consist of community members/district employees to assist in the adjustment period into the community and TUSD. Packets are developed for various ethnic groups that include community activities in Tucson and the surrounding areas; and
- Other Colleges and Universities: TUSD recruiter will recruit in highly populated diverse colleges and universities with a diverse student body in the College of Education.
- Local and state-wide job, diversity, and education fairs and/or expos are provided for employers, recruiters and school districts to meet with prospective administrator or certificated staff candidates. In the college setting, education fairs are commonly used for entry level teaching positions, but also may include graduate students seeking administrative positions. Often sponsored by career centers, job fairs provide a convenient location for students to meet employers and participate in first interviews. TUSD will participate and recruit at these events, and document the success of these efforts. TUSD will continue to develop the ability of recruiters to extend Offers of Employment during in-person recruiting activities to ensure the best chance of recruiting candidates to TUSD. TUSD's recruitment teams will include relevant staff who can speak directly about their experiences in TUSD and in Tucson.
- The District's Leadership Prep Academy (LPA) is an in-person program dedicated to recruiting and preparing future administrators.

TUSD will evaluate and modify these recruiting strategies on an ongoing basis, and at least annually, based on a review of the previous year's recruiting data and the effectiveness of past recruiting practices in attracting diverse candidates, including African-American and Latino candidates and candidates with Spanish language bilingual certifications.

c. Financial incentives

Considering local factors (such as comparatively low teacher salaries statewide, and a comparatively smaller African-American population) certain financial incentives will be promoted as part of the nationwide recruitment strategy to attract qualified candidates, including African-American and Latino candidates. Prospective employees may receive reimbursement for moving expenses, as well as financial incentives for teachers fulfilling hard-to-fill content areas such as dual-language or Culturally Relevant Courses (CRCs), or for teachers fulfilling critical needs. Financial incentives are subject to modification and are reviewed annually by the Governing Board. The following reimbursements and stipends are to be utilized as tools for recruitment and retention and are therefore **not** available to all incoming or existing administrators or teachers. The following incentives, subject to annual modification, may be offered to prospective candidates beginning in the spring of 2014:

- Relocation Expense Reimbursement:
For any of the positions identified below and in accordance with Governing Board policy, a one-time relocation expense reimbursement may be offered as an incentive to out-of-state, new-to-TUSD incoming administrators, and out-of-state, new-to-TUSD incoming teachers.
- Dual-Language/Bilingual Recruitment and Retention Incentive*:
TUSD may, as an incentive, offer a stipend to new-to-the-District incoming teachers with (a) bilingual certifications, and (b) teaching in a dual-language classroom, or existing teachers with (a) bilingual certifications, and (b) teaching in a dual-language classroom.
- Culturally Relevant Courses (CRCs) Recruitment and Retention Incentive*:
TUSD may offer a recruitment incentive to new-to-TUSD, incoming CRC teachers who meet specified qualifications, or to existing CRC teachers who meet specified qualifications.
- Recruitment Incentives for Hard-to-Fill Sites*:
TUSD may offer a recruitment incentive to new-to-TUSD incoming teachers at Hard-to-Fill Sites, or to existing teachers who voluntarily move to a Hard-to-Fill Site.
- Recruitment Incentives for Critical Needs*:
TUSD may offer a recruitment incentive to new-to-TUSD incoming teachers in critical needs subject areas, or to existing teachers who become highly qualified and are placed into a critical needs subject area. Critical needs subject areas are evaluated, and may be modified, on an annual basis.

*Stipends are paid to full-time employees only, subject to conditions.

d. Offers of Employment

TUSD will research and, potentially, develop procedures to offer potential candidates an “Offer of Employment” (aka a “letter of intent”) to improve the likelihood of recruiting top candidates. Consistent with Arizona law regarding teacher and administrator hiring all such offers will be subject to approval by the Governing Board. (See Appendix D for sample language)

e. Job satisfaction incentives and opportunities

TUSD recognizes that creating a welcoming and supportive environment for employees can serve as a key factor in recruiting and retaining hard-to-fill or hard-to-recruit staff. Towards developing such an environment, TUSD will outreach to prospective employees and communicate various incentives and opportunities to them. (See Appendix E) A key piece of the recruiting strategy is to communicate these incentive and benefits to prospective employees.

f. Support for beginning teachers

TUSD recognizes that providing ongoing support structures for beginning teachers can serve as a key factor in recruiting and retaining beginning teachers. Towards developing these structures, TUSD has put in place a Teacher Induction/Mentoring Program for all beginning teachers. First-year teachers in struggling schools may be provided additional support. A key piece of the recruiting strategy is to communicate to prospective beginning teachers that, if employed with TUSD, they will be supported on an ongoing basis to ensure that they are successful. (See Appendix C, “Ongoing Support for Beginning Teachers”)

g. Monitoring and utilizing feedback from current employees

Section V.B.1, below, includes a description of TUSD processes to collect and monitor information from current employees about job satisfactions, real or perceived barriers, and other information that TUSD will use to address any attrition of African-American and Latino staff. TUSD also will use this information to develop better recruiting packages, incentives, and communication with prospective employees.

5. Process for Retirees

TUSD will maintain a database of retired administrative and certificated staff, including name, race/ethnicity, certifications, experiences, and contact information. As new positions open, human resources staff will screen the database and, where applicable, extend invitations to retired administrative and certificated staff, including African-American and Latino retirees, to apply for positions for which they are qualified. The database will be updated at the end of each semester to ensure current and accurate information is maintained.

6. Partnerships with Local Employers

TUSD builds partnerships with local companies that recruit nationally to build an alternative means of recruitment. Local corporations and government entities that recruit non-local candidates are provided with informational materials about TUSD to share with family members (e.g. spouses, extended family). In turn, this facilitates the recruitment of work-eligible family members so they are aware of employment opportunities within TUSD. TUSD may collaborate with the following entities: Tucson Values Teachers; Re-establish connection with Raytheon; Local Chamber of Commerce (Metropolitan, Black, Hispanic); Phoenix Chamber of Commerce; Pima One Stop; Davis-Monthan Air Force Base (DMAFB); University of Arizona – Student Services; University of Arizona – South; Grand Canyon University; University of Phoenix; Fort Huachuca; Arizona State University; and Northern Arizona University.

7. Local Programs

The following local programs are focused on developing interest in careers in education, and particularly with TUSD. Human Resources representatives conduct outreach seminars to introduce students to the diverse careers, rewards, and opportunities available in the education field. This program sparks interest in high school, college, and university students, TUSD paraprofessionals, and local professionals to explore K-12 teaching careers. Effectiveness of these programs is evaluated annually.

- High School Student Program: recruiter will partner with high school administrators to set up forums with students who are interested in teaching careers. Forums will be attended by current teachers, students, and facilitators and would include detailed discussions of teaching-career pathways and requirements. Interested students will receive information and resources to guide them into teaching careers, and will be encouraged to contact TUSD's Recruiter for further information and guidance.
- Colleges and Universities: recruiter will visit the local college and university educational teacher programs to attract new teachers. In addition, the recruiter will visit diversity programs with a focus on African-American and Latino studies programs to support USP obligations to create interest in a teaching career.
- Professionals: recruiter will continue to solicit interest at Davis-Monthan Air Force Base and military spouses interested in teaching at TUSD.

8. Strategies to Encourage Certification

For Non-Certificated Staff Seeking Certification

TUSD will take the following actions to encourage and to provide support for African-American and Latino non-certificated staff who are interested in pursuing certification:

- a. Survey current non-certificated staff to identify non-certificated staff members, including African-American and Latino staff members, who are interested in pursuing educational certification;
- b. Survey current certificated staff to identify those that have received certifications (or are currently in programs to receive certifications) in the areas identified by the first survey;
- c. Each identified non-certificated staff member may be: (a) paired with a mentor that has the certification that the staff member is seeking, and/or (b) pair with other staff members who are also interested in that area and/or are already working towards receiving certification through the same or similar programs. Mentors may receive additional stipends for participation; and
- d. Send direct mailings to each identified staff member recognizing and encouraging their ambitions and areas of interest, sharing potential positions within TUSD that fits with their areas of interest, sharing available resources (e.g. local and online programs and courses) that match those interests and identifying the person or persons they have been paired with for mentoring or other support.

For Certificated Staff Seeking Administrative Certification

TUSD staff attended initial meetings with representatives from the University of Arizona, College of Education, to explore a proposal to provide a TUSD-specific set of coursework toward obtaining an administrative certificate in the State of Arizona. The proposal includes the possibility of financial support to enable current employees with leadership potential to enroll in the courses and, ultimately, to receive the required certifications needed for such promotions. The TUSD-specific courses would focus on the standard coursework, but would infuse TUSD- and USP-related issues such as Supportive and Inclusive Learning (CRP), USP fundamentals and theory, faculty and staff diversity, etc. The program may also include class projects that would be based in TUSD schools, and may span an entire school year. Potential leaders, including African-American and Latino staff members, who do not have the credentials to move directly into leadership positions would be encouraged to apply for the program as they continue to work at TUSD. Participants will be recognized formally and provided with a certificate of completion to document the additional training and professional development received over the year.

B. RETENTION

1. Collect and Monitor Retention Data

TUSD will conduct evaluations, surveys, and focus groups to help identify any disparities, gauge job satisfaction levels, and to identify concerns or obstacles that may cause employees to leave TUSD and frustrate retention efforts.

a. Evaluate disparities in attrition rates, if any, of African-American and Latino administrators and certificated staff compared to other racial and ethnic groups.

TUSD will: (1) evaluate the attrition rates of all racial and ethnic groups to assess whether disparities exist between African-American and Latino administrators and certificated staff compared to other racial and ethnic groups; and (2) if disparities exist, assess the reasons for the disparities (to the extent possible). If disparities exist TUSD will develop and implement strategies, where feasible, to address disparate attrition.

b. Assess teachers' overall job satisfaction and interest in continuing to work for TUSD

TUSD will develop anonymous surveying instruments to survey teachers annually to determine overall job satisfaction and teachers' interest in continuing to work for TUSD. Survey results will be disaggregated by race, ethnicity, and school site and will be used to enhance teacher interactions, communications, and support feedback sessions to improve TUSD's efforts to improve retention rates.

c. Facilitate teacher focus groups

Recruiter will conduct biannual focus groups to gather perspectives on the concerns of certificated staff in hard-to-fill positions and in positions that fulfill a USP-specific need. Leadership from all levels (high schools, middle schools, K-8s, elementary schools) may also be invited, where appropriate, to listen and to develop strategies to address concerns in a collaborative manner.

2. Adopt Measures Intended to Increase the Retention of African-American and Latino Administrators and Certificated staff

a. Corrective Action Plans

By the start of each school year, TUSD will develop strategies to address disparities (where they exist), and to address deficiencies identified in the monitoring and collection and monitoring of attrition/retention data and feedback from staff members. Pursuant to the USP, where applicable, strategies will include specific measures intended to increase the retention of African-American and Latino administrators or certificated staff.

b. Other Measures

Outreach and Communication to TUSD Employees about Opportunities for Themselves and Their Children

TUSD is expanding its outreach to employees regarding special employee programs and, more generally, to provide increased family support (see Appendix E). TUSD will continue to work to ensure that employees feel welcome, and as part of the TUSD family, will recognize the benefits of working in TUSD by feeling supported and encouraged as TUSD employees.

Administrator Focus Groups

In addition to the teacher focus groups described above, TUSD will facilitate administrator focus groups to address any concerns, but also to identify additional ways by which TUSD can support administrators (particularly African-American and Latino administrators) in their work and in increasing or maintaining their job satisfaction.

Extended Professional Development Opportunities

TUSD will provide opportunities for administrators and certificated staff to participate in targeted professional development opportunities. For example, in 2013-14 TUSD sent one African-American principal to the NABSE (National Alliance of Black School Educators) conference along with staff from the African American Student Services Department. Other African-American and Latino administrators have shown an interest in similar PD opportunities in the future.

Support Beginning Teachers

TUSD recognizes that providing ongoing support structures for beginning teachers can serve as a key factor in retaining beginning teachers. Towards developing these structures, TUSD has put in place a Teacher Induction/Mentoring Program for all beginning teachers. First-year teachers in struggling schools may be provided additional support. A key piece of the retention strategy is to support beginning teachers in ways that make them feel welcome, appreciated, and supported as they begin their teaching careers to ensure that they are successful and to encourage them to remain employed with TUSD. (See Appendix C, “Ongoing Support for Beginning Teachers”)

Encourage Prospective Leaders to Become Leaders

TUSD has developed a detailed plan for encouraging and supporting prospective leaders, particularly African-American and Latino staff members, to develop their capacity for leadership positions. (See Appendix F, “Prospective Administrative Leaders Plan” – particularly Section V: Methods for Growing Our Own) By enhancing opportunities for professional growth and development, current employees will recognize that they are valued, supported, and encouraged to remain and grow with TUSD.