

# EXHIBIT A

### **Plan for Recruitment of Teachers for Diversity and Grow Your Own Programs**

The District has designated a central-staff, director-level employee for whom a major responsibility will be a focused, directed effort to recruit District teachers for its Teacher Diversity Program and Grow-Your-Own Administrator Programs. Recruiting for these programs will be a major responsibility for the Director of Recruitment and Talent Acquisition. This document sets out an initial plan for recruitment for these programs.

#### **A. Teacher Diversity: Recruiting Teachers to Transfer to Improve Diversity**

There are two principal functions involved in recruiting teachers to transfer among District schools to improve diversity: to proactively find and cultivate candidates to transfer when an open position presents an opportunity to improve diversity, and to seek voluntary “swaps” of personnel between schools even in the absence of an open position. The process begins with a deep and continuous understanding of the current diversity status of the teaching staff at the schools around the district, the use of that data to identify potential transfer candidates, followed by direct outreach, and then a personalized effort to persuade and incent teachers to transfer to a school to improve the diversity of the teaching staff at the receiving school, without adversely affecting diversity at the sending school.

##### **1. School-By-School Teacher Diversity Data.**

The process begins with the use of District HR data systems to create a table of the racial and ethnic makeup of each school’s teaching staff, along with the school’s specific receiving needs for improved diversity, its sending capacities to improve diversity at other schools, and current open positions at the school. The Director will keep this table updated each month throughout the calendar year.

##### **2. Identifying Potential Transfer Candidates.**

Using the table and HR data, the Director will keep a running list of “sending school” transfer candidates by race/ethnicity and teaching position, to allow matching to open positions at other schools.

The Director will develop an annual on-line survey, to be sent to all teachers, to explore potential interest in transferring to improve diversity, including questions regarding what teaching conditions or incentives would increase interest in transferring (such as preferred grade level, another teacher transferring at the same time, working conditions), and to what schools. Survey responses will also be used to identify or prioritize candidates.

The Director will also work with teachers who have transferred to improve diversity, to develop additional referrals, and also to develop success stories and testimonials that can be used to help recruit transfer candidates.

The Director will also use the data, and geographic locations, to identify possible “swap” school candidates, where the exchange of teachers would improve diversity at one or both schools.

**3. Direct Personal Outreach.**

The Director will organize regular e-mail and/or telephone contact with transfer candidates to advise them of open positions which would improve diversity, and of the availability of the various incentives and advantages of transferring. The Director will follow up with direct personal contact as much as possible.

To the extent practicable, the Director will organize and attend recruiting meetings for teachers at schools with significant sending capacity, to explain the benefits of a diverse teaching staff, to explain the District’s diversity program, the availability of the various incentives and advantages of transferring, and to encourage candidates to apply for transfers.

The Director will contact and visit principals at schools with significant sending capacity to review the importance of diversity and encourage principals to refer teachers as transfer candidates, and the incentives available. To the extent practicable, the Director will facilitate meetings among principals or transfer candidates at potential “swap” schools, to promote “swaps” between schools to promote diverse teaching staffs.

**4. Tools of Persuasion.**

The District will continue to offer a stipend of \$5,000 per year, for a period of three years, for candidates who transfer to improve diversity at the receiving school. The District may offer other incentives, including efforts to arrange dual transfers where possible so that two teachers can transfer together to a receiving school, more desirable grade or subject assignments, and additional incentives or working conditions that teachers identify in annual surveys relating to diversity transfers.<sup>1</sup>

**B. Grow Your Own Administrator Programs: Recruiting Minority Participants.**

Individuals who serve as administrators in Arizona public schools must have a certificate from the Arizona Department of Education, as a principal, supervisor or superintendent. This in turn requires a master’s degree, three years of teaching experience, and specific coursework in administration of public instruction. The District is committed to providing pathways for current minority teachers and other employees who may be interested in becoming administrators.

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<sup>1</sup> The District initially offered a range of other incentives equivalent to the stipend, including technology packages, tuition assistance, and the like, but all transfer candidates to date have taken the stipend. The District will continue to offer equivalent incentives. The Special Master had suggested finding candidates close to retirement and raising salary instead of providing a stipend, reasoning that this does not cost the school district much but provides a significant benefit in increased retirement pay. However, this strategy does involve additional current pension funding costs to the District, would likely require changes in the collective bargaining agreement with the teachers’ union, and may violate rules against “termination incentive programs” under the state retirement system, which can (and has) resulted in fines levied against the school district by the state retirement system. Accordingly, the District does not currently plan to implement this strategy.

**1. Expansion of Current Grow Your Own Programs**

The District currently has its Leadership Prep Academy, and a program to provide tuition assistance for those enrolled in a master's program that will lead to an administrator's certificate at the University of Arizona.<sup>2</sup> The District is expanding the tuition assistance program to include enrollment in a master's program through Grand Canyon University, and also Northern Arizona University, both of which offer convenient but somewhat different paths and schedules to earn the master's degree.

**2. Identification of Qualified Minority Participants.**

Using District HR data, the Director will assemble and regularly update a list of minority teachers and others in the District who already hold administrator certificates but are not currently employed in administrator positions in the District.

Using District HR data, data from teacher evaluations, and other sources of referral, the Director will assemble and regularly update a list of qualified minority teachers who may be candidates to work towards an administrator's certificate.

**3. Direct Personal Outreach, Mentoring and Coaching.**

a. Minority Administrator Candidates. For those minority employees who already hold administrator certificates, the Director will conduct regular e-mail and/or telephone contact to advise these candidates of open administrator positions, and encourage them to apply. The Director will follow up with direct personal contact as much as possible.

The director will also explore the feasibility of matching minority administrator candidates with existing administrators to serve as mentors for the decision to become an administrator, and guides for the process of applying for an administrator's position. The Director will also conduct a number of clinics and coaching sessions to assist for interested candidates with the application process, including interview skills coaching and formal resume construction.

b. Minority Teachers. For those minority teachers who do not yet have an administrator's certificate, the Director will conduct regular e-mail and/or telephone contact to advise these candidates of the availability of the Leadership Prep Academy and tuition assistance programs, and to encourage them to participate.

The Director will conduct several meetings and information sessions to encourage minority teachers to enroll in the Leadership Prep Academy and/or tuition assistance programs, and invite minority administrators to attend and provide their own stories and paths as an encouragement to others.

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<sup>2</sup> These programs have been described in more detail in the District's annual reports and in its assessment of unitary status. This plan focuses on recruitment to enroll in the programs, not the programs themselves.