

EXHIBIT B

Mexican American Student Services Department
Operating Plan

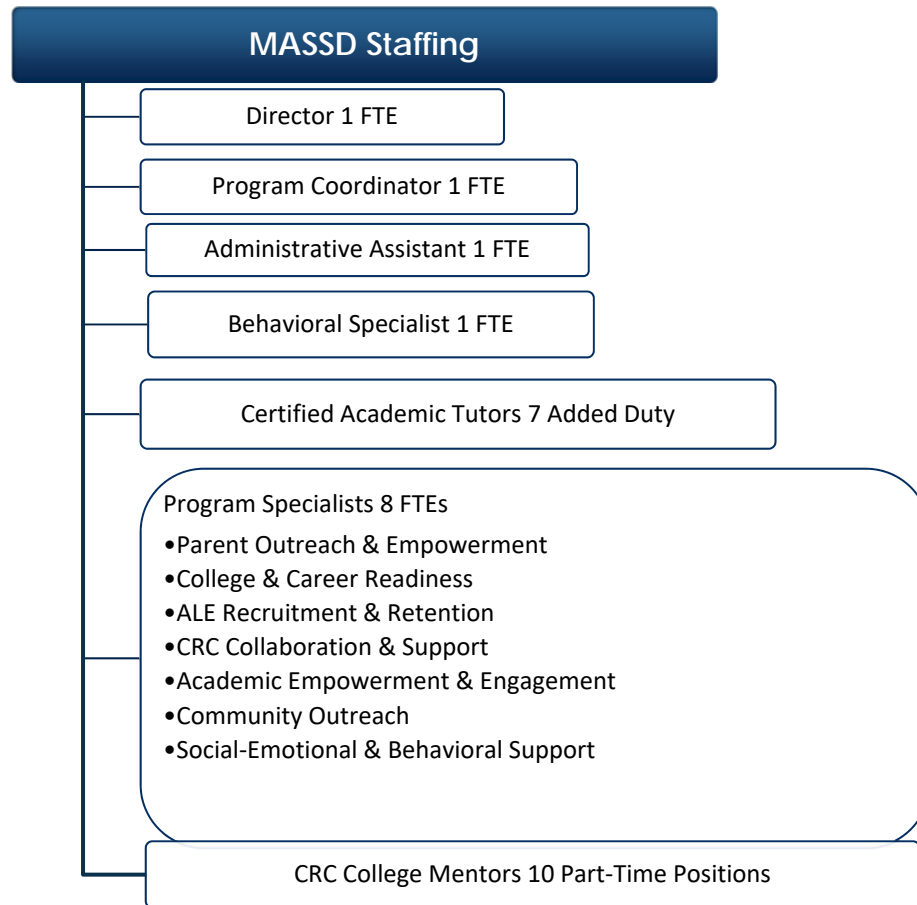
This Operating Plan sets out an organizational and substantive plan for the delivery of student support services to Mexican American students at TUSD, including ELL students, including (a) identification of the activities performed by staff of the Mexican American Student Services Department, (b) demonstration of how these activities are integral to the core functions of the District, (c) specification of the qualifications that members of the department staffs must have to perform including specific functions, (d) a description of how staff with these qualifications can be recruited, trained and retained.

This Operating Plan is the result of experience gained by MASSD under the last five years operating under the supervision of the Court pursuant to the USP, discussions and consultations with representatives of the Mendoza Plaintiffs, and consultation with various experts. MASSD was reorganized, and this Operating Plan was implemented and used, beginning with SY2018-19.

I. Overview

MASSD is committed to improving the academic achievement and educational outcomes of Mexican American/Latino students (inclusive of students identified as ELLs) through a comprehensive asset-based approach to student services integrated with culturally responsive practices for growth and advocacy. An asset-based approach embraces and builds upon students' and their families' strengths, potential, culture/linguistic background, experiences, knowledge, and skills. Students and parents bring "funds of knowledge" from their community and homes to utilize at every level of the educational experience to further a commitment to equity and improved academic achievement in TUSD. The provision of support services for students, parents, administrators, and teachers in TUSD is foundational to the efficacy of research-based practices centered on increasing student success in school and enhancing academic achievement. Advancement of a wide range of services targeted to Mexican American/Latino students and parents fosters intentional equitable access and advocacy through an asset-based approach. This approach of support services for students, parents, administrators, and teachers further commits TUSD to equity at every level of the educational experience.

The following chart summarizes current MASSD staffing.



MASSD provides a core function of the District: targeted, culturally responsive student support designed to improve academic achievement and behavioral outcomes for Mexican American/Latino students. It is the analog of other similar departments at TUSD which improve outcomes for other student groups.

The following MASSD goals summarize the intentional intersections that drive collaborations with District departments:

- Focusing on an asset-based approach support model in developing and executing services aimed at improving the academic and educational outcomes of Mexican American/Latino students, inclusive of students identified as English Language Learners (ELL);
- Integrating culturally responsive practices for growth and advocacy through collaboration with the Culturally Responsive Pedagogy & Instruction Department (CRPID);
- Identifying and responding promptly to systemic patterns hindering academic success (i.e. absences, behavior, social needs, etc.) based on cultural/linguistic background;
- Utilizing the District's integrated system of student and school data (Evidence Based Accountability System or EBAS) to monitor progress and respond with appropriate changes to improve academic achievement and support services;

- Collaborating with sites, departments, and leaders to formulate sustainable and systemic remedies;
- Utilizing Advancement Via Individual Determination (AVID) strategies and models to support Culturally Relevant Curriculum (CRC) classrooms to reduce/eliminate the participation gap and increase college readiness;
- Developing positive, empowering relationships based on respect and affirmation of the cultural/linguistic backgrounds of families through partnerships with District and community resources.

II. Organization

The organization of MASSD incorporates research-based practices using an asset-based systemic approach in its delivery of services. The organization, as explained in more detail in the MASSD Reorganization Plan, attached as Exhibit 1, reflects a strategy to capitalize on TUSD students' and families' strengths, as well as trained and committed MASSD staff.

The MASSD Operations Plan calls for integrated comprehensive support services that move away from a deficit-based direct-services model and shift to an asset-based approach using program specialists, which is designed to positively impact student achievement and behavior district-wide with a more effective use of resources.

MASSD is led by a director and a program coordinator, with significant participation from an administrative assistant. In addition, key staff positions include eight program specialists, each of whom has a student caseload, and additional duties in a particular programmatic area. The department also has a behavioral specialist, with a full time caseload of students for whom culturally relevant behavioral interventions are appropriate. The department also uses seven certified TUSD teachers, on a part time basis as added duty, to conduct tutoring on Saturday mornings for students in grades 3-5. Finally, the department employs ten college students on a part time basis to serve as college mentors in culturally relevant courses. A formal listing of the qualifications and duties for each position are set out in Exhibit 2. A narrative explanation of the services provided through each of the key positions is set out below.

A. Program Specialists.

MASSD has eight program specialists. Each program specialist is assigned to provide direct student support services at two schools. The schools are selected by the department each year, based on academic performance, letter grade, discipline issues, enrollment, and other factors indicating a need for assistance with culturally responsive academic and behavioral interventions. Working with each assigned school's academic and behavioral team, the program specialist identifies students who need culturally responsive Tier 2 and/or Tier 3 academic and/or behavioral support. The program specialist then assists and advocates in the development of a culturally responsive intervention plan. The program specialist may assist in the interventions themselves (for example, parent contact, home visits, weekly check-ins, mentoring or the facilitation of mentoring groups). Since the program specialists are not certified, they do not actually instruct, but may assist in instruction under the supervision and direction of a certified

teacher. Throughout the year, the program specialists continue to monitor the progress of identified students, and the implementation of the intervention plan.

An important function in the program specialists' work at school sites is constant communication with the student's family, in a two-way fashion, to keep the family informed of progress and setbacks, but also to learn from the family (a) information that may bear on academic and behavioral progress, and (b) how the school and the District can help the family support the student's progress. The program specialists' familiarity and experience with Latino cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family (including Spanish dominant households) in dealing with academic issues.

Beyond identified schools, any school can request assistance with an individual student for whom the school believes that the resources and experience of the MASSD team may be effective. Once the department receives such a request, the student is assigned to one of the program specialists, and handled in the same manner as targeted students described above.

These services include academic, behavioral and outreach elements. They are supplemental to the services provided by the school's academic, behavioral and family engagement staff.

In addition to direct student support at identified schools, each program specialist has additional duties in a particular programmatic area. Each is described below.

1. Parent Outreach & Empowerment

This program specialist conducts and coordinates direct outreach to families of students for MASSD programs and initiatives, including recruiting for and facilitating the Mexican American Parent Advisory Council and the Mexican American/Latino Parent Institute to improve inclusion in the District's decision-making process. Parent outreach is done through multiple channels, depending on the circumstances, including personal meetings, telephone calls, ParentLink communications. This program specialist also supplies content regarding MASSD programs and initiatives directly to schools and to the FACE department for inclusion in outreach and informational channels by those organizations.

This program specialist also conducts or coordinates outreach to Mexican American/Latino families for other departments, such as the Language Acquisition Department, the Magnet Department, the ALE Department, and the FACE Department, either to promote attendance at events sponsored by those departments, or for direct targeted outreach to families (such as families of ELL students). This program specialist also works with other departments to ensure that programs intended to reach, and communications to, Mexican American/Latino families are culturally relevant.

This program specialist also develops and implements bilingual (Spanish/English) empowerment trainings with FACE staff for Mexican American/Latino parents to participate in site councils, PTAs, SCPC, and Governing Board meetings. These workshops are given at school

sites and the Family Centers, with the FACE Department supplying facilities (if at the Family Centers), transportation and child care.

The outreach services described above are supportive and/or additional tasks.

This program specialist also meets with other departments in an advocacy role to ensure the specific interests of Mexican American/Latino students and families are considered, including the Language Acquisition Department, Exceptional Education, and Curriculum and Instruction. These services are supportive, and may include academic, behavioral and outreach elements.

Finally, this program specialist provides support for district-wide events (making presentations or staffing a table) to promote parent empowerment and knowledge of District and community opportunities (e.g. ALE, citizenship, open enrollment, dual language, family resource centers, department programs). These services are supportive, and are outreach in nature.

2. College & Career Readiness

The College and Career Readiness program specialist (a) promotes and attends district-wide events sponsored by the district Counseling Department on college and career readiness (including College Fairs, FAFSA/Scholarship Nights and similar events), to explain and inform Mexican American/Latino students and families about culturally relevant college and career resources, (b) works with the district Counseling Department and site-based College & Career Coordinators to develop culturally relevant informational materials on college and career issues for distribution through schools, Family Centers, and at special events, (c) organizes and conducts college tours of the three state universities for Mexican American/Latino students, focusing on culturally relevant aspects of college life and study, (d) prepares and sends out a monthly scholarship newsletter regarding scholarship opportunities and requirements, (e) works with the ALE Department to promote transition to college through dual enrollment courses for college credit while in high school to Mexican American/Latino students and families, (f) collaborates with the UA Office of Early Academic Outreach to expand College Academy for Parents & Kids College into site Parent Encuentros, (g) works with the CTE Department to promote District career and technology education programs to students and parents to increase exposure to multiple career options for students, and (h) coordinates the Adelante Parent & Youth Leadership Conference to promote K-12 college preparedness.

This program specialist also works (a) to develop a College & Career Academy for middle school students to learn from college instructors and mentors and to earn high school STEM or elective credit, (b) to facilitate summer enrichment programs sponsored by MASSD (e.g. Camp Invention, TECHNOLOchicas, etc.) to extend learning opportunities in critical career areas, (c) to develop Mujeres En Movimiento Mother-Daughter Program initially targeting seventh graders as an early-outreach program designed to increase the number of first-generation students who are qualified and prepared to enroll in college through family empowerment, and (d) to facilitate a Student to Teacher Mentor program targeting middle & high school Mexican American/Latino students who are interested in pursuing education as a career to develop an educational pipeline.

These services are outreach in nature, and are either supportive or additional, as described.

3. ALE Recruitment & Retention.

The ALE Recruitment and Retention program specialist works to develop, improve and promote parental awareness of the benefits and availability of educationally opportunities for gifted/talented/creative children in Mexican American/Latino families. This occurs through direct outreach to families, and through participation in District and department events which Mexican/American students and families attend. These outreach activities are supportive and/or additional.

The ALE Recruitment and Retention program specialist also identifies and recruits specific Mexican American/Latino students, including ELL students, for enrollment in ALE programs based on analysis of assessments and tests. This includes direct outreach to Mexican American/Latino students and families identified as having high AP potential, and work with both GATE and UHS to recruit qualified students to accept placement in these programs, again through direct outreach in personal meetings, phone calls, ParentLink messages and attendance at events sponsored by the ALE Department. These are supportive, outreach tasks. This program specialist conducts Knowledge is Power workshops for parents in partnership the UA College of Education, which are additional in nature. This is an additional, outreach task.

The ALE Recruitment and Retention program specialist works with ALE staff to develop and implement strategies to support successful completion of ALEs by Mexican American/Latino students. This program specialist works with ALE and CRC staff to develop and utilize culturally responsive practices for instruction with students participating in ALE programs at all levels. The ALE Program Specialist monitors district-wide patterns of Mexican American/Latino participation in ALEs to adjust recruitment and retention strategies. These are supportive, academic tasks.

This program specialist also engages directly in mentoring students for college readiness, including AVID students at Booth-Fickett, and assists other school sites in starting and maintaining college mentoring. At UHS, the program specialist assists the UHS recruitment and retention counselor with direct outreach, and helps mentor students needing culturally relevant assistance, and also assists with parent contact and advocates for students generally with teachers. These are additional academic tasks.

4. CRC Collaboration & Support

The CRC Collaboration and Support program specialist, who holds a doctorate in Teaching & Learning, serves as an additional resource for conducting culturally relevant professional learning, reviews, critiques, and provides recommendations for curriculum, and presents workshops at the CRPI Summer Institute and Multicultural Symposium. These are supportive, academic tasks.

This program specialist is supporting a grow-your-own program through a partnership with UA College of Education and CTE, targeting Latino high school students who may be

interested in becoming teachers of CR classes. The program includes a high school class in education, developed in collaboration with the UA College of Education and the Mexican American Studies Department, and taught by another MASSD program specialist. This is an additional academic and outreach activity.

In addition, the CRC Collaboration and Support program specialist (a) trains, coordinates scheduling for, and monitors the CRC College Mentor program for the department, (b) coordinates guest speaker presentations in CR courses from community and college resources to provide multiple perspectives from diverse role models, (c) organizes field trips targeted for CR courses to provide exposure to multiple opportunities in the community, (d) develops opportunities for community, parent, and student input to make recommendations regarding CR practices to increase effectiveness, and (e) provides family outreach to support and promote the CRC Parent Encuentros in partnership with the CRPI Department at designated sites. These are additional academic and outreach tasks.

5. Academic Empowerment & Engagement

MASSD has two Academic Empowerment and Engagement program specialists, both with certified teaching experience. On a district-wide basis, these program specialists coach and model instruction for teachers who may benefit from help with culturally responsive teaching strategies, mentor teachers, interview students, and work with principals, all to improve culturally responsive instruction not just in formal CR courses, but in general courses. They also serve as part of the culturally responsive professional learning team, and organize and run the Saturday Academies which provide bilingual tutors in math and ELA. These are supportive academic tasks

One program specialist teaches the grow-your-own course in education developed in partnership with the University of Arizona, and works as a tutor at the Saturday Academies run by MASSD. This allows the grow-your-own high school students to come and assist in the Saturday Academies as a real observational lab setting for experience in culturally relevant teaching. This is an additional academic task. The other supports immigrant students, including facilitating a DACA support group at Rincon High School, and a Welcome support group for incoming students who are acclimating to the American high school environment. This is an additional outreach task.

In addition, these program specialists, focusing on identified lower 25% student populations, track individual student progress to evaluate effectiveness of academic interventions, conduct individual academic mentoring for students, consult targeted MTSS teams in academic interventions utilizing asset-based strategies and facilitate the development of academic goals. They also assist sites with ELLs in integrating supports to ensure an asset-based approach in classrooms. These are supportive and/or additional academic tasks.

These program specialists organize skills building and enrichment opportunities for students including coordinating student empowerment conferences to develop academic and cultural identity. These are additional academic tasks.

6. Community Outreach.

The Community Outreach program specialist coordinates with other district departments sponsoring events or information sessions, (a) to make sure that MASSD is represented at those events (with guest speakers or resource tables, as appropriate), and (b) to identify and bring in organizations and individuals from the Mexican American/Latino community as participants at the events. This includes working with the University of Arizona on the Adelante! Parent & Youth Leadership Conference and Pima Community College for Parent Univeristywhile coordinating participation by other District departments.

The Community Outreach program specialist maintains and develops partnerships with community resources and agencies (e.g. LULAC, AZ César Chávez Holiday Coalition, Amistades, Child & Family Resources, CPLC) to increase access to educational opportunities. When there are events sponsored by organizations in the Mexican American/Latino community, the program specialist will coordinate participation by various district departments and staff.

The Community Outreach program specialist (a) recruits community leaders to facilitate student mentoring program, (b) researches, writes, and monitors grants for additional funding sources, (c) maintains a continuing relationship with the UA Mexican American Studies Department, the Adalberto & Ana Guerrero Student Center, College of Education, student organizations, and alumni association, (d) develops and promotes citizenship workshops with community partners (e.g. DACA resources, Tucson Citizenship Campaign, International Rescue Committee, etc.), and (e) coordinates district-wide presentations by guest speakers (e.g. César Chávez Month, Mexican American Heritage Month/Mes de la Cultura, Segundo de Febrero Commemoration, Center for Biological Diversity, UA Honors College, etc.).

The Community Outreach program specialist coordinates the District's relationship with Project SOAR (Student Outreach for Access & Resiliency), a program that places UA undergraduate mentors in under-resourced middle schools in the Tucson area, as part of a college class for credit. Mentors meet 1-on-1 or with a small group of middle school youth weekly, addressing topics including academic strengths, self-esteem, conflict resolution, career exploration, and the college search process.

The Community Outreach program specialist also coordinates District student participation in the annual Southern Arizona Youth Leadership Conference, sponsored by LULAC, which involves students from a number of Tucson area school districts.

These tasks are generally additional outreach tasks.

7. Social-Emotional & Behavioral Support

The Social-Emotional & Behavioral Support program specialist, a licensed social worker, facilitates and supports the creation and maintenance of mentoring groups for Mexican American/Latino boys, to deal with common emotional and behavioral challenges, including the

development of curriculum and training for school staff to support these groups on an ongoing basis. This program specialist works with RPPFs and school behavioral teams, providing informal support and more formal professional learning on culturally responsive strategies for dealing with behavior issues, along with culturally responsive behavioral coaching for both school site staff and students. The program specialist emphasizes the importance of culturally relevant two-way communication with families about behavioral issues and plans. These are additional behavioral tasks.

The Social-Emotional & Behavioral Support program specialist also works with the TUSD School Health Services to provide culturally relevant health and wellness programming for families at school sites and the Family Centers, and manages the partnership with the Pima County Prevention Coalition, providing substance abuse prevention training for parents, school staff, and students, again at school sites and the Family Centers. More generally, the program specialist coordinates professional learning in social and behavior advocacy (e.g. violence prevention and substance abuse services, mental health, identity, ACEs, trauma-informed practices, social/historical trauma). The Social-Emotional & Behavioral Support program specialist provides workshops and resources on bullying, harassment, and family/relationship violence for Mexican American/Latino parents, through the Family Centers. These are generally additional behavioral tasks, with some elements of supportive tasks.

The Social-Emotional & Behavioral Support program specialist attends discipline hearings/suspensions for Mexican American/Latino students if requested, advocates for culturally relevant awareness, context and fairness in the process, and communicates with students and parents about the process and outcomes. These are supplemental behavioral tasks. The program specialist cooperates with departments and agencies to provide support for of Youth On Their Own and students in foster care. The program specialist supports LGBTQ youth leadership and engagement programs at sites. These are additional behavioral tasks.

2. Behavioral Specialist

MASSD employs a behavioral specialist, who works with school behavioral teams on request by either the school or the student, in connection with Tier 2 and Tier 3 behavioral interventions. In each instance, the behavior specialist consults with the school's behavioral team in the development of an individual behavior plan, an integrated set of culturally informed and appropriate behavioral interventions designed to prevent or reduce the incidence of discipline for each high-risk student. The behavior specialist also coordinates with the MTSS team to ensure that any ongoing academic interventions are consistent with the behavior plan.

The behavior specialist monitors the implementation of the behavior plan for each student. In many instances, the behavior specialist actually delivers Tier 2 and Tier 3 behavioral interventions identified by the plan, as an adjunct or additional resource to the school's behavioral team. The behavior specialist may also coordinate access to other intervention resources beyond the normal reach of the school, including mentoring and community organizations with whom the department has developed a working relationship. If applicable,

the behavioral specialist may also work directly with a court probation officer in identifying school behavior interventions that may serve as conditions of probation, such as mentoring, social-emotional learning, or “check-in, check-out” procedures.

An important element of the behavior specialists’ work is communication with the high-risk student’s family, in two-way fashion, both to keep the family informed of the plan, progress, and setbacks, but also to learn from the family (a) information that may bear on the behavior issues and the behavior plan, and (b) how the school and the District can support the family in dealing with the behavior issues. The behavior specialists’ familiarity and experience with Mexican American/Latino cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family in dealing with behavioral issues.

These are supplemental behavioral tasks.

3. Certified Academic Tutors (part time)

MASSD employs current TUSD certified teachers to serve as tutors for math and ELA interventions and enrichments for students in grades 3-5 and middle school in three hour sessions on Saturday mornings, to provide an additional, culturally responsive, bilingual resource at a different time than regular before or after school tutoring. Tutors follow the standard curriculum, utilize benchmark data to inform instruction, coordinate with classroom teachers on student progress and needs, and communicate student progress to parents at the end of the 3-hour session. These are supplemental, academic tasks.

4. CRC College Mentors (part time)

MASSD college mentors develop authentic, caring relationships as college role models in designated CRC classrooms to increase Mexican American/Latino student academic achievement. They facilitate academic strategies (e.g. AVID) through in-class support in targeted CRC classrooms under the supervision and direction of the CRC teacher, model higher-level thinking and inquiry learning through culturally responsive strategies for students, coordinate opportunities for students to develop cultural identity utilizing college and community partnerships, and mentor students through the completion of college eligibility requirements and the enrollment process. These are additional academic tasks.

III. Recruitment, Training, and Retention

The District utilizes one or more of the following previously-successful methods to recruit, train, and retain individuals in these positions as appropriate for each position:

Recruitment:

- Direct recruitment of In-District candidates with experience and knowledge of resources for advocacy
- Host Open House events inviting potential candidates

- Utilize current collaboration with UA Departments to recruit qualified candidates with skills and knowledge of the needs of Mexican American students and the Mexican American community
- Advertise via community partner outlets: social media, job networks, events
- National advertising via social networks, bulletins, social media
- Expert panel referrals of candidates
- Presentations at relevant University of Arizona student centers
- Invitations to qualified candidates who previously applied for Student Success Specialists positions

Training:

- District Department trainings led by Directors and Program Coordinators (ALE, CTE, FACE, LAD, GATE, CRPI)
- Mentoring by identified In-District mentors in the assigned focus area
- Coaching by the MASSD Director and Program Coordinator
- Job shadowing of In-District staff and community partners essential to focus area assignment
- Professional Development in the job-related areas including: culturally responsive practices for services, trauma-informed educational settings, college preparation from local non-profits and higher education institutions, AVID strategies, grief counseling, ACEs (Adverse Childhood Experiences), funds of knowledge, direct academic interventions, etc.

Retention:

- Foster ownership of Program Specialist position through development of Action Plans
- Ongoing training to further develop competency
- Follow-up and reflection of practices with the MASSD Director
- Weekly collaboration with peers
- Community building retreats in alignment to mission and goals
- Effective communication of expectations of new positions
- Quarterly staff feedback

III. Operations and Anticipated Outcomes

The organization of individual positions and associated tasks and assignments form a framework for achieving the MASSD's overall operations goals and strategies described above. The following summarize the operations the District undertakes to achieve those goals:

- Implement asset-based support services integrated with culturally responsive strategies to improve student achievement & educational outcomes.
- Implement a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino students' educational experiences in TUSD.
- Represent the interests of Mexican American/Latino students and parents in District decision-making.
- Expand extensive, integrated, collaborative partnerships at the local, state, and national level to support MASSD goals.
- Foster Mexican American/Latino parent engagement in collaboration with FACE, site administrators, the CRPID, and District Leadership.
- Monitor academic success indicators for Mexican American/Latino students district-wide to recommend interventions as needed.
- Target Culturally Relevant Curriculum (CRC) classrooms to utilize AVID (Advancement Via Individual Determination) strategies to build positive, trusting relationships for students' academic and social support.
- Utilize EBAS to regularly review the effectiveness of the MASSD organization, positions, plan, and operations to determine effectiveness and potential revisions to services and plans for individual students and to the overall operation of the MASSD.

In undertaking these operations and collaborating with other District departments, the MASSD anticipates the following improvements in MASSD operations and Mexican American/Latino student success:

By implementing asset-based support services integrated with culturally responsive strategies to improve academic student achievement and educational outcomes for Mexican American/Latino students, the District anticipates an increase in the number of Mexican American/Latino students identified for ALEs, an increase in the number of Mexican American/Latino students receiving direct asset-based support services, and an increase in the academic proficiency of Mexican American/Latino students.

By developing a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino students' educational experiences in TUSD, the District anticipates a decrease in the attrition of Mexican American/Latino students prior to graduation and a decrease in student discipline referrals for Mexican American/Latino students.

By focusing on the interests of Mexican American/Latino students' and parents' in District decision-making, the District anticipates an increase in the number of Mexican American/Latino parents participating in site and district decision-making bodies, and an increase in participation of a district-wide Mexican American/Latino parent advisory council.

By expanding collaborative partnerships at the local, state, and national level to support MASSD goals, the District anticipates an increase in effective resources to support Mexican American/Latino students and families, an increase in highly qualified Mexican American/Latino teachers, and an increase in available qualified CRC tutors to act as mentors to middle and high school students in designated CRC classrooms.

By fostering Mexican American/Latino parent engagement in collaboration with Family and Community Engagement (FACE), site administrators, the CRPID, and District Leadership, the District anticipates improved academic success for Mexican American/Latino students based on improved relationships with and direct and regular participation from Mexican American/Latino families in students' academics.

By monitoring academic success indicators for Mexican American/Latino students district-wide and recommending interventions and enrichments as needed and useful, the District anticipates increased and specified support services for struggling Mexican American/Latino students, and improved academic performance and reduced discipline for struggling Mexican American/Latino students

By targeting CRC classrooms to utilize AVID strategies to build positive, trusting relationships for students' academic and social support, the District anticipates that its Mexican American/Latino students will improve their views of and relationships with teachers and staff that will serve to help students improve their overall academic success.

Data Driven Progress Monitoring

Centrally, the MASSD regularly assesses and evaluate the effectiveness of this plan by utilizing TUSD data systems (including Synergy, Clarity, SchoolCity and other data systems) to monitor and analyze student academic, social, and behavior needs (e.g. site discipline trends, benchmark data, attendance rates, etc.) on a quarterly basis. Ongoing monitoring and assessment determines the effectiveness of support services provided to each student. Ongoing data monitoring also determines the effectiveness of the MASSD Plan and MASSD positions and their alignment with job responsibilities and effective support services. Modifications and adjustments in support services and in district-wide initiatives, projects, and site support occur regularly based on data, goals and information.

On an annual basis in the late winter or early spring of each year, MASSD staff meet as a group, and with the Assistant Superintendent of Curriculum and Instruction, to assess the support services, outcomes, areas for improvement, and to consider operational changes for the following year. This annual assessment coordinates with the broader TUSD budgeting process, so that changes and reallocation of assets and positions can be worked into both the Operating Plan for the following year, and annual budget request.

EXHIBIT 1



Mexican American Student Services Department Reorganization Plan SY 2018-19

The following reorganization plan provides for an integrated comprehensive approach for services utilizing an asset-based model to build systemic, institutional equity for improving academic student achievement and educational outcomes. The Mexican American Student Services Department (MASSD) plan further commits District resources to serve the varied needs of Mexican American/Latino students and parents district-wide for increased academic success.

MASSD MISSION

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

PART I: MASSD Reorganization Overview

Introduction

Tucson Unified School District (TUSD) student demographics continue to move in the direction of a growing Mexican American/Latino student population, which for years has comprised the largest ethnic student population within the District. The Mexican American Student Services Department (MASSD) was created as an essential component of the Unitary Status Plan (USP), which was stipulated by all of the parties and approved by the US Federal Court on February 19, 2013.¹

¹ USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of

Since the inception of the MASSD in 2012, the Department has provided advocacy for academic achievement of Mexican American/Latino students with a direct student service and staffing model comparable to other TUSD Student Equity departments. This has manifested in the current use of a deficit model approach by the MASSD, which includes identifying student deficiencies (i.e. low achievement in reading and math test scores, low attendance, behavior issues, etc.). As Paul Gorski states, “deficit ideology is a worldview that explains and justifies outcome inequalities— standardized test scores or levels of educational attainment, for example—by pointing to supposed deficiencies within disenfranchised individuals and communities” (Gorski, 2010). The department puts into place strategies to address these deficiencies through the use of Student Success Specialists at targeted sites working in these specific areas.

In contrast, in the new model for reorganization will focus on an asset-based approach shifting to Program Specialists who will concentrate on direct services in targeted areas for students, families, sites and thus provide a broader spectrum of asset-based services. Asset-based ideology embraces and builds upon students’ and their families’ strengths, potential, culture/linguistic background, experiences, knowledge, and skills. Students and parents bring “funds of knowledge” from their community and homes to utilize at every level of the educational experience to further a commitment to equity and improved academic achievement in TUSD. ²The provision of support services for parents, administrators, and teachers in TUSD is foundational to the efficacy of these research-based practices centered on increasing student success in school and enhancing academic achievement.

Expert Panel

This plan was reviewed by an expert panel of scholars invested in the Mexican American/Latino community in Tucson Unified School District and their input was considered and incorporated as appropriate in this plan:

- Dr. Nolan Cabrera- University of Arizona, Associate Professor, College of Education, Educational Policy Studies & Practice

Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan.” The cited USP section encapsulates the overarching intended objective for the work of the MASSD.

² López, F. (2017). Altering the trajectory of the self-fulfilling prophesy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education*, 68, 193-212.

- Dr. Francesca López- University of Arizona, Associate Professor, College of Education, Educational Policy Studies & Practice
- Dr. Andrea Romero- University of Arizona, Professor, College of Agriculture and Life Sciences, Norton School of Family Consumer Science, Family Studies and Human Development-Director- Frances McClelland Institute for Children, Youth, and Families
- Dr. Ada Wilkinson-Lee- University of Arizona, Associate Professor, College of Social & Behavioral Sciences, Mexican American Studies Department

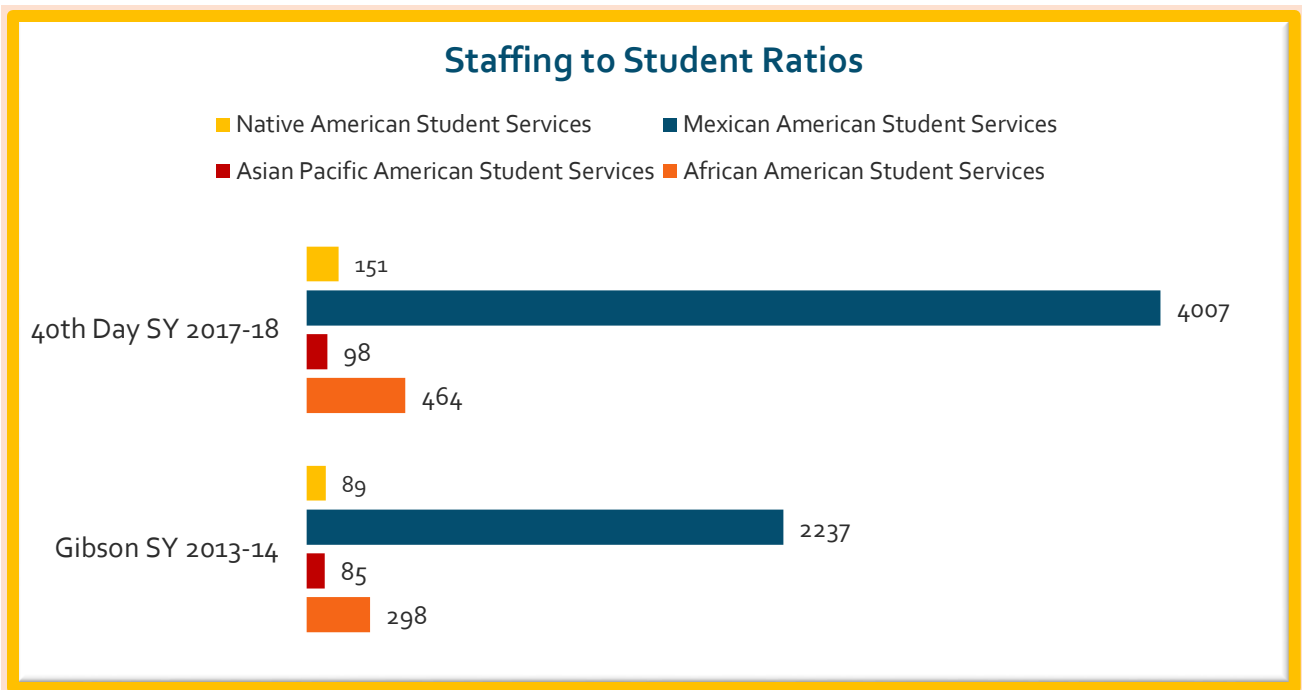
Purpose

The purpose of the reorganization is to improve the academic achievement and educational outcomes of Mexican American/Latino students through the expansion of support services in TUSD. The reorganization of the MASSD provides qualified staffing for student, parent, teacher, and administrator support district-wide in alignment with the duties and responsibilities outlined in the USP. The integration of a comprehensive asset-based model (López, 2017) approach to student services will increase department efficacy centered on culturally responsive practices for growth and advocacy.

Rationale

In 2013, the Gibson Consulting Group commissioned by TUSD examined the efficiency of this direct student service model. The *Operational Efficiency Audit* found that “there is no apparent relationship between the number of TUSD students by ethnicity and the number of Student Equity and Intervention staff that support them” (Gibson, 2014, p. 23). Nevertheless, the basis for the allocation of resources and services to the MASSD has relied on this direct service model.

Graphic 1 details the staffing to student ratios based on the Gibson *Operational Efficiency Audit* and TUSD 40th Day Enrollment for SY 2017-18. In SY 2017-18, MASSD’s 7 Student Success Specialists committed to serving as many of the 29,049 students as possible with a 4,007 to 1 ratio.



Graphic 1

Sources: Gibson, 2014, p. 24 & Synergy, Daily Enrollment by Student Demographics- 40th Day SY 2017-18

Through ongoing data analysis, the Mendoza Plaintiffs and District leadership have reached a common agreement that a more comprehensive and integrated outcome-based service model will best support students, parents, administrators, and teachers to improve the academic achievement and educational outcomes of Mexican American/Latino students. This model will provide support through targeted areas for district-wide services.

Modifications of the current MASSD service model for Mexican American/Latino students will foster integrity to the intentions of the USP through a transformational reorganization. This determination is based on data analysis and feedback from District Leadership, the Special Master, and the Mendoza Plaintiffs. The recommendations for the MASSD reorganization focus on improved outcomes to meet USP objectives through the initiation of a comprehensive and integrated model to benefit more students district-wide. To this end, TUSD Leadership, the MASSD Director, a member of the Special Master’s Implementation Committee, and a Mendoza Plaintiffs’ representative have collaborated in the development of this MASSD Reorganization Plan.

Theoretical Framework

The MASSD Reorganization Plan incorporates research-based practices using an asset-based systemic approach in its delivery of services. Critical to this approach is the previously explained shift in staffing from Student Success Specialists, positions that do not require a BA/BS or bilingual requirements, to Program Specialists who must hold a BA/BS and be

demonstrate bilingual (Spanish & English) proficiency. Two of the Program Specialist positions (Academic Empowerment focus area) also require a teacher certification.

Program Specialists are integral to the asset-based model approach, which embraces and builds upon students' and their families' strengths, potential, cultural/linguistic background, experiences, knowledge, and skills. Students and parents bring "funds of knowledge" (Moll & Gonzalez, 1992) from their community and homes to utilize at every level of the educational experience. Families identify themselves with the pedagogy and school culture; this connection fosters self-advocacy (Nuri-Robins et. al, 2005). This supports and furthers a commitment to equity and academic achievement in TUSD.

The theoretical framework is strategically developed and applied through the following practices:

- Focusing on an **asset-based approach support model** in developing and executing services aimed at improving the academic and educational outcomes of Mexican American/Latino students, inclusive of students identified as English Language Learners (ELL);
- Integrating **culturally responsive practices** for growth and advocacy through collaboration with the Culturally Responsive Pedagogy & Instruction Department (CRPID);
- **Identifying and responding promptly to systemic patterns** hindering academic success (i.e. absences, behavior, social needs, etc.) based on cultural/linguistic background
- Utilizing the District's integrated system of student and school data to monitor progress and respond with required changes to improve academic achievement
- Collaborating with sites, departments, and leaders to formulate **sustainable and systemic remedies**;
- Monitoring through a **continuous improvement evaluation** component to implement needed programmatic changes;
- Utilizing Achievement Via Individual Determination (**AVID**) **strategies** and models to **support Culturally Relevant Curriculum (CRC)** classrooms to reduce/eliminate the opportunity gap and increase college readiness;
- Developing **positive, empowering relationships** based on respect and affirmation of the cultural/linguistic backgrounds of families through partnerships with District and community resources.

Part II: Reorganization of MASSD

All support services in this plan include meeting of the needs of Mexican American/Latino students identified as ELL. A Strategic Plan is critical to the effectiveness of MASSD Reorganization and is inclusive of goals, objectives, and measureable outcomes. A working document of this plan is available in Appendix I.

SY 2018-19 Reorganizational Goals

The following goals are based on the theoretical framework outlined above. These goals are further developed in the Strategic Plan (see Appendix 1). Many of these goals intersect with the work of District departments including CRPID, LAD, FACE, etc.

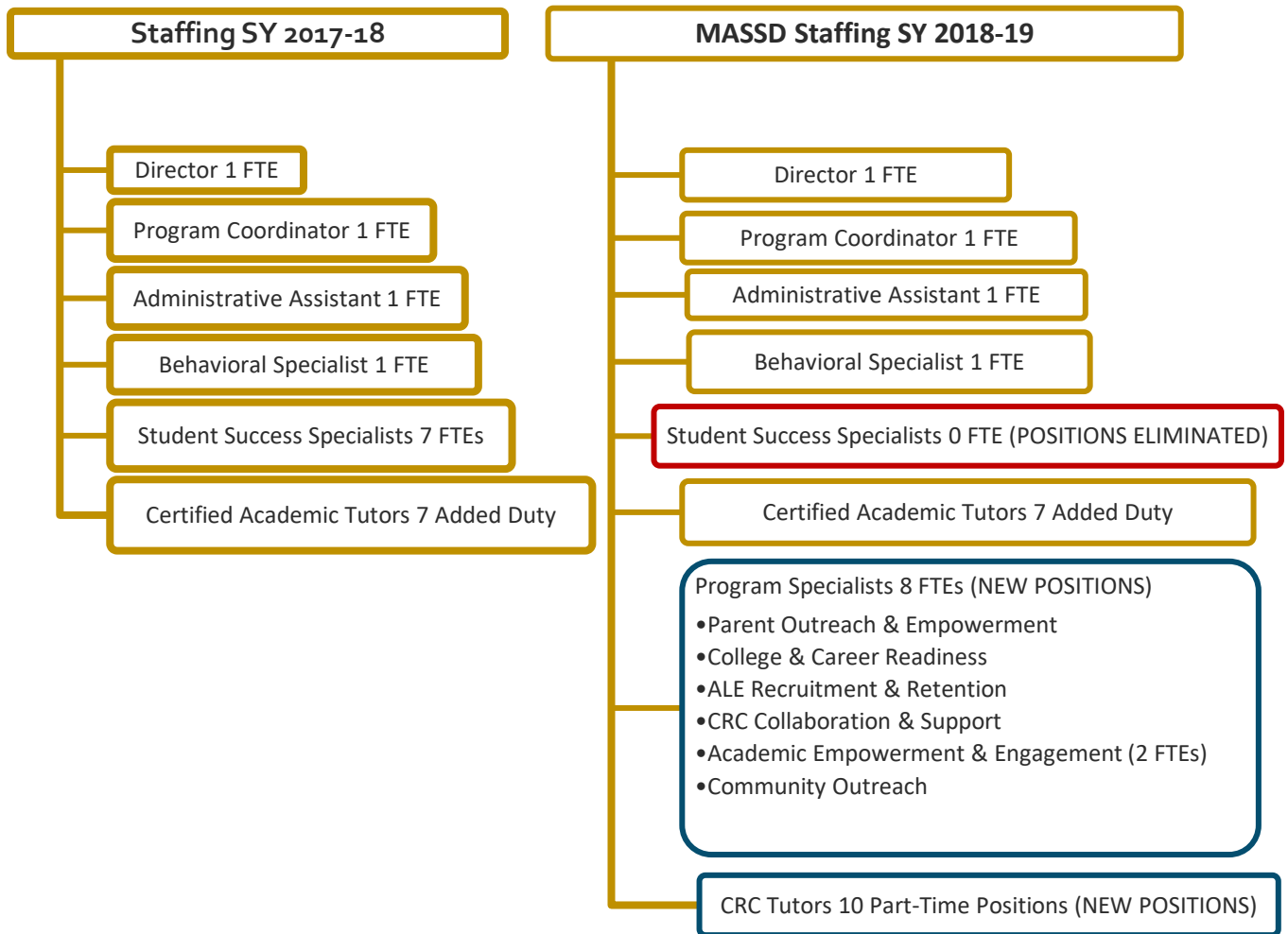
- 1. Implement the reorganization of the MASSD to reflect asset-based support services integrated with culturally responsive strategies to improve academic student achievement & educational outcomes.*
- 2. Develop a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino student's educational experiences in TUSD.*
- 3. Advocate for Mexican American/Latino students' and parents' best interests in District decision-making.*
- 4. Expand extensive, integrated, collaborative partnerships at the local, state, and national level to support MASSD goals.*
- 5. Foster Mexican American/Latino parent engagement in collaboration with Family and Community Engagement (FACE), site administrators, the CRPID, and District Leadership.*
- 6. Monitor academic success indicators for Mexican American/Latino students district-wide to recommend interventions as needed*
- 7. Target CRC classrooms to utilize AVID strategies to build positive, trusting relationships for students' academic and social support.*

Assessment and Evaluation

A designated Research Project Manager from the District Assessment & Evaluation Department will assist the MASSD Director in the development of an Evaluation Plan to analyze formative and summative assessments to monitor student academic, social, and behavior needs (e.g. site discipline trends, benchmark data, attendance rates, etc.). Previously the department has relied on academic achievement data by school and individual students served. Ongoing monitoring and assessment will be conducted to continue to determine effectiveness of positions and alignment with job responsibilities.

MASSD Reorganization Staffing SY 2018-19

Reorganization calls for an integrated comprehensive support services that move away from a deficit-based centered direct services model with the elimination of Student Success Specialists positions and shifts to an asset-based approach using Program Specialists. Although the number of FTEs are relatively similar in both models, the systemic focus of services and the pedagogical framework on which the reorganization is based has changed. This change will positively impact student achievement and behavior district-wide with a more effective use of allocated resources.



Continuing Positions: Job Descriptions

Director

Position Goal: Strategically lead in the planning, development, implementation, and evaluation of programmatic strategies to meet the vision, mission, and goals of the Department.

- Supervise staff to implement department mission, goals, and objectives.
- Plan and oversee implementation of specific strategies to improve academic achievement of Mexican American/Latino students including direct student services, mentoring, increasing student retention, and college-going rates. Participates in the internal Culturally Responsive Practices (CRP) committee to develop, implement, and internally monitor the CRP PD Plan.
- Develop community partnerships including advocacy organizations, local colleges, and universities.
- Collaborate with relevant District departments to foster equity.
- Serve as member of the Expert Educator Committee, TUSD CRP Committee, community advisory boards and committees.

Program Coordinator

Position Goal: Assist the Director in the implementation of programmatic strategies to improve Mexican American/Latino student academic achievement and educational outcomes.

- Develop and disseminate Spanish/English bilingual promotional materials for the Department on college & career readiness, Advanced Learning Experiences (ALE) offerings, credit recovery opportunities, social development, and community partnerships.
- Collaborate with in-district & community resources as a department liaison for advocacy.
- Analyze district-wide data to ensure student academic progress to provide support strategies for parents and sites.
- Assist Director in grant writing for alternative funding sources and coordination of department initiatives.
- Provide consultations, trainings, and evaluations of social/behavioral interventions and district-wide discipline patterns.
- Support the CRPID to facilitate CRP Professional Developments (PDs) district wide as a member of the CRP PD team.

Behavioral Specialist

Position Goal: Provide direct services and consultation for behavioral support of Mexican American/Latino students district-wide utilizing an asset-based approach.

- Provide individual behavioral support and coaching per site or parent requests for culturally responsive services aligned with PBIS and Restorative Practices.
- Document data for each referred student's behavioral progress to determine progress and to evaluate the success of the MASSD behavioral coaching services.
- Communicate and collaborate with MASSD, CRPID, and District Leadership charged with PBIS and Restorative Practices professional development.
- Support systemic use of Restorative Practices and PBIS to reduce the disproportionality of discipline for Mexican American/Latino students.
- Observe, consult, and plan with site staff in appropriate behavioral interventions for Mexican American/Latino students.
- Collaborate with site Multi Tiered System of Support (MTSS) teams to identify and strategize on how to best meet student needs through an asset-based approach to behavioral interventions.
- Provide training in culturally responsive behavioral interventions and strategies to departments and site staff.

Administrative Assistant

Position Goal: Assist the Director in the day to day operations of department to support Mexican American/Latino student academic achievement and educational outcomes.

- Develop and disseminate Spanish/English bilingual communications for the Department.
- Act as a liaison with in-district & community resources for support of department initiatives.
- Provide District information on support for parents and students .
- Assist Director in budget development, modifications, and management.
- Train staff in Department and District procedures as needed.
- Navigate procedures and protocols for Department events, activities, initiatives, and programs.

Certified Academic Tutors

(7 added duty positions for certified teachers for direct instruction in Math)

Position Goal: Develop culturally responsive math interventions and enrichments to increase Mexican American/Latino student academic achievement.

- Conduct math tutoring on Saturdays at designated sites for registered Mexican American/Latino students in grades 3-5 and middle school.
- Provide individualized interventions and enrichments during 3 hour sessions.
- Tutor no more than 15 students at the designated site.
- Communicate student progress to parents at the end of the 3 hour session.
- Attend professional development facilitated by the Math Curriculum Department.
- Update classroom teachers on student progress and needs.

New Positions: Recruitment, Training, and Retention

New positions initiated with MASSD reorganization include eight Program Specialists positions and ten part-time CRC Tutor positions. Current Student Success Specialists with Spanish/English bilingual proficiency and holding a Bachelor's degree or higher will be encouraged to apply for Program Specialists positions. Recruitment strategies of qualified individuals possessing a BA/BS or higher with bilingual proficiency in Spanish/English will commence at the end of SY 2017-18 with the implementation of the Reorganization Plan.

Program Specialists will be encouraged to participate in the District's Make the Move Teacher Internship program that recruits employees with a BA/BS to enter a teacher training program with completion over the course of two years.

8 positions will be filled by the department with candidates in the following areas:

- ***Parent Outreach & Empowerment***
- ***College & Career Readiness***
- ***Advanced Learning Experiences Recruitment & Retention***
- ***Culturally Relevant Curriculum Collaboration & Support***
- ***Academic Empowerment & Engagement***
- ***Community Outreach***
- ***Social-Emotional & Behavioral Support***

Recruitment

- Direct recruitment of In-District candidates with experience and knowledge of resources for advocacy
- Host Open House events inviting potential candidates
- Utilize current collaboration with UA Departments to recruit qualified candidates with skills and knowledge of the needs of the Mexican American community
- Advertise via community partner outlets: social media, job networks, events
- National advertising via social networks, bulletins, social media
- Expert panel referrals of candidates
- Presentations at relevant University of Arizona student centers
- Invitations to qualified candidate who previously applied for Student Success Specialists positions

Training

- District Department trainings led by Directors and Program Coordinators (ALE, CTE, FACE, LAD, GATE, CRPI)
- Mentoring by identified In-District mentors in the pertinent focus area
- Coaching by the MASSD Director and Program Coordinator
- Job shadowing of In-District staff and community partners essential to focus area assignment
- Professional Development in the job-related areas including: culturally responsive practices for services, trauma-informed educational settings, college preparation from local non-profits and high education institutions, AVID strategies, grief counseling, ACEs (Adverse Childhood Experiences, funds of knowledge, direct academic interventions, etc.

Retention

- Foster ownership of Program Specialist position through development of Action Plans
- Ongoing training to further develop competency
- Follow-up and reflection of practices with the MASSD Director
- Weekly collaboration with peers
- Community building retreats for alignment to mission and goals
- Effective communication of expectations of new positions

New Positions : Job Descriptions and Qualifications

Program Specialist

1

Parent Outreach & Empowerment

(1 classified position)

Position Goal: Develop and implement an action plan to increase Mexican American/Latino parent involvement in the decision-making process through participation in empowerment trainings, workshops, and conferences.

Qualifications:

- Minimum requirements include BA/BS and bilingual Spanish/English
- Background in parent engagement
- Experience collaborating with relevant District departments and community resources
- Training in family engagement

- Recruit for and facilitate the Mexican American Parent Advisory Council to ensure inclusion in the District's decision-making process.
- Develop bilingual (Spanish/English) empowerment trainings with FACE staff for Mexican American/Latino parents to become advocates in site councils, PTAs, SCPC, and Governing Board meetings.
- Liaison to Language Acquisition Department to ensure parental rights and consent are equitably implemented for students identified as ELL.
- Advocate for parent rights to ensure equity in discipline, Exceptional Education, Language Acquisition issues, and legal status.
- Collaborate with community partnerships to inform and empower parents on critical issues in public education (e.g. Expect More Arizona, Mi Familia Vota, League of Women Voters in Arizona).
- Liaison to Family and Community Engagement Director, Family Resource Center staff, and site Community Liaisons/Representatives to increase parent engagement and awareness of opportunities for families.
- Facilitate district-wide events to promote parent empowerment and knowledge of District and community opportunities (e.g. ALE, citizenship, open enrollment, dual language, family resource centers, department programs).
- Communicate programs, events and resources via ParentLink, social media, community events, etc. to inform parents of multiple opportunities for engagement.
- Support sites in developing and implementing parent outreach to develop equitable access for Mexican/Latino parents district-wide.

Program Specialist

2

College & Career Readiness

(1 classified position)

Position Goal: Develop and implement an action plan to increase the number of college and career-ready Mexican American/Latino students as evidenced by participation in department workshops, student data, and college entrance data.

Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in mentoring programs
- Training in college and career readiness, financial aid, and parent college preparation

- Collaborate with UA Office of Early Academic Outreach's College Academy for Parents & Kids College into site Parent Encuentros to increase the number of college-ready students.
- Promote CTE/JTED programs to students and parents to increase exposure to multiple career options for students.
- Liaison to Counseling Department and site College & Career Coordinators to expand resources for parents and students.
- Develop a College & Career Academy for middle school students to learn from college instructors and mentors and to earn high school STEM or elective credit.
- Recruit for transition to college through dual enrollment cohorts enrolled in courses at PCC to earn college credit while in high school.
- Facilitate summer enrichment programs (e.g. Camp Invention, STEM activities, TECHNOLOchicas, etc.) to extend learning opportunities in critical career areas.
- Develop Mujeres En Movimiento Mother-Daughter Program initially targeting seventh graders as an early-outreach program designed to increase the number of first-generation students who are qualified and prepared to enroll in college through family empowerment.
- Facilitate a Student to Teacher Mentor program targeting middle & high school Mexican American/Latino students who are interested in pursuing education as a career to develop an educational pipeline.
- Coordinate Adelante Parent & Youth Leadership Conference to promote K-12 college preparedness.

Program Specialist

3

ALE Recruitment & Retention

(1 classified position)

Position Goal: Develop and implement an action plan to increase the number of Mexican American/Latino students recruited, participating in, and successfully completing ALE opportunities as evidenced in student data.

Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in promoting ALEs
- Training in CRP and ALE programs

- Train site staff to develop and utilize CRP for instruction with students participating in Advanced Learning Experiences (ALE) at all grade levels in collaboration with ALE staff.
- Promote parental awareness of the varied needs of gifted/talented/creative children to increase access for Mexican American/Latino families.
- Liaison to ALE Director, GATE Program Coordinator, CTE Director, and Language Acquisition Director to ensure collaboration and alignment of goals.
- Ensure Mexican American/Latino parent involvement and feedback regarding ALE programs (e.g. GATE, AP, Dual Language, IB, CTE, dual credit, etc.) to increase engagement and empowerment.
- Identify, recruit, and monitor for ALE placement to increase the number and percentage of Mexican American/Latino students, including ELL students, enrolled in ALEs.
- Collaborate with sites to develop strategies to support successful completion of ALEs by Mexican American/Latino students.
- Monitor district-wide patterns of Mexican American/Latino participation in ALEs to adjust recruitment and retention strategies.

Program Specialist

4

CRC Collaboration & Support

(1 classified position)

Position Goal: Develop and implement an action plan to increase the development of academic identity through the support of designated CRC classrooms as evidenced by student data, surveys, and CRC participation.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community resources

-Background in CRC support and organizing college mentoring

-Training in CRP and Parent Encuentros

- Liaison to CRPI Director to ensure collaboration and alignment of goals and strategies to increase academic achievement.
- Ensure the implementation of AVID strategies in CRC classrooms.
- Facilitate CRP professional development focused on asset-based instructional strategies in collaboration with the CRPD Director to increase systemic culturally responsive practices.
- Organize college mentoring in Mexican American Viewpoint courses and CRC designated classrooms to provide in-class support to develop academic and cultural identity to increase student achievement.
- Coordinate guest speaker presentations from community and college resources to provide multiple perspectives from diverse role models.
- Provide opportunities for community, parent and student input to make recommendations regarding CRC practices to increase effectiveness.
- Facilitate field trips targeted for CRC classes including college tours to provide exposure to multiple opportunities in the community.
- Support CRPID in coordinating CRC Parent Encuentros at designated sites to increase parent engagement.
- Assist in facilitating a CRC Teacher Prep mentoring program in collaboration with UA College of Education & Mexican American Studies Department to increase the number of qualified CRC teachers.

Program Specialists 5 & 6

Academic Empowerment & Engagement

(2 certified positions)

Position Goal: Develop and implement an action plan to cultivate an asset-based approach for academic support strategies and services to improve Mexican American/Latino student achievement as evidenced through data indicators of student progress.

Qualifications:

-Minimum requirements include BA , bilingual Spanish/English, teacher certification

-Experience collaborating with relevant District departments

-Background in MTSS process, asset-based academic mentoring

-Training in CRP, professional development, academic interventions

- Cooperate with classroom teachers in developing asset-based approach strategies for in-classroom support.
- Collaborate with ALE staff to facilitate training in AVID strategies for targeted grade level site staff district-wide.
- Promote CRP through the development of asset-based academic support strategies in collaboration with CRPID.
- Assist in conducting CRP PDs to increase student engagement district-wide.
- Facilitate the development of academic goals with students, teachers, and the site administration to ensure equitable educational outcomes focusing on identified lower 25% student populations.
- Utilize data on students to determine individual progress of students in the lower 25% to evaluate effectiveness of academic services.
- Liaison to Curriculum & Instruction Director, Curriculum Program Coordinators, and MTSS Facilitators to analyze academic benchmark data for increased student progress.
- Conduct individual academic mentoring for students.
- Consult targeted MTSS teams in academic interventions utilizing asset-based strategies.
- Organize skills building and enrichment opportunities for students (e.g. Saturday Math Academy).
- Coordinate student empowerment conferences to develop academic and cultural identity.
- Train staff in blended learning resources (e.g. Edgenuity) and multimedia sources.
- Develop and conduct trainings in the Anti-Bias Framework's Social Justice Standards embedded in TUSD's Curriculum to build CRP.

Program Specialist

7

Community Outreach

(1 classified position)

Position Goal: Develop and implement an action plan to expand community partnerships to increase Mexican American/Latino student achievement through effectively meeting the educational, social, and cultural needs of families.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community partners

-Background in organizing workshops with community partners and promoting events

-Training in workshop facilitation

- Promote District & Department programs and events via various avenues including Spanish language television and radio.
- Maintain & further develop partnerships with community resources and agencies (e.g. LULAC, AZ César Chávez Holiday Coalition, Amistades, Child & Family Resources, CPLC) to increase access to educational opportunities.
- Recruit community leaders to facilitate a student mentoring program.
- Research, write and monitor grants for additional funding sources.
- Facilitate UA collaboration with the Mexican American Studies Department, College of Education, student organizations and centers, alumni association.
- Develop and promote citizenship workshops with community partners (e.g. DACA resources, Tucson Citizenship Campaign, International Rescue Committee, etc.).
- Participate in LULAC's Youth Leadership Conference Planning Committee.
- Coordinate district-wide presentations by guest speakers (e.g. César Chávez Month, Mexican American Heritage Month, Segundo de Febrero Commemoration, Center for Biological Diversity, UA Honors College, etc.).

**Program Specialist
8**

**Social-
Emotional &
Behavioral
Support**

(1 classified position)

Position Goal: Develop and implement an action plan to reduce discipline disparities and increase social-emotional services for Mexican American/Latino students as evidenced by discipline data and participation rates.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community resources

-Background in advocating for students for discipline and behavior

-Training in Restorative Practices, PBIS, social and behavioral advocacy

- Conduct individual student support through working in collaboration with the student, parent, teacher, and site administration in developing joint behavioral management strategies.
- Liaison to site Counseling Department and Restorative Practices Facilitators to develop behavioral coaching strategies to support students to redirect or replace behaviors, which obstruct their learning.
- Promote culturally responsive health & wellness through community collaboration.
- Support substance abuse prevention through training and collaboration with sites for parents, school staff, and students.
- Provide workshops and resources on bullying, harassment, and family/relationship violence for parents.
- Coordinate professional developments in social & behavior advocacy (e.g. violence prevention and substance abuse services, mental health, identity, ACEs, trauma-informed practices, social/historical trauma).
- Advocate for students in discipline hearings/suspensions.
- Support LGBTQ youth leadership and engagement programs at sites.
- Collaborate with Restorative Practices Facilitators to support site PBIS and restorative practices.
- Cooperate with departments and agencies to provide support of Youth On Their Own and students in foster care.

CRC Tutors

(10 part-time positions)

Position Goal: Develop authentic, caring relationships as college role models in designated CRC classrooms to increase Mexican American/Latino student academic achievement.

Qualifications:

- Minimum requirements include current college enrollment in good academic standing and bilingual Spanish/English
- Experience navigating college entrance and academic success
- Background in community partnerships
- Interest in being an encouraging role model for Mexican American/Latino students

- Empower students to develop academic identities by serving as a college role model from the community.
- Facilitate academic strategies (e.g. AVID) through in-class support in targeted CRC classrooms.
- Model higher-level thinking and inquiry learning through culturally responsive strategies for students.
- Coordinate opportunities for students to develop cultural identity utilizing college and community partnerships.
- Mentor students through the completion of college eligibility requirements and the enrollment process.
- Utilize knowledge and experience to increase student participation and success in CRC classrooms.
- Assist classroom teachers in creating a collaborative, supportive, and caring learning environment.
- Build students' academic and social preparedness for to navigate the college experience.

Projected Budget for Reorganization

The MASSD Reorganization Plan requires General Budget Expenditure increases. Appendix II provides current SY 2017-18 and projected costs for SY 2018-19 detailing staffing and non-staffing expenditures.

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EXHIBIT 2

MASSD POSITIONS AND QUALIFICATIONS

- **Director**
 - **Position Goal:** Strategically lead in the planning, development, implementation, and evaluation of programmatic strategies to meet the vision, mission, and goals of the Department.
 - **Qualifications:** Master's degree in Education, Educational Administration/Leadership, Mexican American Studies or a related field. Experience in Mexican American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education or a related field. Arizona Administrator Certificate with a Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification. Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes supporting Mexican American students. Three (3) years program management and/or supervisory experience. Extensive experience in supporting Mexican American/Latino parents and communities. Preferred Bilingual Spanish and English proficiency.

- **Program Coordinator**
 - **Position Goal:** Assist the Director in the implementation of programmatic strategies to improve Mexican American/Latino student academic achievement and educational outcomes.
 - **Qualifications:** Bachelor's Degree in an area related to Mexican American community engagement, advocacy, socioemotional needs. Three years of experience administering or coordinating programs. Bilingual Spanish fluency and literate (verbal and written skills in both English and Spanish). Extensive experience in Mexican American/Latino community resources serving the needs of K-12 students and families. Master's degrees preferred in Education or Mexican American Studies.

- **Behavioral Specialist**
 - **Position Goal:** Provide direct services and consultation for behavioral support of Mexican American/Latino students district-wide utilizing an asset-based approach.
 - **Qualifications:** Minimum requirement of a Bachelor's degree in counseling, education, Mexican American studies, or a related field. Additionally, the Behavioral Specialist must have two years of experience working with culturally diverse students, have experience in preparing behavioral modification plans, and have experience with children who have been identified as having behavioral

difficulties. Preferred Bilingual verbal and written communication skills in English and Spanish and experience with child study teams.

- **Administrative Assistant**

- **Position Goal:** Assist the Director in the day-to-day operations of department to support Mexican American/Latino student academic achievement and educational outcomes.
- **Qualifications:** Minimum requirement of four years' business/office experience, a basic knowledge of accounting and bookkeeping practices and principles, proficiency with word processing, database and spreadsheet programs, and verbal and written communication skills in English and Spanish.

- **Certified Academic Tutors**

- **Position Goal:** Develop culturally responsive math and ELA interventions and enrichments to increase Mexican American/Latino student academic achievement.
- **Qualifications:** Minimum requirement of a current Arizona Teaching Certificate in an approved area, hold a current Arizona IVP fingerprint clearance card, and certain endorsement/approved areas(s) may be required for highly qualified/appropriately certified purposes. Bilingual proficiency in English and Spanish preferred.

- **CRC College Mentors**

- **Position Goal:** Develop authentic, caring relationships as college role models in designated CRC classrooms to increase Mexican American/Latino student academic achievement.
- **Qualifications:** Minimum requirements include current college enrollment in good academic standing and bilingual Spanish/English, experience navigating college entrance and academic success, background in community partnerships, and interest in being an encouraging role model for Mexican American/Latino students.

- **Program Specialist 1 Parent Outreach & Empowerment**

- **Position Goal:** Develop and implement goals to increase Mexican American/Latino parent involvement in the decision-making process.
- **Qualifications:** Minimum requirements include BA/BS and bilingual Spanish/English, background in parent engagement, and experience collaborating with relevant District departments and community resources

- **Program Specialist 2 College & Career Readiness**

- **Position Goal:** Develop and implement goals to increase the number of college and career-ready Mexican American/Latino students.

- **Qualifications:** Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in mentoring programs, and training in college and career readiness, financial aid, and parent college preparation.
- **Program Specialist 3 ALE Recruitment & Retention**
 - **Position Goal:** Develop and implement goals to increase the number of Mexican American/Latino students recruited, participating in, and successfully completing ALE opportunities.
 - **Qualifications:** Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in promoting ALEs, and training in CRP and ALE programs.
- **Program Specialist 4 CRC Collaboration & Support**
 - **Position Goal:** Develop and implement an action plan to increase the development of academic identity through the support of designated CRC classrooms.
 - **Qualifications:** Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in CRC support and organizing college mentoring, and training in CRP and Parent Encuentros.
- **Program Specialists 5 & 6 Academic Empowerment & Engagement**
 - **Position Goal:** Develop and implement goals to cultivate an asset-based approach for academic support strategies and services to improve Mexican American/Latino student achievement.
 - **Qualifications:** Minimum requirements include BA, bilingual Spanish/English, teacher certification, experience collaborating with relevant District departments, background in MTSS process and asset-based academic mentoring, and training in CRP, professional development, academic interventions.
- **Program Specialist 7 Community Outreach**
 - **Position Goal:** Develop and implement goals to expand community partnerships to increase Mexican American/Latino student achievement through effectively meeting the educational, social, and cultural needs of families.
 - **Qualifications:** Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community partners, background in organizing workshops with community partners and promoting events, and training in workshop facilitation.

- **Program Specialist 8 Social-Emotional & Behavioral Support**
 - **Position Goal:** Develop and implement goals to reduce discipline and increase social-emotional services for Mexican American/Latino students.
 - **Qualifications:** Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in participating in school discipline proceedings, and training in Restorative Practices, PBIS, social and behavioral advocacy.