

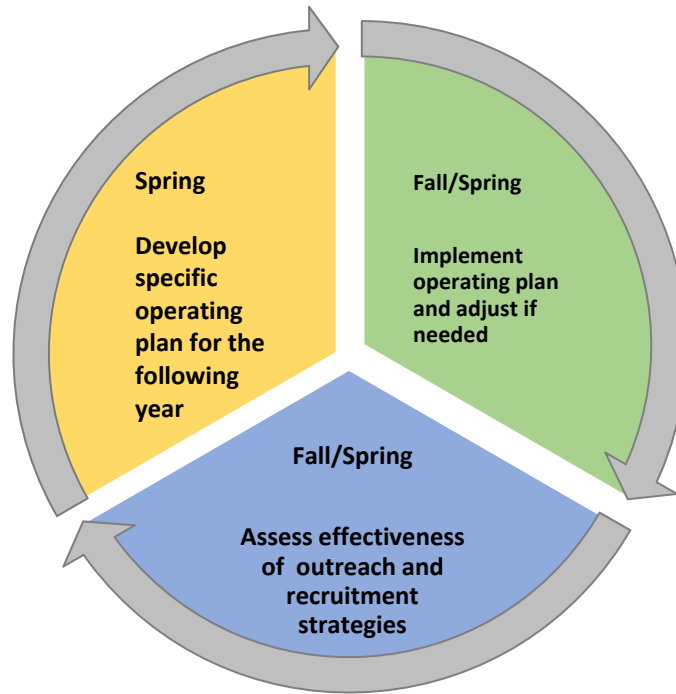
EXHIBIT E

Outreach and Recruitment Addendum for Magnet and ALE Programs

Tucson Unified School District undertakes significant effort each year to encourage students to participate in its magnet and Advanced Learning experiences (ALEs). A number of District departments are involved in the effort, in addition to the Magnet and ALE departments themselves. The Communications department coordinates the marketing aspects of the recruitment effort, including developing marketing content (ads, brochures, visual displays, web pages); purchasing media such as billboards, signs, and print and media advertising; and overseeing District web and electronic communications. The student services departments (including the African American and Mexican American student services (AASSD and MASSD, respectively), assist in direct family outreach (both one-to-one and in group settings) to encourage families in their respective communities to get children to participate. The Family and Community Engagement team conducts events at Family Resource Centers promoting participation in both programs and works with family engagement teams at each school to ensure that the message gets out to families through each school's family engagement activities, email exchanges, and school websites. The Language Acquisition Department assists in outreach and recruitment among ELL students and families.

The Outreach & Recruitment (OR) Committee coordinates and oversees the overall magnet and ALE outreach and recruitment effort. The committee includes the directors of the Magnet, ALE, Communications, Family and Community Engagement, Language Acquisition, and student services departments.

The OR Committee meets every spring to assess the impact of that year's efforts and to develop the specific plan for the next year's operations based on that assessment, as shown in the graphic below. The committee reviews available data regarding integration, participation, attendance, response rates, and survey results and reviews published sources regarding outreach and recruitment for magnet and ALE programs. Based on this, the OR Committee forms judgments as to the effectiveness of various outreach and recruitment strategies and then develops the specific operating plan for the following year, with specific responsibilities assigned to the various departments that are part of the overall effort.



In November, after 40th day data is available, the OR Committee meets to consider any mid-year plan adjustments that may be necessary. The committee meets as needed throughout the school year to address any operational issues and review reports on implementation of responsibilities undertaken by individual departments.

The OR Committee's analysis of the outreach and recruitment efforts in SY18-19 is attached as Exhibit 1. The resulting operations plan for SY19-20 is attached as Exhibit 2.

EXHIBIT 1

**Analysis of SY18-19 Outreach and Recruitment Activities
for
Magnet Programs and Advanced Learning Experiences**

This analysis has been prepared by the Outreach & Recruitment (OR) Committee as part of its annual process to develop the following year's specific operations plan for outreach and recruitment for the District's Magnet and ALE programs.

A. Magnet and ALE Survey and Results

To assist in assessing the effectiveness of magnet and ALE outreach and recruitment strategies, the OR committee solicited information from parents and school and District personnel through a short email survey. The committee distributed this English-Spanish survey via ParentLink to families at magnet and other schools, asking how they learned about magnet or ALE programs. The District received more than 700 responses from parents of students enrolled in ALE programs and an additional 450 responses from magnet school sites.

By far the most common communication vehicles that parents cited for learning about magnet schools and ALE programs were informal networks and personal contacts, followed closely by school/District websites. Parents also listed recruiting events as a means by which they learned about magnet schools. Interestingly, many magnet and ALE parents cited their own personal experience or knowledge of the programs. This was particularly true for GATE parents, many of whom were GATE students themselves.

The OR Committee also distributed a short email survey to magnet and ALE school administrators and coordinators soliciting their input on what they felt were the most effective strategies. The committee conducted follow-up interviews with key ALE subject matter experts, including representatives from Gifted and Talented Education (GATE), International Baccalaureate (IB), University High School (UHS), the Family and Community Engagement Department (FACE), and dual language.

Email responses from Magnet and ALE program staff emphasized the importance of bringing families onto the campuses through open houses and campus tours, and the importance of distributing printed materials and targeted mailings. Additional information gathered from ALE program staff interviews indicated the

need for targeted and cost-effective recruitment events as well as the importance of an online presence.

Based on this information, the OR Committee determined that Magnet and school-specific programs will utilize similar media platforms. These include various forms of selective advertising such as television, outdoor, and digital and print advertising. Messages and ad placements will vary by each program and target audience.

B. 2018-19 ALE Outreach and Recruitment Strategies and Assessment

The ALE department, along with the support of numerous other departments, provides substantial outreach to parents, students, and the community regarding all of the ALE opportunities available to students. Following are outreach activities and events and related assessments as conducted and reviewed for each of the District's ALE programs.

1. GATE Program Outreach

Strategy: Working with the Communications department, GATE staff reviews and revises the District's GATE website, updating it regularly with outreach information. This information includes details about activities such as fall and spring Family Enrichment Night, where all GATE programs are presented; fall and spring self-contained program open houses; and parent information sessions, where parents can learn more about GATE opportunities, events, and testing information. On its website, the District posts additional information about GATE presentations at the Family Resource Centers. Sites, with the assistance of the Communications department, develop promotional videos to post on the District and department websites.

Assessment: Parent feedback is the primary assessment used, either through parent phone calls or emails submitted through the District's comment portal, to determine the effectiveness of these outreach strategies. Based on parent feedback, the District deemed these strategies effective during SY18-19, and no changes are anticipated for SY 2019-20.

Strategy: The GATE department develops, updates, and circulates printed material such as flyers and rack cards.

Assessment: Many of the flyers have placement statements attached, so assessment is based on parent response and feedback and increased enrollment in the applicable GATE program. The strategies were evaluated as effective, but SY19-20 the department plans to increase collaboration with individual site principals for SY19-20 to offer more interactions to families from the school sites.

Strategy: GATE staff reached out to area Head Start, PACE, and Early Learning Centers with invitations to participate in testing to increase pre-GATE kindergarten enrollment. This outreach focused on four schools that had early childhood centers, and many families chose to participate in the testing that was offered.

Assessment: Parent feedback and response to information about this new and innovative opportunity was crucial in determining future expansion plans. Based on the positive parent responses to the pre-GATE kindergarten program, one additional site was added for SY19-20.

Strategy: The GATE department hosted various parent events, including Family Enrichment Night; parent information sessions; district-wide GATE open houses (one for elementary self-contained sites and one for middle school self-contained sites); site-based open houses at every GATE self-contained school, which provide a forum for parents of GATE students to share their experiences with prospective parents and provide more information about the program; and “Cafecitos” (morning meetings), which are held at school sites to inform parents about the benefits of participating in GATE programs.

Assessment: The GATE department tracks and then analyzes the number of parents who attend different events and makes decisions based on that data. Evidence has shown that small site-based events attract more attendees compared to larger, district-wide events. For SY19-20, the department plans to increase the number of site-based events offered and will use itinerant teachers to further support these small events.

- **Strategy:** GATE department staff participate in bilingual workshops for families at all four Family Resource Centers in both fall and spring. Both departments collaborate to present the “Tell Me More” series. GATE staff provides these evening workshops to help parents, guardians, and other adult caregivers understand the GATE programs, what their children might experience in GATE classes, and how they can support their children’s learning at home. FACE provides transportation and childcare services for families attending these recruitment events.

Assessment: In SY18-19, a new format for these presentations was implemented in SY18-19 with the goal of increasing parent attendance. Parent attendance did not increase significantly, but the two departments will continue to work together to increase advertising and information about these events in SY19-20 in hopes of boosting parent participation.

Strategy: The GATE department hosts district-wide open houses prior to GATE testing to inform parents, with special outreach to African American and Hispanic families assisted by the student services departments, about opportunities to participate in GATE programs as an ALE choice. The District sends open house invitations to each student's home address and posts GATE Invitation to Test mailers and invitations at every site and on the Tucson Unified and GATE websites. In addition, the District sends GATE district-wide open house notice postcards to every school office, and the sites also hand them out at parent-teacher conferences.

Assessment: The open houses are important and successful and will continue in SY19-20. The District determined this based on the significant number of parent attendees and the importance of providing accurate and timely information about testing.

Strategy: The GATE department sends a bilingual representative and GATE staff present information to parents at these MASSD-sponsored events, which include ADELANTE, African American Parent Institute, and student recognition dinners. GATE staff also provide family outreach at events sponsored by the African American Student Services Department (AASSD), such as the African American Parent Conference and the Annual Student Recognition event. The GATE department provides a representative and materials at an interactive table where students and families can talk with a GATE staff member, ask questions, and receive in-depth information.

Assessment: After these events, the departments meet to review their goals, consider feedback from parents, and plan next year's departmental events, including adding or removing certain functions. For SY19-20, this partnership—participating in each other's events when appropriate—will continue.

Strategy: AASSD calls African American families regarding the District's GATE services to answer questions and encourage new families to participate in GATE programs.

Assessment: This important outreach will continue for SY19-20. Both departments have determined that these individual phone calls are beneficial in encouraging African American students who qualify to accept placement and to build relationships with these families.

Strategy: GATE staff call African American and Hispanic families who have not responded to placement letters to conduct one-on-one outreach and recruitment at sites where enrollment is low. In the spring, the GATE department identifies students who did not respond to their acceptance letters and then reaches out by phone and mail to those families.

Assessment: In SY18-19, the GATE department made these outreach phone calls to all identified families. For SY19-20, it has determined, based on the positive experience with AASSD making these phone calls, that personal phone calls from MASSD would be more effective than solely from the GATE department, and this will be implemented for SY19-20.

Strategy: The GATE department assists outreach to Spanish-speaking families regarding testing and placement information in several ways:

- The District sends Invitation to Test mailers in Spanish to Spanish-speaking families of students in kindergarten and in 2nd through 6th grades, inviting the students to test for GATE services.
- A Spanish-speaking GATE itinerant teacher attends all open houses and community outreach events.
- The GATE department displays presentation boards with visual presentations and Spanish content to attract Spanish-speaking families.
- The GATE department works with Spanish radio Tejano to run GATE testing announcements the week prior to the testing invitation.

Assessment: Hispanic enrollment has increased in GATE programs over the last five years. The department has determined that these

outreach strategies contribute to this growth and will continue for SY19-20.

2. Advanced Academic Courses (AAC) Outreach

All Advanced Academic Courses are open to any interested student, and Tucson Unified conducts targeted outreach to African American and Hispanic students and families to encourage enrollment in one of the District's many options.

a. International Baccalaureate (IB) Programme (Cholla High School):

- The District IB Coordinator develops, maintains, and distributes an IB recruitment flyer, with guidelines for IB courses, to parents and students at K-8 and middle schools.
- The District IB Coordinator attends middle school preregistration meetings and on assigned computer registration day to meet with students and review the benefit of the IB Prep and Diploma programs.
- IB student leaders and the IB Coordinator meet with incoming 8th graders and students who are enrolled in English 10 classes at Cholla to review the benefits of the program and encourage participation.
- The Arabic Honor Society (IB Arabic students) visits and conducts lessons with middle school students at all feeder middle schools. Lessons include Arabic culture and language and the benefits of the IB program.
- JROTC instructors discuss with students the benefits of an IB education, especially an IB language to further their potential military careers.
- Cholla offers open-access IB-prep courses in 9th and 10th grades to encourage students to participate in IB certification and IB Diploma Programme, which is available to students in the 11th and 12th grades.

Assessment: Enrollment in the IB program at Cholla has increased over the last five years, including the enrollment of African American and Hispanic students. To determine program effectiveness, the IB department examines information and data, including retention rates, interventions provided, IB exams and IB examiner feedback, IB subject reports, IB student internal assessments, and student testimonials. The IB Coordinator examines data from the Cholla IB Prep program including teacher and student feedback, curriculum reviews, grades

earned, and retention rates. Based on this data and on the positive trend in enrollment, the District will continue with its current outreach strategies. In addition, for SY19-20, the IB department will work the Communications department to determine further outreach activities.

b. Advanced Placement (AP) Courses

- To encourage students to enroll in AP courses, high schools administer the PSAT from the College Board and use the results and an accompanying AP Potential Report to identify and reach out to students who show potential to do well in AP courses.
 - ALE staff sends an automated message to the families of all students who show potential to do well.
 - AASSD and MASSD use the AP Potential Report to contact African American and Hispanic students who show potential to do well in AP courses, encouraging them to enroll to help improve their educational opportunities.
 - School counselors and the College Career Readiness Coordinator talk with students about the advantages of taking these courses. Many students who may not have considered this path usually try one course after this personal outreach, and many take additional courses in the years following.
 - The District distributes the flyer, Student Guidelines for Advanced Placement Courses¹, to parents and students throughout the year at events such as the Tucson Festival of Books, Parent University, Impact Tucson, and High School Expo.

Assessment: School counselors, AASSD and MASSD staff, and the ALE Director consistently report that using the AP Potential Report to identify students who are ready for advanced AP coursework as well as identifying those who need additional support along with personalized contact is vital and necessary. Based on total enrollment numbers and specific enrollment numbers for African American and Hispanic students, all of which have increased over the last five years, the District will continue with its current outreach strategies. The District,

¹ This information is also currently distributed using an AP rack card.

with input from all stakeholder groups, will revise and update the flyers and rack cards for SY19-20.

c. Dual Credit

More than 500 students enrolled in dual credit courses in SY18-19, with the numbers of both African American and Hispanic students enrolled increasing over the last three years.

Assessment: The District expanded the number of dual credit courses offered², enabling more students, including African American and Hispanic students, to enroll. The District plans to strengthen its partnership with Pima Community College in SY19-20 and streamline the process for sites eager to increase their dual credit course offerings. Even though dual credit offerings district-wide increased, some sites still need additional support to increase their dual credit offerings. The ALE department will provide support in needed areas, including recruiting faculty and increasing student enrollment, with the goal of adding additional dual credit opportunities at appropriate sites.

d. Pre-AP Advanced and Pre-AP Honors Courses³

K-8 and middle schools provide multiple advanced courses to middle grade students from accelerated math classes to high school courses that students can take for high school credit. In SY2018-19, more than 3700 6th-8th grade students took at least one advanced course.

Assessment: The District expanded the number of pre-AP courses offered, enabling more students, including African American and Hispanic students, to enroll. In SY19-20, the District will continue to encourage K-8 and middle schools to increase the availability of pre-AP courses and to be strategic in the creation of their master schedule so that students can enroll in more than one pre-AP course. The District also plans to provide additional training for pre-AP teachers to increase student achievement in these courses.

3. University High School Outreach

² The District offered eleven dual credit courses in six high schools in SY16-17. In SY18-19, it offered 40 courses at all ten high schools.

³ Advanced courses include resource GATE, accelerated math, honors and high school credit classes.

Specific outreach to recruit African American and Hispanic potential students for University High School (UHS) is a main component of the District's Outreach plan for ALEs. UHS outreach activities include:

- Working with the Communications department to provide current information about UHS, including UHS information nights, testing, test prep, celebrations, and other marketing opportunities to help qualifying students understand the benefits of enrollment.
- The UHS Admissions Office shares information with 6th and 7th grade students and families to introduce them to the opportunities available at the school and familiarize them with the admissions criteria earlier so they can better plan middle school course selections during fall and spring. This is accomplished in several ways: The UHS Recruitment and Retention Coordinator meets with interested 6th and 7th grade students and their parents at scheduled times; the UHS administration holds parent meetings through the BLAST program to provide information about courses and schedules; and UHS collaborates with AASSD and MASSD to support and encourage African American and Hispanic students to test, apply, and enroll, if accepted.
- UHS holds two evening presentations for families of 7th grade students in the spring. All families of 7th graders receive a ParentLink email and phone call with information about the events, including date, time, agenda, speakers, and topics to be discussed.
- Twice each year, the UHS Recruitment and Retention Coordinator meets with 6th, 7th, and 8th graders at every District middle and K-8 school, with targeted outreach to African American and Hispanic students, to ensure they understand the UHS admission requirements and have the support they need to get into UHS.
- UHS invites all Tucson Unified 6th, 7th, and 8th grade African American students who have a minimum of a 2.5 GPA to attend the Multicultural Scholars Dinner with their families as a way of engaging students at an earlier age to consider UHS as a high school option and to inform them of the admissions process. This event brings potential African American parents and students together with current UHS African

American families to provide support, answer questions, and build positive relationships among families and students.

- UHS invites all 8th graders who meet the CogAT criteria to spend a day on campus (Step Up Day) to participate in leadership activities; learn about UHS academic classes, clubs, extracurricular activities, and athletics; and make new friends. The staff matches prospective students with current UHS students to serve as guide for the day.
- African American and Hispanic families with students enrolled in UHS call 8th grade families who have qualified for UHS admission to answer questions and encourage enrollment in the school.
- AASSD and MASSD help UHS recruit potential students in grades 6-8. Both departments reach out to students who qualify for UHS enrollment by calling or visiting individual families to provide program details, answer questions, and encourage enrollment.
- The Recruitment and Retention Coordinator, with the support of UHS parent volunteers, calls students and their families who do not accept enrollment, inviting them to attend BOOST and reconsider placement. BOOST is a two-week freshman summer bridge program that prepares students for UHS and acts as a team-building and friend-making event. UHS follows up with students who attend BOOST but do not enroll during their freshman year to see if they want to attend UHS as sophomores.

Assessment: UHS administration annually reviews relevant data and information on all these outreach activities to determine if they should be continued, modified, or eliminated. For example, UHS polls all freshmen during the first week of school to determine which outreach activities they participated in, whether these events encouraged them to attend UHS, and how these events could be improved. The school tracks attendance for many events (Step Up Day, Multicultural Dinner, BLAST) to help determine the effectiveness and possible relationship between attendance and accepting enrollment. These events were determined to be effective and will continue for SY19-20.

- The UHS Parent Association chooses to be actively involved in outreach through a number of activities.

- To help increase the diversity of parent participation, the UHS Parent Association, with support from UHS administration, sets up zip code parties and meetings for new UHS families. Current UHS families host gatherings at their homes and invite new UHS families, make welcoming phone calls, and engage with families in their general neighborhood to build a community of support and promote involvement on campus.
- UHS parents host workshops for the parents of students who attend BLAST (for potential 6th and 7th grade students and families). At these workshops, UHS African American and Hispanic parents share their experiences at the school and provide advice and guidance for how parents can help their students prepare for admission into UHS. During the next school year, current UHS parents follow up with parents who attended BLAST parent meetings to confirm that families have the resources and support they need.

4. ALE Outreach and Recruitment – Not Program Specific

- Members from both MASSD and AASSD attend resource fairs and events organized or sponsored by the county and city and church and civic organizations, including the Pima County Prevention Coalition, Scholarships AZ, Interdenominational Ministerial Alliance (IMA), El Rio and Old Pueblo neighborhood centers. During these events, department staff review ALE opportunities with families, including enrollment, recruitment, and student support.

Assessment: These information events are organized both by the department and by the community group that invites the department to make a presentation. The departments annually review the events to determine if attendance and interest merit continuing the partnership. Outreach to include additional community groups is ongoing. For SY19-20, some additional community partnerships are planned, including Emerge! and the Tucson Hip-Hop festival, both of which encourage participation by families and students. At all these events, both MASSD and AASSD provide a table with recruitment information and staff is present to answer questions and provide information.

- The District offers the Parent University, a parent conference with facilitated workshops in both English and Spanish, to families with students already enrolled or interested in ALEs and college and career readiness. Family members also may join the MASSD or AASSD parent advisory councils, groups of K-12 parents who advise the District on a variety of topics, including access to ALEs.

Assessment: MASSD and AASSD conduct an assessment at the end of each Parent University event and examine the results of an attendance survey, given for attendee feedback. The feedback from this survey helps the departments determine future topics, speakers, and the success of recruitment and outreach efforts, and is used to plan the following year's agendas and activities. This survey and its resulting analysis will continue for SY19-20.

- The ALE department distributes student-friendly recruitment flyers⁴ and other advertisements to middle and high school students to encourage them to consider registering for AACs. The outreach information includes materials created to attract African American and Hispanic students.

Assessment: Materials must be available at recruitment events to draw attention to the various ALE programs. The ALE department added additional materials in SY18-19 that would draw the interest of students and parents, based on what parents and students selected in other venues. Given the parent and student interest in the materials provided, the department will continue with current materials, including flyers and rack cards, for SY19-20.

⁴ Currently now also available as rack cards.

C. Site-Based Magnet Outreach

Outreach for magnet programs occurs at the individual school level rather than from the central department. Each magnet school plans outreach activities to increase enrollment, and these outreach activities are included in the school's yearly magnet school plan. Each school reports the implementation of these activities in its tri-yearly Magnet Report.

Some of the school-specific activities include:

- mailing flyers and postcards and calling families to follow up;
- offering school tours, magnet open houses, and magnet festivals;
- using electronic communication (Facebook and emails);
- hosting theme-related events for parents and families; and
- utilizing community partnerships.

Examples of specific-school outreach strategies from a sampling of schools include:

- Bonillas Traditional Magnet School delivered “kinder” care pages and brochures to thirteen neighborhood preschools.
- Mansfeld Magnet Middle School facilitated four STEM Nights that allowed students and their families to learn and apply STEM practices and STEM concepts. Mansfeld also held Magnet Information Night, with 42 families attending.
- Borton Magnet Elementary school families also attended these events.
- Tucson High Magnet School sent 5,315 postcards inviting families of District and non-District 8th graders to a Magnet Open House. A total of 450 Magnet Open House flyers were distributed to private and charter schools. More than 5,000 people attended Tucson High's Magnet Open House Assessment: The Magnet Department, in collaboration with the individual schools, reviews and updates these recruitment activities as a part of the yearly magnet school plan review. The current recruiting activities are proven to be effective, as shown by integration status and enrollment status of the magnet schools. The OR Committee believes these activities are effective in supporting enrollment in magnet programs, and that the Magnet

department should continue to share best practices among schools and encourage site-based recruitment efforts.

For a more comprehensive list of school-site outreach activities for SY18-19, see Attachment A to this Analysis.

D. Marketing Strategies

A review of published articles on marketing and outreach strategies for magnet schools, K-12 programs, and other public institutions stress the importance of several factors in developing an effective campaign for schools. These elements have been incorporated into the overall marketing plan for magnet schools for the past few years:

- “Brand” Promotion – emphasizing the need to create brand awareness; that is, the creation of an outreach, marketing, and recruitment logo and materials that parents and the community associate with the school and its magnet theme. This has been a primary focus of the magnet outreach and marketing strategies since 2014, when the District created site and central marketing kits that include promotional and informational materials for distribution and use at school and community events.
- Use of Multiple Platforms – using as many platforms as possible to promote the schools and their programs. Current magnet marketing strategies utilize a variety of platforms, including billboard advertising, recruitment events, and a website and social media presence.
- Timeliness – aligning outreach and marketing campaigns with key enrollment time periods. The District plans and implements current magnet marketing strategies to coincide with school enrollment windows to maximize brand exposure and disseminate information throughout the community.

While the District continues to employ traditional outreach, marketing, and recruitment strategies for magnet schools, (e.g., advertising, events, mass mailings, and creation and distribution of informational materials), the District has expanded into new platforms and has made refinements to existing strategies since 2014. As shown in the following documents, the District has adopted the key strategies noted above for both Magnet and ALE programs, including brand promotion, use of multiple platforms, and aligning with critical timelines.

1. **Online presence:** The District’s online presence has exploded since 2014 through social media platforms (Twitter, Facebook, YouTube, and LinkedIn). Using social media allows the District to notify families and community

members regularly about school/District events and announcements and to target and increase its communication reach to non-District social media followers. In addition, the District recently revamped its website to make it more user-friendly, visually appealing, and comprehensive. In SY18-19, the District completed the first phase of updates for each magnet school website to highlight all school programs and include required District information. Department pages will be updated as needed.

Assessment: Each month the District pulls the statistics of social media and websites for unique viewers and pages viewed and records the data so it has an archive of any changes in activities. Based on the tracking for the last year, the growth potential supports the continued financial dollar allocation for these resources.

2. Advertising: In addition to using television and radio advertising, the District strategically has added movie theater promotions and print and digital advertising to increase community awareness of magnet schools. In addition, the District implemented the use of billboard advertising and bus stop signage to promote brand awareness throughout the community. The total cost of advertising purchased by the District is less than \$100,000.

a. Television. In prior years, the District advertised on one television station, in English. In SY18-19, the District used multiple stations, including three of the four major stations, in both English and Spanish. The District ran ads late in the year promoting magnet programs at Booth-Fickett and Holladay.

The Communications department also worked with Spanish-speaking stations to create a two-minute education series that featured the District's magnet programs and ran on Saturday mornings and one evening.

The District spent approximately \$50,000 in magnet-specific television advertising in SY18-19. The OR Committee believes that ALE programs could be worked into this advertising with positive results and without significant additional cost or negative impact on Magnet advertising. The Communications department will implement this in SY19-20, working with the ALE department to develop appropriate content.

Assessment: The specific effectiveness of television advertising on Magnet and ALE participation is difficult to track other than anecdotally, but the OR Committee believes that some degree of television advertising remains important. The literature relating to educational advertising emphasizes the importance of general “brand awareness” created through multiple marketing channels. The television medium has the largest reach to the Tucson population. Charter schools advertise on television. Anecdotal evidence suggests that the increase in enrollment of target populations experienced at Booth-Fickett and Holladay after television ads ran promoting their magnet programs may be due in part to the advertising. Accordingly, the committee believes the District should continue to spend approximately the same amount on television advertising but work hard to leverage television through other means beyond traditional advertising spots.

- b. Radio.** The District spent only \$1,300 on radio advertising, during open enrollment periods, on two stations—one English and one Spanish. The spots covered both general District and specific magnet pitches.

Assessment: District radio presence was limited this year, as the Communications department believes that radio advertising is less effective and there is little data to track its effectiveness. The OR Committee concluded that some continued but limited radio presence was advisable for SY19-20 on a Spanish-speaking station, a pop music station, and perhaps one other station. The Communications department will continue to arrange non-advertising radio presence opportunities, such as the appearances by the Superintendent on local NPR news programs.

- c. Print.** The District spent about \$4,000 in SY18-19 for Magnet advertising in four different print publications: (a) the Davis Monthan AF Base Welcome Guide to Families; (b) Raytheon’s STEM school directory; (c) ART ON Media regarding OMA and Fine Arts programs; and (d) the handout for the Arizona Daily Star Festival of Books (given to 30,000 to 40,000 attendees).

Assessment: As with television advertising, anecdotal evidence suggests that that an increase in enrollment at Booth-Fickett and Mansfeld (both have STEM programs) and Holladay (fine arts program) was due in part to these targeted promotion of these programs in these publications.

d. Billboards. In response to the growing use of billboard advertising by charter schools within the District, the Tucson Unified tested this approach for the first time in SY18-19. The Communications department purchased four billboards twice: a month in February/March, and another month in May/June. The billboards were generally on the I-10 corridor (Grant to I-19), and at Grant and Alvernon. The billboards were relatively expensive but displayed for at least one month.

Assessment: Based on average daily usage numbers provided by the billboard company, the OR Committee decided to continue use of billboards and to include ALE programs in SY19-20. However, the committee determined that it is necessary to be more strategic in determining both timing (e.g., prior to open enrollment windows) and location (e.g., place an IB billboard near Davis-Monthan Air Force Base, as IB is available globally).

e. Bus shelters. Bus shelter signage reaches a diverse audience, so the District tested this approach in SY18-19, paying \$4,500 for eleven ads that stayed for up to three months. The Communications department chose an east-west corridor on the south side (generally along 22nd Street, with some on Broadway). This area was chosen in order to support integration by encouraging students from southwest Tucson to consider schools on the east side.

Assessment: As with other promotional advertising, this strategy is part of the multi-channel, multi-touch point strategy that educational advertising studies recommend. In addition, when placed in high-volume traffic areas, thousands of people can pass by a bus shelter sign in one day. Consequently, it can be a cost-effective approach due to the number of views that are possible. Because of these factors, the OR Committee determined that this would be continued in SY19-20.

- f. **Digital ads.** The District also purchased digital ads on websites for TV stations using geo-targeting⁵ for the Priority and Continuing Enrollment campaigns. These campaigns are discussed in Exhibit 2.

Assessment: The OR Committee determined the data received for the station ads was good, as it was three times higher than average click-through rates and had longer views than average. Although it is difficult to assess the actual impact on enrollment, the OR Committee supports continuing digital ads for SY19-20.

3. **District and community events:** While District-sponsored events (e.g., Love of Literacy and the Magnet and GATE Fair) and participation in community events (e.g., Boo at the Zoo, Zoo Lights, and Tucson Festival of Books) remain an important strategy for educating and recruiting families to magnet schools, the District has reduced the number of events it hosts or attends and focused on those events that had the greatest number of participants.

Assessment: The OR committee decided to focus its efforts on those activities that are well attended by the community. If an event did not attract at least 200 to 300 attendees in the past, the District's participation in the event would not continue. For scheduling in SY19-20, District-sponsored events will be concentrated around critical open-enrollment time periods to attract diverse families to the District.

4. **Use of informational materials:** Over time, the District has developed standardized marketing and information recruitment kits for each magnet school. All materials are branded with the school and magnet theme logos and can be used for internal and external events to create school pride and a cohesive vision of each school.

Assessment: The schools report they observe students utilizing and enjoying these promotional materials. There are no official statistics gathered, but the use of these materials will continue in SY19-20 as part of the Magnet Department's branding efforts for individual schools.

⁵ Geo-targeting is the process of providing unique content and/or services to website visitors based on their geographical location. It is used in internet marketing techniques to identify, prioritize, and target users in accordance with their physical location.

5. Targeted mailings: Although it still uses large-scale postcard and flyer mailings to advertise and promote its Magnet programs, the District now also uses geo-targeting to attract potential non-Tucson Unified families to its magnet schools. Recipients are targeted by the appropriate school student age group and needed ethnicity to support integration.

Assessment: Through anecdotal evidence, the OR Committee gained information from the schools that families reference these mailing when they come in for tours or attend specific recruiting events. The Magnet and ALE Survey also captured positive information regarding this outreach. These mailings will continue to be used in SY19-20.

Summary of Assessment of Magnet and ALE Marketing and Recruitment Strategies

The Communications department determined that Magnet and ALE school-specific programs will utilize similar media platforms. These include various forms of selective advertising such as television, outdoor, and digital and print advertising. Messages and ad placements will vary by each program and target audience.

The current strategies in place to promote magnet programs will be maintained and enhanced as needed.

However, additional emphasis will be given to ALEs to better align the department's resources in addressing the needs of both of these programs.

Additional attention to ALEs will primarily focus on:

- encouraging families to accept placement into these programs rather than program promotion, as elementary students must qualify for enrollment in GATE self-contained and pull-out programs.
- expanding school-specific ALEs to include the multiple advertising models and online presence already used by magnet schools to promote the various magnet themes.
- creating informational and promotional materials for AACs that support targeted mailings and general distribution throughout school sites and District offices.
- adding the program logos on each corresponding school website header, which links to a page describing the ALE and contacts.
- providing visually clear links to the ALE program pages and adding more complete descriptions of the various programs so that each individual ALE

program can begin to share social media posts of events or important activities on the District and school social media pages.

- developing comprehensive marketing and recruitment kits for ALE programs that will include updated information brochures/flyers and rack cards, branded marketing giveaways, table covers, and pull-up banners.

These strategies and their analysis form the basis for the attached **2019-20 Outreach, Marketing, and Recruitment Plan for Magnet and ALE Programs**, attached as Exhibit 2 to the O&R Addendum.

ATTACHMENT A

Magnet Site-Based Outreach and Marketing Efforts: 2018-19	
School	Recruiting activity
Bonillas - Outreach	<ul style="list-style-type: none"> • Quarter 2 - mailed out 60 postcards to families with children within the school boundaries • Delivered brochures to 13 neighborhood preschools • 145 families attended open house • 400 families attended the Fall Festival • 67 families attended the Kinder Welcome
Bonillas - Partners	<ul style="list-style-type: none"> • Sienna Ridge Apartments supported our family engagement by providing items for holiday food boxes and goodies for teachers and invited our staff (Family Liaison and Counselor) to hold parenting workshops at their apartment complex. They also supported our recruitment efforts by distributing information about our school and encouraging families to come in. • Girl Scouts of America supported girls interested in STEM in the after-school program. • Assistance League provided vouchers to families to purchase school uniforms and shoes for students. Parents who received vouchers were asked to volunteer at the school at least 6 hours during the school year.
Booth-Fickett - Outreach	<ul style="list-style-type: none"> • Q1 - Open House <p>TEP Energy/Math Games/Science Fair info Costume Parade Kinder Performance (145 in attendance)</p> <ul style="list-style-type: none"> • Q2 - 429 flyers passed out in recruitment packets at District magnet events, nearby preschools, elementary schools, credit unions, and stores and restaurants (i.e., Walmart, Longhorn, Macaroni Grill). <p>SARSEF ASSEMBLIES Evening (5-7pm) Day (8:50- 3:50pm on both Elementary and Middle School side) (128 in attendance)</p> <ul style="list-style-type: none"> • Q3 - 847 flyers passed out to Schumaker Infant & Early Learning Center, Brichta Early Learning Center, YMCA Wright Elementary, Sewell, Wheeler, Kellond. <p>Presentations/Tours for 5th grade students: Sewell ES - 42 Wheeler ES - 69</p>

	<p>Hudlow ES -40 Kellond ES - 96</p> <ul style="list-style-type: none"> • MEGA Night -140; Kindergarten Round-up - 18
Booth-Fickett - Partners	<ul style="list-style-type: none"> • SARSEF • 4 Focus
Borton - Outreach	<ul style="list-style-type: none"> • Middle School Night flyer invites. 75 flyers mailed. • Prospective Student and New Family Open House. 49 attended, including parents and children. • American Eat Co, Shop Local Pop Up – 3 brochures <p>Note: The roll out of the targeted magnet plan and the need to support teachers and student achievement took precedence in Q2</p>
Borton - Partners	<ul style="list-style-type: none"> • UA Community and School Garden Program - The program provided interns to support student work in our school gardens, helped students identify how gardens function as a system. • Westland Resources - Westland Resources supported the incorporation of GIS tools in our classroom projects. • The Community Share platform helped us connect with local experts who act as consultants on classroom projects. • The Waters Foundation provided training in systems thinking for our staff, and our school served as a demonstration site for the project. • Lead Local provides leadership development support for faculty and connections to the larger community. Our connection with Real World Scholars came through Lead Local.
Carrillo - Outreach	<ul style="list-style-type: none"> • Daycare/preschool parents scheduled tours from flyers dropped off at their centers. 580 flyers. • Open house - Spoke to parents about knowing families who were looking to bring their children to Carrillo for SY19-20. (510 participants) • Math and Science Night - Spoke to parents about knowing families who were looing to bring their children to Carrillo for SY19-20. (305 participants) • Fitness Night - Spoke to parents about their knowledge of families who were looking to bring their children to Carrillo for SY19-20. (285 participants)
Carrillo - Partners	<ul style="list-style-type: none"> • Sonora glass – supported the fine arts curriculum

	<ul style="list-style-type: none"> • El Presidio - Brought real-life experience of historic Tucson. Students acted out role of loving in the frontier days and participated in Las Posadas at El Presidio • Children’s Museum - Students went to museum once a week and participated in innovative science curriculum. Our teachers also attend to receive training in science for their classrooms • University of Arizona - Various clubs from the university helped with tutoring, our family nights (Math/Science, Literacy, Fitness, and Culture), and our after-school programs
Davis - Outreach	<ul style="list-style-type: none"> • 26 flyers at Desert Spring • 48 flyers at 2nd Street Preschool, Desert Spring, Tucson Community School, Miles • 60 new parents gathered after student drop-off for a short review of the Davis program and how to get involved in the community • 21 families interested in entering the Magnet lottery or who live in the neighborhood came to learn more about our program. 2 Kindergarten Shadow Day events • 50 participants in the Kinder welcome/Shadow Day - Most students (neighborhood and Magnet) coming to kindergarten attended the welcome event on March 6. Students entering other graders came for the Shadow Day events.
Davis - Partners	<ul style="list-style-type: none"> • University of Arizona - Field experience and Student teaching assignments for participants in the bilingual education program at UA. The methods class took place at Davis 3 days/week, so that the students in the program were exposed to the workings of a real school with a dual language program. Our students and teachers benefited because the collaboration brought new ideas/strategies and opportunities for small group instruction. • Bonita Anita - Neighborhood association partnered with Davis regarding neighborhood safety and community events • Make Way for Books! - Early bilingual literacy story school sessions for preschool age and younger met weekly at Davis with the MWFB staff. This was a free program that supports early learning for students in the community who hoped to come to Davis. • University of Arizona Health Science Library - Exposed families and students to technology. These experiences familiarized our

	diverse school community with tools they may use in their higher education.
Dodge - Outreach	<ul style="list-style-type: none"> • 2,600 flyers about our informational night on 10-26-2017/12-7-2017 • 250 letters out about 2/27 & 3/27 orientations. 108 families attended our orientations. • 2 recruitment nights with 56 participants total. • 2 Orientation Nights to inform parents of Dodge on 2/27 & 3/27, with 118 participants total
Dodge - Partners	<ul style="list-style-type: none"> • St. Phillips in the Hills - We worked with St. Phillips in our partnership to make sandwiches for the homeless. It gave our staff, parents, and students the chance to volunteer for the community. • Kiwanis Club – Sponsored the builders club • Elks Lodge #2532 – Scholarships for Dodge students
Drachman - Outreach	<ul style="list-style-type: none"> • November Newsletter (375) from Dr. Celaya provided to all students as hard copies and emailed with information on enrollment/recruitment for next year • Jan/Feb Newsletter (375) from Dr. Celaya provided to all students as hard copies and emailed with information on enrollment/recruitment for next year and Kinder Welcome Week. • At August Open House, Dr. Celaya notified current families of word-of-mouth recruitment efforts they could take to notify families of potential Drachman students about enrolling in our school or scheduling a tour. (141 participants) • At the PTA Fall Festival, the Math/Science Night, and during the December violin concerts, Dr. Celaya notified current families of word-of-mouth recruitment efforts they could take to notify families of potential Drachman students about enrolling in our school or scheduling a tour. (743 participants) • At the Reading Roundup event, Dr. Celaya notified current families of word-of-mouth recruitment efforts they could take to notify families of potential Drachman students about enrolling in our school or scheduling a tour. (111 participants)
Drachman - Partners	<ul style="list-style-type: none"> • Recharge the Rain – 4-year program focused on students creating a passive rainwater harvesting system at our school. • Algae for Energy - Created in partnership with the Global Institute of Sustainability at ASU to develop a module within

	<p>their Wells Fargo Regional Sustainability Teachers' Academy. The Teacher's Academy is a professional development workshop for local teachers to develop new curricula and projects in sustainability.</p> <ul style="list-style-type: none"> • Metropolitan Education Commission - Dr. Celaya introduced the Metropolitan Education Commission to Drachman's middle school teachers to form a partnership. Students work on leadership. • The Santa Rosa library provided our students and community with supportive programs and opportunities. They set up a table at our parent evening events.
<p>Holladay - Outreach</p>	<ul style="list-style-type: none"> • Door hangers (960) distributed to zip code 85716, Open House flyers (90), Performance flyers, Folklorico volunteer flyers, Extended Day flyers. No specific feedback or responses based on distributed brochures. • Holladay recruitment (4,028) postcard-targeted zip codes, Performance flyers, 2 bike repair workshop flyers, community clean up flyers, volunteer flyers (1,100) • Flyers for school and theme-related events (1,500) • Open House/Title 1 mtg., 5th gr. Performance, Qtr.1 Awards, Meet Your Teacher, Extended Day (366 participants) • 2-Free Bike Repair Clinic, Community Campus Clean-Up, Qtr. 2 Awards, APPT, Extended Day, Band/Orchestra Concert, Mason's Bike Give Away, Breakfast w/ Santa, Xmas w/ a Cop. (301 participants) • Love of Reading week - 223 • Holladay Student Art Show - 229 • Rodeo Potluck Breakfast and Assembly - 255 • Community Service Booth During Conference Week - 255 • Kinder Welcome - 207 • APPT Night - 305 • Motivational Guest Speaker - 218
<p>Holladay - Partners</p>	<ul style="list-style-type: none"> • Tucson Museum of Art - TMA docents visited each grade level to discuss Elements & Principles of Visual Art and connected the project to HL standards. 5th grade visited the museum to view and discuss the exhibit. • Living Streets Alliance - A local non-profit that presented a standards-based presentation about walking & biking safety.

	<p>They offered a free bike repair clinic to teach kids basic bike maintenance & repair.</p> <ul style="list-style-type: none"> • Trader Joe's - Student art work was displayed regularly for students in K-5 at the Campbell & River location. • Tucson Symphony/Orchestra - Students visited live TSO performances throughout the school year.
Palo Verde - Outreach	<ul style="list-style-type: none"> • Parent University: Emailed 9 participants from Parent University (9/8/18) and received three responses. All three were provided information regarding the Future Titan Night scheduled for 11/29/18. • STEM Night: Received email from 3 STEM Night Participants (10/1/18). Replied and offered a personal tour – all three opted to attend Future Titan Night. Sent additional information regarding Future Titan Night. • Dropped off invites for our Future Titan Night at 8 Tucson middle schools (Booth-Fickett (156), Dietz K-8 (55), Dodge (128), Mansfeld (320), Pistor (273), and La Paloma (x3) (300). • Dropped off Future Titan Night reminder flyers to Booth-Fickett (155), Dodge Middle (130), Dietz K-8 (60), and La Paloma x3 (300). • Dropped off Future Titan Night invites to Borman (25), Naylor (115), and Alice Vail (125). • Postcards mailed out to all District 8th graders, plus 12-13 year olds in the 10, 30, 15, 12, 11, 08 and 48 zip codes, to advertise Future Titan Night. • Dropped off Palo Verde class/extracurricular informational packets to Booth-Fickett, Secrist, Dietz, and Naylor prior to the counselors heading over for registration. • Dropped off Palo Verde class/extracurricular informational packets to La Paloma (x3) charter schools. • Handed out roughly 25 informational packets during DM's Right Start events. • Registration (7/24-7/28) - 40 • Freshman Orientation (8/1/18) - 45 • Future Titan Night (11/25/18) - 13 • Student and Counselor shadow (12/3/18) - 1 • Winter Concert (12/14/18) - 66 • Fickett Awards Ceremony (held at Palo Verde) (01/23/19) - 200 • Peter Pan Production (04/03/19) - 320

<p>Palo Verde - Partners</p>	<ul style="list-style-type: none"> • PBS worked with our Film/TV department to create broadcasts during their Newshour. • Department of Forest and Fire Management worked with our science team on a Tree Campus Pilot Program. • Palo Verde student worked with Pima County One Stop to clean up the wetlands area. • University of Arizona Sky School - Twenty-one students attendfeded Sky School’s Flagship Research trip for 3 days and - nights on top of Mt. Lemmon.
<p>Roskruge - Outreach</p>	<ul style="list-style-type: none"> • Davis Bilingual Magnet 5th gr. “pipeline” parent meeting flyer - 110 • Middle School Nights @ Borton, Carrillo, and Sam Hughes elementary schools – 75 flyers • Flyers at Borton, Carrillo, Sam Hughes, and Tully – 125 flyers • Middle School Night @ Borton Magnet – 18 families • Carrillo Math & Science Night – 22 families
<p>Roskruge - Partners</p>	<ul style="list-style-type: none"> • THMS Football - Annual Backpack Drive: students received needed supplies to be successful for school • Good News Club/Youth City Church - Supported student & family values and work ethics that supported home and school settings • Math Cats & Word Cats - Tutoring sessions for students in the morning and after school that supported content curriculum • The Vineyards - Promoted family values by cooking and serving a Thanksgiving & Christmas meal for several families (approx. 100) • Nicaragua Presenters - Promoteed cultural awareness and acceptance through music and songs • University of Arizona Community Gardens - Promoted healthy eating and nurturing through growing crops in our garden. Students worked hard to maintain a garden until harvest and then enjoyed taste testing. • Brooklyn’s Pizza - Rewarded “Students of the Quarter” with a free slice of pizza and a drink every quarter.
<p>Tully - Outreach</p>	<ul style="list-style-type: none"> • Invited 3,575 families from the surrounding community to our High Impact Day Open House. We did not have any new families attend our event.

	<ul style="list-style-type: none"> • Sent 35 Kinder Roundup invitations to incoming kindergartners in the neighborhood as well as to students in our pre-K that will be in kindergarten next year. • Kindergarten Information Meeting/GATE Open House – 15 families • Visited 10 preschools in the neighborhood to drop of flyers and information on our upcoming Kindergarten Informational Meeting – 75 brochures • Shumaker & Brichta Early Child Care Center’s Open House - 12 brochures
Tully - Partners	<ul style="list-style-type: none"> • FoodCorps connected kids to healthy food in school so they can lead healthier lives and reach their full potential. The students were taught cooking and gardening and got to taste the foods they had grown and prepared themselves. • The ELLA Center - A local organization that teaches English to our non-English speaking parents. Classes were offered 3 days a week in the morning and 1 day in the evening. • Boys and Girls Club - We worked closely together maintaining a positive environment within the community. Many of our students regularly attended the club after school. • The Wright Flight program enables students to achieve academic success in and out of the classroom by addressing specific standards and learning objectives. Our 5th graders set personal goals for themselves, and if they met these SMART goals, they were rewarded with a real-life experience of getting to go up in and fly an airplane. • University of Arizona Sky School provided place-based and inquiry-based science education programs for our students including a 5-day program with 4th graders, and overnight stay at Sky Islands on Mount Lemmon with our 5th graders.
Mansfeld - Outreach	<ul style="list-style-type: none"> • 240 interoffice mailing of STEM Night “Save the Date” flyers to Borton, Carrillo, Lineweaver, and Hughes. • STEM Night 9-27-2018; 3 families from Borton and Lineweaver • STEM Night 11-8-2018; 4 families from Borton, Fruchthendler, and Lineweaver. • STEM Night 2-28-2018; 62 families attended, including neighborhood and magnet (out-of-neighborhood) • Magnet Information Night; 42 families

Mansfeld - Partners	<ul style="list-style-type: none"> • AZ Trail Association - Provided field research and outdoor learning experiences for select 7th Grade and ELD students. • W.I.S.E. - The director served on our Magnet Committee, and the organization helped facilitate breakout sessions for STEM Nights and coordinates volunteers in classes/clubs • UofA Garden Project - Coordinated mentoring for 6th grade science work with Project LEO and 7th grade social studies cloning project
Tucson High - Outreach	<ul style="list-style-type: none"> • 15 mailers to Parent University at Pima Community College • 5,315 Magnet Open House postcards mailed to District and non-District 8th graders. 450 Magnet Open House flyers distributed to private and charter schools. • 125 flyers dropped off to private and charter schools and to touring families regarding New Student Information Night. 782 mailings regarding New Student Night: The District Magnet Office's assistance with mailings to all District 8th graders and 8th graders selected through 1st lottery round provided strong support and was an important factor in the high turnout. Parents reported great appreciation for the opportunity to speak with teachers and counselors regarding course selection, particularly for incoming 9th graders. The THMS faculty and staff received widespread compliments about their professional, friendly, and individualized attention to our incoming families. This type of feedback is exactly what we need to keep recruiting and retaining families, particularly those coming from private and charter schools. • More than 5,000 people attended Magnet Open House; "Audition" in Black Box Theatre; "The Good Doctor" in Little Theatre; Second Quarter Events; Steel Drums, Orchestra, Choir, Mariachi, Guitar, Piano, Marching Band, Jazz Band, Dance and Folklorico concerts. In addition to Magnet Open House and all fine arts performances on the THMS campus, all musical groups participated in fall and holiday community events such as the Mariachi Conference in Las Cruces, N.M.; Parade of Lights; Winterhaven Festival of Lights; Tohono Chul Luminarias Christmas Lights; Las Posadas celebrations; senior citizen and nursing home performances, etc. • More than 2,500 people attended New Student Information Night; fine arts performances - In addition to New Student

	<p>Information Night for all incoming families, all fine arts groups showcased their programs in the Auditorium, Black Box, Little Theatre, or Gallery for families and Tucson community. Science students participated in the SARSEF competition. The parent organization sponsored “Get Sweet,” a fundraiser for the Fine Arts department. Music programs participated in regional and state competitions.</p>
<p>Tucson High - Partners</p>	<ul style="list-style-type: none"> • Southern AZ Symphony Orchestra - THMS Mariachi Rayos del Sol invited to perform with SASO • The Rogue Theater - Board of Directors offered free tickets to THMS students and parents for every production throughout their 2018-19 season. • Raytheon Corporation - MESA club members participated in the Raytheon “Adopt-an-Engineer” program. A Raytheon engineer visited MESA meetings to assist students with their MESA entries for state and national competitions.

EXHIBIT 2

**2019-20 PLAN FOR
OUTREACH, MARKETING AND RECRUITMENT
FOR MAGNET AND ALE PROGRAMS**

This plan describes the outreach and recruitment efforts to be utilized by the District in SY19-20 and serves as a guide for the District departments that are charged with implementing various aspects of the plan.

I. OUTREACH

A. ALE Outreach

Based on the assessment strategies from SY18-19, the District will implement the following outreach strategies during SY19-20.

1. GATE Program Outreach

- Collaborate with the Communications department to review and revise the District's GATE website, updating it regularly with outreach information. GATE staff will post additional information about GATE presentations at the Family Resource Centers on the District's main website. Schools will develop promotional videos to post on the District and department websites.
- Develop, update, and circulate printed material such as flyers and rack cards. The GATE department also plans to collaborate with site principals to offer more interactions to families from the school sites.
- Invite area Head Start, PACE, and Early Learning Centers to participate in pre-kindergarten testing and increase focus on early childhood centers from four schools to five.
- Host various previously well-attended parent events, including Family Enrichment Night, parent information sessions, and district-wide GATE open houses, but increase the number of small site-based events, which tend to attract more attendees.
- Provide bilingual workshops of interest and need for families at all four Family Resource Centers (e.g., "Tell Me More" series) using various modes of advertising to increase attendance.
- Host the successful district-wide GATE open houses prior to GATE testing with the support of student services departments, with focused outreach to African American and Hispanic families.
- Provide personalized one-on-one outreach to African American and

Hispanic families who do not respond to GATE attendance placement letters.

- Utilize the following outreach strategies, which have contributed to growth in GATE Hispanic enrollment:
 - Invitation to Test mailers sent in Spanish
 - All community outreach events are attended by a Spanish-speaking GATE itinerant teacher
 - Presentation boards with visual presentations are presented with Spanish content to attract Spanish-speaking families
 - GATE testing announcements are run the week prior to the testing on Spanish radio Tejano

2. Advanced Academic Courses Outreach

a. International Baccalaureate Programme Outreach

- District IB Coordinator develops, maintains, and distributes all IB recruitment flyers and literature to parents at K-8 and middle schools
- District IB Coordinator attends preregistration events explaining the benefits of the program
- IB student leaders along with IB Coordinator meets with incoming 8th graders and students enrolled in English 10 to encourage IB participation
- IB students in the Arabic Society visit feeder middle school students to promote the IB program by providing lessons on Arabic culture and language
- JROTC instructors visit middle school students to share benefits of an IB language in military careers
- Cholla offers open-access IB prep courses in 9th and 10th grades

b. Advanced Placement Courses Outreach

- Provide PSAT testing along with using the AP Potential Report to identify students with AP potential
- Send automated messages to all parents of students who show AP potential

- Provide personalized contact from AASSD and MASSD to African American and Hispanic students, encouraging them to enroll in AP courses and provide assistance
- Provide guidance from school counselors and College and Career Readiness Coordinator about advantages of taking AP courses
- Distribute the flyer, Student Guidelines for Advanced Placement Courses, to parents and students throughout the year at events such as the Tucson Festival of Books, Parent University, Impact Tucson, and High School Expo

c. Dual Credit Outreach

- Strengthen dual credit partnership with Pima Community College and streamline the process for sites eager to increase their dual credit course offerings
- Provide support to increase dual credit offerings at appropriate school sites, including recruiting faculty and increasing student enrollment

d. Pre-AP Advanced and Pre-AP Honors Courses

- Encourage middle schools to increase the availability of pre-AP courses and to be strategic in the creation of their master schedule so that students can enroll in more than one pre-AP course
- Provide additional training for pre-AP teachers to increase student achievement in these courses

3. University High School Outreach

- The following strategies with specific outreach to African American and Hispanic potential students to UHS are examples of effective key strategies that will be used:
 - Provide current information about UHS, including testing, test prep, and celebrations, to help qualifying students understand the benefits of enrollment.
 - Hold two evening presentations in the spring for families of 7th grade students.

- Invite all Tucson Unified 6th, 7th, and 8th grade African American students who have a minimum of a 2.5 GPA to attend the Multicultural Scholars Dinner
- Send ParentLink emails to all families of 7th grade students and make phone calls with information about the events.
- Invite all 8th graders who meet the CogAT criteria to spend a day on campus (Step Up Day) to participate in leadership activities and learn about UHS academic classes, clubs, extracurricular activities, and athletics.
- UHS African American and Hispanic families call 8th grade families of African American and Hispanic students who have qualified for UHS admission to answer questions
- The UHS Recruitment and Retention Coordinator will utilize the following strategies to support UHS outreach:
 - Meet with 6th, 7th, and 8th graders at every district middle and K-8 school twice each year
 - Call students and their families who do not accept enrollment, inviting them to special UHS events
 - Meet with interested 6th and 7th grade parents and students to introduce them to the opportunities available at UHS

B. Magnet Outreach

Outreach for magnet programs occurs at the individual school level rather than the central department. Each magnet school plans outreach activities to increase enrollment, and these outreach activities are included in the school's yearly magnet school plan. Each school reports the implementation of these activities in its tri-yearly Magnet Report.

The Magnet Department, in collaboration with the individual schools, reviews and updates these recruiting activities as a part of the yearly magnet school plan review. The current recruiting activities are proven to be effective, as shown by integration status and enrollment status of the magnet schools.

A listing of these activities is appears as Attachment A to this plan.

II. MARKETING

A. ALE and Magnet Marketing Campaigns

The Communications department launches campaigns that address the communications, media, and marketing needs of the magnet schools' and ALEs. Campaigns support schools and magnet and ALE programs in meeting integration benchmarks defined in the Unitary Status Plan.

The District has planned and refined two outreach, marketing, and recruitment campaigns, to be carried out at different points in SY19-20, that are specifically related to magnet and ALE programs: the Priority Enrollment Campaign and the Continuing Enrollment Campaign.

To execute the campaigns, the District will create signage, commercials, social media posts, and digital and print advertisements. The District also will host targeted-audience community and Tucson Unified events that require printed materials, announcements, posters, organized workers, layout, and setup and clean up.

1. Priority Enrollment Campaign

The District has designed the Priority Enrollment Campaign to ensure maximum exposure and information dissemination about school choice options during popular community events. These events occur immediately before and during the time period that open enrollment applications are being accepted (October through February). Coordinators or school representatives from each school site facilitate activities, share information about their program and other magnet and ALE programs, and arrange campus tours to increase interest and applications to support improved integration.

One of the most popular citywide recruitment events included as part of the Priority Enrollment Campaign is the District's Magnet and GATE School Choice Fair, which is held in the fall at the Children's Museum Tucson. Families visit with school representatives and can fill out enrollment applications on site.

2. Continuing Enrollment Campaign

The Continuing Enrollment Campaign focuses on targeted student recruitment for schools that are still deficient in enrollment after February. This outreach and recruitment effort begins in late February and continues until school begins in August. In addition to recruitment efforts for campuses needing additional enrollment, the campaign also serves in an informational capacity for all magnet schools and ALE programs.

The magnet and ALE programs will use similar media platforms (television, outdoor advertising, events, and digital and print advertising), but the messages will vary

depending on the highlighted program. Advertising dollars are divided among magnet, ALE, low enrollment, and District awareness campaigns.

The Communications department also will provide content for the schools and websites on enrollment and program activities that can be shared in school newsletters and on school websites.

B. Magnet Program and School Advertising

This messaging focuses on school themes and higher achieving academic expectations for all race and ethnic populations. The plan encourages school tours and the use of open enrollment applications. The goal of these advertising and marketing efforts is to raise awareness among African American and Hispanic students about the magnet schools and programs to encourage them to explore and enroll in these opportunities. Budget and scheduling availability will determine the specific promotion timeline and content.

1. Advertising

The Communications department will use television, outdoor, and print and digital advertising to increase the number of students in or out of the District who consider magnet schools.

a. Television

The Priority Enrollment and Continuing Enrollment campaigns will run throughout the year for magnet schools on multiple television stations. This also will include digital advertising on the stations' webpages and YouTube pre-roll¹. Targeted schools include Bonillas, Borton, Carillo, Davis, Holladay, and Tully elementary; Booth-Fickett, Drachman, and Roskrige K-8; Dodge and Mansfeld middle; and Tucson and Palo Verde high.

For magnet schools, 15- and 30-second commercials will highlight school theme, student diversity, and academic achievement. These commercials, in both English and Spanish, will air on corresponding stations.

The District will continue to develop two-minute, biweekly education segments for a weekend education show about the magnet programs and schools. Topics can be school specific and discuss academic advantages, transportation opportunities, and other magnet-specific topics. The roll-out will depend on the proposal cost from local television stations. In addition to regular ad spots, the District will an award given by a television station (for example, a Golden Apple award to a teacher or an education event).

¹ Pre-roll is a 10- to 15-second promotional video message that plays before the content the user has selected.

b. Outdoor

The Priority Enrollment and Continuing Enrollment campaigns will target specific Tucson areas that may have high concentrations of Hispanic and African American student populations.

- Bus Shelter: Continue bus shelter advertising for magnet schools using the Everything Under the Sun Campaign and theme-specific advertising. Both encourage enrollment.
- Billboard: Continue billboard advertising with magnet programs that highlight magnet themes and how to enroll.

c. Print

The Communications department will place advertising in local newspapers and magazines to promote both the Priority Enrollment and Continuing Enrollment campaigns for magnet programs. The ads will target both the Hispanic and African American populations. Examples of the newspapers and magazines that will be considered are included in the table below.

Timeframe	Potential Media	Description
October - February	Arizona Daily Star	All Magnet programs
Annual	Raytheon Employee Magazine	Magnet programs that includes Mansfeld, Palo Verde, Booth-Fickett.
March	Tucson Festival of Books newspaper insert and event listing	Promote Magnet programs
Monthly	Bear Essentials Magazine and online for K-8th grade focus	Rotating 4-6 ads, Magnet elementary school enrollment and theme focus
August, November, February	OnMedia Theater Booklet ad	Annual program flyer with focus on Magnet programs; advertise magnet programs in two specific show programs as well
Annual	DM-AFB Commander Welcome package & online pages	Promote Magnet STEM-based programs
Weekly	Press release	Dependent on program awards and events
Annual	BiLingual Magazine	Promote Magnet programs targeted at Hispanic populations

d. Digital

- TV station landing pages: Digital advertising using geo-targeting² for the Priority and Continuing Enrollment campaigns will focus on areas of Tucson that have a high concentration of African American and Hispanic populations.
- YouTube pre-roll commercials for magnet programs

2. Online Presence

The District web team will update the school and District webpages to highlight the programs available in each school, the advantages of the program, and its integration benefits. The Communications team will take and post photos and videos for all Tucson Unified schools, posting on District websites and social media outlets, including but not limited to Facebook, Twitter, Instagram, and YouTube.

Magnet school specific: The District annually updates 30-second videos consisting of school summaries to submit for the Magnet Schools of America Merit Award Applications. In SY19-20, these videos will be posted on the corresponding magnet school websites to share program achievement opportunities.

3. Mass Mailings

- The Marketing Specialist from the Communications department will design mass mailing materials for all schools and departments to share at events as part of the Priority Enrollment Campaign. These materials include postcards and flyers (geo-targeted and by ethnicity and race) to promote awareness of magnet schools in the African American and Hispanic communities.

4. Marketing Materials

The Communications department will develop and/or update marketing materials to support efforts by all magnet programs and schools to attract diverse populations. These materials include:

- business cards for new and updated magnet school personnel;

² Geo-targeting is the process of providing unique content and/or services to website visitors based on their geographical location. It is used in internet marketing techniques to identify, prioritize, and target users in accordance with their physical location.

- flyers, posters, postcards, student passports, photographs, frames, bookmarks, magnets, sunglasses, stress balls, pencils, pens, and / or event booklets, as needed for all listed events;
- re-prints of MSA Award Posters for the Magnet Department;
- school and department table covers for events, as needed; and
- fence signs, fence banners, and light pole flags highlighting school programs and awards at schools, as needed.

C. ALE Programs and Program Advertising

The messaging for ALE programs will focus on high academic achievement, and on engaging and rigorous courses that prepare students for high school and post-secondary education. Advertising and marketing efforts also will emphasize events and school tours that offer personal contacts with ALE staff, with a focus on increasing diversity enrollment.

1. Advertising

The goal of these advertising and marketing efforts is to raise awareness among African American and Hispanic students about the ALE programs to encourage them to explore and enroll in these opportunities. Budget and scheduling availability will determine the specific promotion timeline and content.

The District will use television, outdoor, and print and digital advertising to encourage students to consider enrolling in various ALE opportunities, with a focus on specific stand-alone programs such as GATE, dual language, and IB classes or programs.

a. Television

The Priority Enrollment and Continuing Enrollment campaigns will run throughout the year for ALE programs on multiple television stations in both English and Spanish. This effort also will include digital advertising on the stations' webpages and YouTube pre-roll.

Fifteen- and 30-second commercials will highlight the advantages of GATE, IB, and dual language programs as well as student diversity and academic achievement. The Communications department will create these commercials in both English and Spanish, to be aired on corresponding stations.

b. Outdoor

The Communications department will test the Priority Enrollment and Continuing Enrollment campaigns in specific Tucson areas that have higher concentrations of Hispanic and African American student populations.

- Bus Shelter: Bus shelter advertising for ALE programs will continue using the Everything Under the Sun Campaign.
- Billboard: The District will test billboard advertising for GATE, IB, and dual language programs, highlighting enrollment options.

c. Print

The District will adopt the Priority Enrollment and Continuing Enrollment campaigns for ALE programs and will target both the Hispanic and African American populations. Examples of the newspaper and magazines that will be considered are included in the table below.

Timeframe	Potential Media	Description
October - February	Arizona Daily Star	All ALE programs
March	Tucson Festival of Books newspaper insert and event listing	Promote ALE programs
Monthly	Bear Essentials Magazine and online for K-8th grade focus	Rotating 4-6 ads, GATE and dual language elementary schools enrollment focus
Annual	DM-AFB Commander Welcome package & online pages	Promote Cholla High School IB program
Weekly	Press release	Dependent on program awards and events
Annual	BiLingual Magazine	Promote ALE programs targeted at Hispanic populations

d. Digital

- TV station landing pages: Digital advertising for the Priority and Continuing Enrollment campaigns
- YouTube pre-roll commercials for ALE programs

2. Online Presence

The Communications department will take and post photos and videos for all District schools, websites, and social media outlets, including but not limited to Facebook, Twitter, Instagram, and YouTube.

The District web team will update the school and District webpages to highlight the ALE programs available in each school, the advantages of the program, and benefits of integration. The web team also will place ALE logos on the banners of schools³ and programs identified within the school website program menu.

3. Mass Mailings

- The Marketing Specialist will design and coordinate targeted mass mailings of materials for all schools and departments to be shared at events as part of the Priority Enrollment Campaign. These materials include postcards and flyers (geo-targeted and by ethnicity and race) to promote awareness of ALE programs in the African American and Hispanic communities.

4. Marketing Materials

The Communications department will develop and update marketing materials for ALE programs as requested by the department. These materials include:

- flyers, posters, postcards, pencils, pens, and event booklets, as needed for all events listed;
- ALE department pull-up banners;
- school and department table covers for events;
- fence signs, fence banners, and light pole flags highlighting school programs and awards at schools;

³ Clicking on the ALE logo on the banner links the user to the specific program information.

- acceptance folder/brochures explaining exciting opportunities within the program; and
- an ALE brochure promoting all ALE program opportunities, including the Advanced Academic Courses.

D. Magnet and ALE Participation in District and Community Events

The Communications department will host school and program events to build awareness and encourage enrollment in magnet schools and ALE classes with the support and collaboration of the ALE and Magnet departments along with the Family and Community Engagement, African American Student Services, and Mexican American student services departments. These outreach and recruitment events included in the chart below are based on historic community involvement and engagement success. Additionally, school sites hold their own events, which they promote through the District and school social media sites. Photos and videos of the events are shared with the public.

Date	Event	Description	Participants
7/27/2019	IMPACT	Bullying prevention	All District
9/7/2019	Parent University	College bound	All high schools, Dodge, Mansfeld
9/21/2019	Love of Literacy	Books and literacy	Elementary Magnet/GATE
9/28/2019	This is Tucson School Fair	Elementary enrollment	Magnet/GATE
10/19/2019	African American Parent Conference		District-wide, administrators, parents, teachers
10/26/2019	Boo at the Zoo	Early enrollment	Schools and programs
11/14/2019	Magnet/ GATE Fair	Magnet	All Magnet and Self Contained and Cluster GATE Schools
12/6/2019	Level Up Middle School Bash	Middle school enrollment	All middle schools and K-8s that take 6th graders
12/13-15/19	Zoo Lights	Early enrollment	Schools and programs
1/16/2020	School Choice Fair	Elementary enrollment	Non-magnet elementary that need enrollment
1/18/2020	Zoom Zoom	Get on the Bus & CTE	CTE, Transportation
1/25/2020	High School Expo and Health Fair	Get on the Bus & CTE	High schools, CTE
1/24/2020	Bowl-In	Elementary enrollment	Elementary and K-8 schools.
1/25/2020	High School Expo and Health Fair	All high schools and CTE programs along with health services	ALL high schools, CTE, District programs, student services, enrollment, interscholastics
2/15/2020	Sci-Fest	STEM/STEAM	STEM and CTE
2/16/2020	This is Tucson School Fair	Middle school enrollment	Middle schools that need enrollment
3/7-8/2020	Tucson Festival of Books	District programs/STEM	Program representatives