

EXHIBIT A

Family and Community Engagement Plan

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Introduction

This Family and Community Engagement (“FACE”) Plan is intended to serve as an operating plan for the District’s efforts to promote and enhance family and community engagement in the education of students in the District. It may also serve as a guide to, and overview of, those efforts, for those who wish to understand (a) the scope and focus of those efforts, (b) who in the District is involved in those efforts, and (c) who is accountable for the success of those efforts.¹

The goal of the plan is to maintain and increase the overall level of family and community engagement in the education of students in the District. To the extent that any identifiable group appears to be underrepresented in family engagement activities, it is also a goal of the plan to focus efforts on that group to increase the relative level of participation of that group.

¹ This plan is forward looking, and thus does not refer explicitly to specific requirements of the current Unitary Status Plan, or the FACE Plan created pursuant to the USP, though the District believes that most of the relevant areas from those USP-related plans are addressed or covered in this plan, though perhaps not in the same way. The District understands that those requirements continue to apply as long as the Court continues to exercise supervision over the District.

The District's FACE efforts can be grouped into two broad categories: individual school-based activities, and activities undertaken by central District staff. Each category is described below.

A. School-based Activities.

The **Guidelines for Family and Community Engagement at School Sites** (copy attached as Exhibit 1) describe (a) the specific activities expected at each site, (b) the roles and responsibilities of those involved, and (c) the reporting requirements to track implementation and enable analysis and accountability. Underlying the Guidelines and all school-based activities is the central concept of two-way communications, in which school staff learn from parents and parents learn from school staff. These two-way communication activities include opportunities for school to share written information with families, families to share written information with the school, and meetings where school and families engage in conversations where families and school staff learn from each other. Additionally, the guidelines provide multiple opportunities for professional development to help school staff engage in best practices to facilitate two-way communication.

The Guidelines include multiple opportunities for schools to provide written information to families through various avenues such as email, online, and in hard copy. These school-to-home communications include newsletters with information about school and District events, policies, learning opportunities, specific events, leadership and volunteer opportunities, calendars, meeting notices and minutes for decision-making groups, and other topics related to student achievement. These communications ensure families stay abreast of important school and District information and opportunities for involvement.

The Guidelines provide opportunities for families to provide written communication of ideas, concerns, and impressions to the schools by providing conferencing feedback surveys, suggestion boxes at the schools, and annual family engagement surveys. The District also provides an "online suggestion box" on all

school webpages. Surveys and suggestion boxes are specifically designed to allow families to provide information anonymously, if they so choose, to encourage them to share information they might not be willing to share through other avenues.

The Guidelines provide opportunities for additional two-way communications through 1) decision making activities such as site councils, family engagement teams, and the parent teacher organization, 2) focus groups, and 3) meetings between school and families (both individual family meetings regarding one student [e.g. parent-teacher conferences] and larger meetings more generally about curriculum and other topics.

School site councils and family engagement teams facilitate two-way communication by ensuring parents, students, administrators, certified staff, classified staff, and community members are represented in decision-making groups. All members of these decision-making bodies have an equal say in sharing ideas, planning, and making decisions for the school.

Focus groups provide opportunities for families to share information and ideas about matters specific to their children's school. Focus groups are facilitated by community members rather than school staff to help participants feel comfortable in sharing their ideas or concerns. Each school site is required to conduct at least one curricular-focused event per semester. These events facilitate two-way communication by allowing the school to share information about the curriculum and provide strategies for families to support the learning at home, as well as opportunities to engage in direct, curriculum-related conversations with teachers.

There are several conditions that are important for effective two-way communication with families. For example, it is important that families have access to their child's academic and personal information; that families are able to provide teachers with information about their child's development; that information shared with families is culturally understandable and meaningful; that information is used for positive actions that teachers, families and school leadership can implement.

A valuable opportunity for two-way communication is the parent-teacher conference. The District's Guidelines state goals for participation in both Fall and Spring conferences, and provides protocols for specific for parent-teacher conferences described in an online professional development module required for all school administrators and certified staff.

These protocols support two way communication by describing specific actions teachers and school staff can take before, during, and after conferences to encourage family participation; to communicate to families the value of their participation in conferencing; to present opportunities and encourage families to provide input about what they would like to discuss during conference; to make the environment comfortable and welcoming to families attending conference; to prepare for discussion that encourages families to share information; to present information such as data or student work examples in a manner that families can understand; to reach those families who are unable to participate in conferences in a traditional way; and to build upon the family-teacher partnership after conferencing.

Information provided in this professional development module can be applied to all family-teacher interactions to encourage two-way communication and develop positive working relationships between family and school which builds student success.

Other opportunities for communication include training on use of the District information systems available to families (e.g., (a) the ParentVUE portal to Synergy, the District's student information system, and (b) Family Computer Kiosks at each school to provide access to ParentVUE and the school's website).² Though not explicitly required in the guidelines, schools and families communicate regularly through notes, letters, email, text message, phone calls, and meetings, as a matter of

² The District's requirements for maintaining and updating family and community elements in individual school websites are attached as Exhibit 2.

course giving both school staff and families opportunities to share information with each other.

Training for teachers and school staff on best practices regarding two-way communication is provided each year. Trainings include Dr. Joyce Epstein's Six Types of Family Involvement, which specifically addresses two-way communication; Culturally Relevant Pedagogy and Instruction, which addresses cultural awareness in communicating with students and families; Parent-Teacher Conferencing, which includes actions teachers can take to facilitate and encourage two-way communication during conferences and other face-to-face interactions; site-based and training about the Guidelines for Family and Community Engagement, which include a definition, rubric, required tasks, and promising practices to encourage and facilitate two-way communication; and training for other school personnel about outreach, parent leadership, focus groups, and promising practices to help schools learn from families.

The *Guidelines for Family and Community Engagement at School Sites* were developed by the District's central Family and Community Engagement Department, in conjunction with Dr. Joyce Epstein³, and the National Network of Partnership Schools. Using these guidelines, schools file monthly reports on FACE activities with the District's FACE Department and use a District-designed tracking system to identify and report on family participation in FACE events at each school, enabling assessment of the degree to which those activities are successful in engaging all of the school's constituent communities.

Primary responsibility for implementing FACE activities at each school lies with the principal. Each school also has either a school community liaison (funded with Title I grant funds), or a designated family engagement contact (paid a stipend from the FACE Department). Principals are held accountable for implementing the

³ Dr. Epstein is a Professor at Johns Hopkins University; Director, Center on School, Family, and Community Partnerships; Director, National Network of Partnership Schools (NNPS); and Co-Director/Directorship Team-CSOS.

Guidelines by the regional assistant superintendent for that school, and in annual evaluations of the principal. The regional assistant superintendent is regularly informed of the status of reports and activities for each school by the FACE department staffer assigned to that school.

B. Central District Activities.

1. FACE Department

a. Planning and Coordination. The FACE Department provides overall planning and coordination for the District's family and community engagement activities, together with an annual assessment of their effectiveness. This protocol follows an annual cycle: (a) in the fall of each school year, the specific plan for that year is implemented and relevant data is collected; (b) in mid-spring, along with the budgeting process for the following year, FACE Department staff analyze available data, review any new publications in the area, and assess the success of the family engagement activities; and (c) prior to the beginning of the next school year, FACE Department staff develop the specific plan for the following year, including any redeployment of resources desired, based on the assessment. To the extent that this operating plan needs modification or updating, it will be revised as part of this annual process.

b. Training and Instruction. FACE Department staff provide annual training and instruction to school site and other District staff on family engagement best practices and activities, again focusing on two-way communication and Dr. Epstein's Six Types of Involvement.

The Guidelines provide multiple opportunities for professional development to build best practices and ensure all schools facilitate opportunities for two-way communication and parent involvement. The Guidelines require that each school meet with FACE staff no later than October 31 for training about the Guidelines, and to receive support or guidance specific to the needs of the school. School-community liaisons or school site family engagement contacts are required to participate in

quarterly meetings where they receive and share information on best practices for family engagement. FACE staff coordinates and facilitates quarterly meetings with support from Title I/Grants and Federal Programs staff. Meetings address many topics including Dr. Epstein's Six Types of Family Involvement, which include two-way communication, understanding and implementing the Guidelines, reporting requirements, and general best-practices.

All staff who come into contact with students receive annual training on the McKinney-Vento Act. Staff learn the requirements of the McKinney-Vento Act and how to identify, request services, and advocate for students and families who may be experiencing a housing crisis.

All school site staff who come into contact with families receive annual online training about Dr. Epstein's Six Types of Family Engagement. The Six Types of Family Engagement Training addresses the benefits of each type of involvement, the challenges schools may face in providing opportunities for all six types of involvement, and promising practices to help schools address those challenges.

All school site administrators and certified staff receive annual online training on effective two-way communication through conferencing. This training provides protocols for conferencing which facilitate two-way conversation, guidance in how to create an atmosphere where parents are comfortable to share ideas, planning for conversations which encourage parents to share, providing opportunities for parents to choose topics they would like to discuss, and offering information to parents to help them prepare to make good use of their conferencing opportunities.

c. Support and Monitoring for School-Based Activities. FACE Department staff are responsible for support and monitoring of family engagement activities at school sites, to ensure that school sites are implementing the Guidelines. Monitoring and support includes review of monthly reports, review of data input into the District's family engagement participation tracking system, reviewing school websites, remedial training and instruction where needed, and fostering

collaboration across schools in family engagement activities. FACE department staff regularly inform regional assistant superintendents about the compliance of each school within the region.

In March 2019, the FACE director and program coordinators attended the National Network for Partnership Schools (NNPS) Leadership Institute for family and community engagement at Johns Hopkins University. At the Institute, Dr. Epstein and her team provided training on how to help schools to organize their school-based Family Engagement Teams and to write goal-linked plans to engage all students' families in ways that support student success in school (e.g., to improve attendance, behavior, achievement, attitudes) and to improve the schools' welcoming climate for all families. FACE staff will begin working with schools to employ the methods learned at the Institute during SY2019-20 and continue its support in subsequent years.

The District, using NNPS guidelines and materials, is working to ensure that increasing numbers of schools will be able to reach out to engage parents, both at the school and at home, in their children's education. The NNPS guidelines focus explicitly on equity of outreach and inclusion of all families, with special attention to communications and connections of new immigrant groups and parents with diverse cultural and linguistic backgrounds. The vast majority of schools in NNPS serve diverse families, including new and earlier immigrants with differing languages and cultural backgrounds, and are working to reach out to and engage these families in their children's education. NNPS materials include examples of promising practices used by these schools to effectively engage all families.

FACE staff, with the advisement of Dr. Epstein, will work with school site staff and other District departments to expand on the parent involvement and leadership training already taking place, and develop training to help parents successfully participate in school life and decision-making, with a particular focus on the needs of various immigrant groups.

d. Family Resource Centers. FACE Department staff operate the District's four Family Resource Centers, which provide a broad range of family educational opportunities in support of students' learning. Many other departments host events and workshops at the Family Resource Centers. A representative calendar of events for these activities, showing the nature and breadth of these activities, is attached as Exhibit 3. The FACE department also operates the District's clothing bank at the Duffy Center, and the McKinney-Vento office, which provides administrative support and services for homeless students eligible under the McKinney-Vento Act.

Family Resource Centers are open 8:00-4:00 Monday through Friday, with the following exceptions:

- Palo Verde FRC is open 12:00-8:00 on Mondays.
- Wakefield FRC is open 12:00-8:00 on Tuesdays.
- Southwest FRC is open 12:00-8:00 on Wednesdays.
- Catalina FRC is open 12:00-8:00 on Thursdays.

Services and educational opportunities are available at all Family Resource Centers during regularly scheduled hours.

The FACE Department provides information and training to families to help them take active roles in their children's education and decision-making at school sites in further support of the two-way communication model. Workshops are provided at all four Family Resource Centers, two times per year, to help parents participate in parent-teacher conferences effectively. The workshop discusses the importance of the parent's role in a child's education, how to ask meaningful questions, the importance of sharing information with the teacher, parents' rights to additional conference opportunities, and how to follow up if more information is needed or the conference is not satisfactory.

The Family Resource Center also provides workshops to teach parents how to be active participants in their children's education. The workshops include

information about site councils, advisory councils, departments and resources, how to participate, the importance of the parents' role, and how they can support their children's academic success.

To facilitate accessibility to educational opportunities and services to all families, Family Resource Center Staff has taken several steps. First, workshops and classes are available at multiple centers, at various times of day and evening, and throughout the year. This way, parents who are unable to attend a workshop at one time or location may be able to attend at a different time or location. Additionally, the Family Resource Center staff provides childcare to families so they can attend workshops at the centers. Staff also provides transportation support to families to attend workshops, as needed. Furthermore, schedules of workshops and other informational literature is offered in multiple languages and interpreters are provided to those participants whose primary language is other than English.

Scheduling of workshops is dependent on several factors including parent interest, availability of space, and availability of presenters. Staff also takes into consideration the time and circumstance when most families are likely to participate. For example, parents who do not work outside the home are most likely to attend classes in the mornings, after getting their children off to school, while parents who do work outside the home are most likely to attend evening classes. However, in scheduling evening classes, Family Center staff considers the time it will take a parent to pick up children and make it to the center for classes, as well as the family's need to have dinner, complete homework, and have children in bed early enough for them to get ample sleep. As such, evening classes are usually scheduled to begin between 5:30 and 6:00, and end at 7:00 or 7:30.

When possible, organizations who can provide food for participants and families are scheduled in the evenings to help relieve some of the parents' time and financial concerns. Additionally, fewer workshops are scheduled during the first and last weeks of school, during the holiday season, immediately preceding and

following holidays and long breaks, or during testing and conference times, since these tend to be busy times for families.

In the event that a family is not able to access services at one of the family resource centers, staff makes every effort to bring the services to the family. For example, a family may not have transportation to a center to access the clothing bank or food pantry. In that situation, family center staff will work with the family and the student's school to bring items to the family. This can be accomplished in a number of ways including direct delivery, school staff pick-up, interoffice mail, or delivery to the school site.

The family centers are also made available to families and students outside of business hours, as needed and in consideration of staff availability. Some examples include: parent workshops offered before or after business hours; tutoring offered by Mexican-American Student Services on Saturdays at Catalina Family Resource Center; the Tutoring Center for Refugee Students in conjunction with Refugee Services and Lutheran Social Services at Catalina Center two evenings per week; Mexican American Parent Advisory Council meetings held at Palo Verde and Wakefield Centers; Native American Student Services parent meetings at Southwest Center; student mentoring at Palo Verde Center before and after hours and on weekends provided by African American Student Services. Finally, Student Services Directors have access to the centers to access resources for families during off hours, including clothing bank, food pantry, computer labs, classrooms, informational literature, and hygiene and school supplies and regularly provide services during evenings and weekends using these resources as needed

e. FACE Department Support for Other Departments.

The FACE department also works with other District departments to provide guidance and support for their family engagement events and needs - including the magnet, ALE, student services, language acquisition, health services, counseling, and curriculum and instruction departments. That support includes event co-ordination,

use of the Family Resource Centers, and provision of child care and transportation services.

The FACE department works in a supporting role with many other departments, programs, and schools across the District to plan and implement additional events that support and inform Tucson Unified families. These departments include Communications and Media Relations, Asian Pacific American and Refugee Student Services, Native American Student Services, Guidance and Counseling, Title I/ Grants and Federal Programs, Curriculum and Instruction, Culturally Relevant Pedagogy and Instruction, Multicultural Curriculum, Language Acquisition and Meaningful Access, Language Arts, Math, Social Studies, Fine Arts, Interscholastics, Student Health Services, Food Services, Transportation, Magnet Programs, Dropout Prevention, and Two-Way Dual Language Programs.

The FACE Department works with the Curriculum and Instruction Department (C&I) to provide the “TELL ME MORE” workshops for parents, focusing on core curriculum information along with information on related TUSD programs. Each week representatives from C&I and other TUSD departments present a hands on/interactive workshop to help parents learn about what happens in classrooms and how they can support their child’s learning at home. These classes give parents a view of the methods and topics that their students are being exposed to, giving parents a better understanding on how to more effectively help their students succeed in school. Some of the programs that are presented include information on math, English Language Arts, science, social studies, Gifted and Talented Education, Culturally Responsive Pedagogy and Instruction, dual language, and magnet programs. The FACE Department also created a short video for district personnel to use to promote the workshops.

f. FACE Department Staffing.

The FACE Department has primary responsibility for (a) supporting, monitoring and conducting training for school-based family engagement activities,

(b) operation of family centers, (c) maintaining relationships with national family engagement organizations, and staying abreast of family engagement research and best practices, and (c) supporting the family and community engagement activities of other departments, as needed and requested.

Five coordinators report to the director. Each coordinator is responsible for providing family engagement support to the schools in one region of the District (about 17 schools). Each coordinator also has responsibility for other areas of department operations. In no particular order:

a. One coordinator focuses on developing family engagement content for families, including (a) information about student programs, courses, and services available through the District, (b) adult support services and training that help support student education in the home, and (c) substantive content to assist families in increasing engagement, from colleges, universities, and community services. This coordinator works with the school community liaisons at each family resource center, and school staff throughout the district, to get the information and content to families.

b. A second coordinator focuses on community engagement, developing partnerships with community organizations, including civic groups, charities, and other educational institutions. This coordinator also works with the school community liaisons at family resource centers and school staff to assist in developing and maintaining community involvement with schools and students in the District.

c. The third coordinator focuses on developing and coordinating family engagement training for school site and District staff, and plans and coordinates FACE department participation in District events at locations across the District.

d. The fourth coordinator focuses on the family resource centers, scheduling and planning the classes, events and resources available to families

through the centers, developing and communicating information about the centers to families, staff and the community.

e. The fifth coordinator focuses on the department's data collection systems, including the periodic reports from schools, from family resource centers, and the new family participation tracking system, reporting on results to the director and the other coordinators for use in ensuring that schools are implementing the Guidelines properly.

In addition, the main FACE department office has one central administrative assistant, and one data entry clerk. Each of the four Family Centers has a school community liaison staffer and monitor/custodian. A fifth school community liaison acts as a floater to support activities at all of the Family Centers.

2. FACE Activities By Other District Departments.

In addition to the FACE Department, other district departments undertake family and community engagement activities described in other plans. A listing of other plans with family engagement activities is set out below, with excerpts of those plans attached to this plan as exhibits 5-12. Many family engagement activities involve more than one district department. A chart showing representative cross-departmental activities and events, and the role of each department in those activities, appears as Exhibit 4.

a. Comprehensive Magnet Plan/O&R Addendum.

Family and community engagement activities for the magnet program are set out in the Outreach and Recruitment Addendum, appearing in the record at ECF 2270-5. The entire Addendum addresses activities and events which may be characterized as family and community engagement, and thus the entire O&R Addendum appears as Exhibit 5 hereto.

b. ALE Access and Recruitment Plan/ALE Policy Manual.

Specific family engagement activities for the ALE programs were reviewed and assessed in the Outreach and Recruitment Addendum, appearing in the record

at ECF 2270-5, a copy of which appears here as Exhibit 5. The ALE Policy Manual, appearing in the record as ECF 2267-1, also describes family engagement activities for the ALE Program. Excerpts of relevant portions are set out in Exhibit 6.

c. Dropout Prevention and Graduation Plan

Family and community engagement activities for dropout prevention and graduation support are described in the Dropout Prevention and Graduation Plan, appearing in the record at ECF 1849-6, pp. 103-129. The family engagement section of that plan is set out in Exhibit 7.

d. ELL Dropout Prevention and Graduation Plan.

Family and community engagement activities for dropout prevention and graduation support are described in the ELL Dropout Prevention and Graduation Plan, appearing in the record at ECF 2261-1. The family engagement section of that plan is set out in Exhibit 8.

e. Dual Language Access Plan.

Family and community engagement activities for the Dual Language Plan appear as Chapter 10 of the comprehensive dual language plan set out in the District's Two Way Dual Language Framework, appearing in the record at ECF 2258-1, pp. 43-44. Chapter 10 of the TWDL Framework is reproduced in Exhibit 9. The Language Acquisition Department is the primary department responsible for planning and execution of the family and community engagement services, calling on TWDL school staff, the staff of the Family Centers run by the Family and Community Engagement Department, and the Communication Department, as needed for assistance in execution.

f. African American Student Services.

Family and community engagement services and activities provided by the African American Student Services Department are set out in the African American Student Services Department Operating Plan, appearing in the record at ECF 2265-1. Excerpts of relevant portions are set out in Exhibit 10.

g. Mexican American Student Services.

Family and community engagement services and activities provided by the Mexican American Student Services Department are set out in the Mexican American Student Services Department Operating Plan, appearing in the record at ECF 2265-2. Excerpts of relevant portions are set out in Exhibit 11.

h. Culturally Relevant Instruction and Pedagogy.

Family and community engagement services provided by the Culturally Relevant Pedagogy and Instruction Department are set out in the CRC Plan, appearing in the record at ECF 2259-1 and 2259-2. Excerpts of relevant portions are set out in Exhibit 12. The CRPI Department is responsible for its own content and staffing when participating in events sponsored or run by other organizations, and overall planning and execution for its own events, such as its Summer Institute.

EXHIBIT 1

Guidelines for Family and
Community Engagement

TUCSON UNIFIED
SCHOOL DISTRICT

**Guidelines for Family and
Community Engagement
at School Sites**



**Family & Community
Outreach**

Strengthening Families

Strengthening Students

Strengthening Communities

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TUCSON UNIFIED SCHOOL DISTRICT

Office of the Superintendent

May 21, 2018

Dear Principals of Tucson Unified School District,

A principal's strong leadership is vital to school and student success. So too is family and community engagement. More and more, principals are engaging their families and communities. As a result, they see positive changes in student academic achievement and other key aspects of development. It is our goal for all of our TUSD schools to develop true family and community partnerships in order to achieve these positive results for all of our students.

Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Tucson Unified student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives— at home, in school, and in their communities.

To support you in your efforts, the District has developed a tool to help schools engage families and the community as full partners in the education decision-making process. Grounded in research on family and community involvement, this Guideline for Family Engagement at School Sites was created to inform Tucson Unified's school site leaders on best practices with regard to the engagement of families and communities to support and improve student achievement and to ensure all families have access to quality engagement opportunities no matter the school their child attends. Use this resource as your guide to strengthen family and community engagement efforts to boost student achievement at your school.

As site leaders, it is ultimately your responsibility to guide your school toward the goal of creating family and community partnerships. The District will provide training and support in how to make use of this document. Please be assured that I remain committed to supporting you in your journey of connecting staff, families, and the community in support of our students as they continue on their journey to college and career readiness.

Thank you for all you do to help all Tucson Unified students!

Respectfully,



Gabriel Trujillo, Ed.D.
Superintendent

Morrow Center ▪ 1010 E. Tenth Street ▪ Tucson, AZ 85719 ▪ Phone: (520)225-6060 ▪ Fax: (520)225-6174

Governing Board

Mark Stegeman; President, Rachael Sedgwick; Clerk, Leila Counts, Kristel Ann Foster, Adelita S. Grijalva

Introduction

Research has proven that family engagement leads to increased student achievement, reduced drop-out rates, and a host of other positive outcome for students. However, family engagement can mean very different things to different people—from volunteering or chaperoning field trips to fundraising, organizing class events, or attending parent-teacher conferences. Tucson Unified School District believes that the employees within each of our schools play a crucial role in the types of family engagement that lead to improved student achievement. Research shows that teachers/staff who reach out to parents/guardians through initiating face-to-face meetings, phone calls, and sending information home about how to support student learning had higher student test scores, better attendance, and improved other indicators of success in school than did those who did not conduct this outreach.

Tucson Unified School District has taken steps to ensure that high quality two-way communication and family engagement opportunities are available to all families across the District. Utilizing the research of Joyce Epstein, we have created a rubric for each school to follow. The rubric is intended to guide the work of Epstein's Six Types of Family Involvement model. The framework recognizes that students' education is a shared responsibility of educators, parents and family members, and the community. The rubric provides our district, administrators, teachers, and support staff with a clear picture of what is expected for family engagement and two-way communication in our schools. A concrete description of examples is broken down in the timeline provided.

Below is an explanation of each section in the rubric as well as instructions to building your family engagement team.

Fostering safe and welcoming environments

A safe and welcoming environment means that all visitors to a school are recognized, greeted, treated respectfully and provided the best information possible about their schools. TUSD recognizes that a welcoming environment is a balance between open schools and the protection of our students. All visitors will be welcome in our schools; however, proper identification of visitors will still be required per TUSD board policy.

Strengthening relationships and capacity with families, teachers, school and district administrators, and community partners

Tucson Unified School District recognizes the importance of families as educators in their students' lives. TUSD respects and honors the insights, knowledge and skills that families contribute to the success of their students and schools. TUSD believes that working together with families and the community is the best way to increase student success. FACE, Title I and other departments will share resources, seek advice from, and collaborate with, families and the community for development of educational opportunities for our families and students.

Learning from families using effective two-way communication

Two-way communication includes providing information to families and, equally important, receiving information from families. In valuing the importance of families and schools working together to maximize student success, TUSD recognizes that effective two-way communication is critical in achieving true partnerships. Families can provide valuable insights about their children, their family dynamics, background, culture, beliefs, values, interests, strengths, struggles, fears, goals, and dreams. Maintaining a structure for effective two-way communication facilitates opportunities to strengthen relationships and learn from families. Communication acts as a bridge to engagement and, ultimately, strong parent partnerships. When schools make efforts not only provide to information to families, but to learn from families, they are telling families, "We value your insights." When families feel that their input is valued, they are motivated to work as true partners with the school to help students reach their full potential. While most schools do a great job of providing information, the challenge is to find ways encourage families to provide information as well. Creating an atmosphere where families understand that their input is valuable, and providing meaningful opportunities for families to share, requires mindful planning, effective structures, multiple opportunities, and continuous encouragement from schools. Specific information to help teachers and school staff understand how to facilitate two-way communication is provided in the required professional development included in this document.

Other required activities provide families with multiple opportunities to share information with schools. 4

Epstein's Framework of Six Types of Family Involvement

Joyce Epstein's Family Engagement best practice, classifies activities into six key types of family involvement. Her framework provides the basic structure of the rubric tool. The outcome statements provide schools with guidance about the types of practices and behaviors the school could achieve. The outcomes can be measured or evaluated through a collection of data or observation.

Parenting: Families, as first and continuing educators of their children, assist and encourage their children's learning in and out of school and support goals and directions.

Outcome: School policies, practices and programs acknowledge families as partners in their children's education. School recognizes and builds on the capacity of families to assist and encourage their children's learning in and out of school.

Learning at Home: Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.

Outcome: Families and schools share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop a shared understanding of how children learn and learning programs to build on families' capacity to support learning at home.

Decision Making: Families play meaningful roles in the school decision-making process through parent representative bodies, committees and other forums.

Outcome: Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

Collaborating with the Community: Developing relationships with government and non-government agencies, community groups, businesses and other education providers strengthens the ability of schools and families to support their children's learning and development.

Outcome: School has strategically developed on-going relationships with community agencies to enhance learning opportunities and outcomes for students and families.

Volunteering: Families are provided multiple ways they can help and support the school.

Outcome: Families are given the opportunity to support their student's school regardless of their personal schedule. They will have opportunities to become a part of the community even if they are a full time working guardian.

Communication: Effective communication is a two-way exchange between families and schools that involves information sharing opportunities for schools and families to learn about each other.

Outcome: Effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements, learning needs, personal, social, and emotional growth, school policies, practices, and community initiatives, facilitates opportunities for families and schools to learn from each other about the student and work together to increase student growth and achievement.

Build a team and assess your school's current practices

Build a Family Engagement Action Team to review the current **Arizona Department of Education Comprehensive Assessment** and school plan and then plan for the **Staff, Student, and Family Surveys** as you begin to assess your strengths and needs around family, school, and community partnerships and current practices for school improvement. As you go through the steps, you will identify specific areas of focus as well as resources, useful tips, and materials for each of the goals that your team chooses to include in your Action Plan.

A Family Engagement Action Team, working through the framework, should include a school administrator, teachers, school community liaison or family engagement point of contact, other classified staff, parents or family members that represent the socioeconomic, linguistic, and cultural diversity within the school, and a community member.

In order to consistently maximize the impact of family engagement on student achievement, schools will use Arizona Department of Education Comprehensive Needs Assessment Rubric, Principle 6 Family and Community Engagement assessment tool to reflect on what they have achieved and what they will need to improve upon. A crosswalk of Epstein's Model and the Arizona Department of Education's Needs Assessment Rubric is included on page 18 of this Guideline.

To ensure all school sites provide high quality opportunities for family engagement, a schedule of all required family engagement activities is included on pages 8-11 of this Guideline. All sites are required to complete, at minimum, the activities included in the schedule, and encouraged to go above and beyond these minimum requirements.

Family Engagement Roles and Responsibilities

	<i>Role/Responsibility</i>
SITE ADMINISTRATOR	<ul style="list-style-type: none"> • Sets tone and expectations for family engagement efforts at the site • Ensures quality family engagement opportunities exist at the site • Provides training on “Guidelines for Family Engagement at School Sites” for teachers and other certified staff • Ensures site staff participate in family engagement efforts at the site • Shares family engagement information provided to administrators by the District with site staff • Provides professional development opportunities for site staff • Ensures site staff participates in professional development provided by the District on the topic of family engagement • Ensures all family engagement requirements set forth in this document are met and accurately reported
SCHOOL SITE STAFF	<ul style="list-style-type: none"> • Participates in family engagement efforts at the school site • Participates in professional development offered by site administrators and by the District on the topic of family engagement • Reports family engagement activities to, and as directed by, site administrator
REGIONAL ASSISTANT SUPER-INTENDENT	<ul style="list-style-type: none"> • Sets tone and expectations for family engagement efforts for site administrators • Ensure site administrators meet and accurately report family engagements requirements set forth in this document • Provide support and resources for site administrators to ensure they can succeed in meeting the expectations set forth in this document
FAMILY AND COMMUNITY OUTREACH DEPARTMENT	<ul style="list-style-type: none"> • Provides professional development opportunities for District administrators and school site staff • Collects family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Communicates with District and site administrators as needed to ensure the requirements set forth in this document are met • Provides assistance and information for District and community resources as needed and appropriate • Provides additional services to families through Family Resource Centers
GRANTS AND FEDERAL PROGRAMS DEPARTMENT	<ul style="list-style-type: none"> • Provides professional development opportunities for District administrators and school site staff • Collects Title I and 21st Century family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Provides funding to support family engagement at school sites

Family Engagement Activity Requirements for all School Sites

MONTHLY	Due Date	Task	Level of Engagement	Date Completed
	Aug 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	August	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	August	Four Week Letter to Parents/Guardians (as needed)	Inform	
	August	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	August	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Sep 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	September	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	September	Four Week Letter to Parents/Guardians (as needed)	Inform	
	September	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	September	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Oct 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	October	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	October	Four Week Letter to Parents/Guardians (as needed)	Inform	
	October	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	October	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

<i>Due Date</i>	<i>Task</i>	<i>Level of Engagement</i>	<i>Date Completed</i>
Nov 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
November	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
November	Four Week Letter to Parents/Guardians (as needed)	Inform	
November	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
November	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Dec 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
December	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
December	Four Week Letter to Parents/Guardians (as needed)	Inform	
December	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
December	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Jan 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
January	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
January	Four Week Letter to Parents/Guardians (as needed)	Inform	
January	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
January	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

MONTHLY (CONTINUED)

<i>Due Date</i>	<i>Task</i>	<i>Level of Engagement</i>	<i>Date Completed</i>
Feb 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
February	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
February	Four Week Letter to Parents/Guardians (as needed)	Inform	
February	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
February	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Mar 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
March	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
March	Four Week Letter to Parents/Guardians (as needed)	Inform	
March	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
March	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Apr 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
April	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
April	Four Week Letter to Parents/Guardians (as needed)	Inform	
April	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
April	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
May 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
May	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
May	Four Week Letter to Parents/Guardians (as needed)	Inform	
May	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
May	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

MONTHLY (CONTINUED)

Due Date	Task	Level of Engagement	Date Completed
Q 1	School Site Council Election and Meeting	Empower	
Q 1	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
End of Q 1	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
End of Q 1	Family Engagement Team Meeting: <ol style="list-style-type: none"> 1. Review District Family Engagement Guideline Documents 2. Review Family Engagement Team Plan 3. Assign Tasks to Complete Family Engagement Plan 4. Create plan for participation by students, staff (100%), and parents/guardians (>75%) in family engagement survey 	Empower	
Q 1	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
Q 1 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
Q 1	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	
Q 2	School Site Council Meeting	Empower	
Q 2	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
End of Q 2	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
End of Q 2	Family Engagement Team Meeting <ol style="list-style-type: none"> 1. Analyze Family Engagement Survey and Conference Feedback Survey Results 2. Create Critical Questions for Focus Groups based on Survey Information 3. Schedule Focus Groups 	Empower	
Q 2	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
Q 2 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
Q 2	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	

	Due Date	Task	Level of Engagement	Date Completed
QUARTERLY (CONTINUED)	Q 3	School Site Council Meeting	Empower	
	Q 3	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 3	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
	End of Q 3	Family Engagement Team Meeting <ol style="list-style-type: none"> Analyze Family Engagement Focus Group Data Complete ADE Comprehensive Needs Assessment for Principal 6: Family Engagement, and Submit to Family & Community Outreach Department to Determine Focus Areas for Improvement Begin Family Engagement Plan for Implementation During Following School Year 	Empower	
	Q 3	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 3 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 3	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	
	Q 4	School Site Council Meeting	Empower	
	Q4	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 4	Magnet Report Completed and Submitted (Magnet Schools Only)	Reporting	
	End of Q 4	Family Engagement Team Meeting: <ol style="list-style-type: none"> Complete Family Engagement Section (Section 6) of IAP and Submit to Family & Community Outreach Department 	Empower	
	Q 4	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 4 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 4	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	

	Due Date	Task	Level of Engagement	Date Completed
ONCE PER SEMESTER	September	Fall Parent-Teacher Conferences (Goal: 100% Parent/Guardian Participation) <ol style="list-style-type: none"> Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. Participants Complete Feedback Survey 	Empower	
	End of Fall Semester	Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events.	Empower	
	End of Fall Semester	FAFSA Event for Students and Families (High School Only)	Empower	
	January	School Community Liaison Title I Monthly Reports for Semester 1 Submitted to Title I Department (only schools with liaisons)	Reporting	
	February	Spring Parent Teacher Conferences (Goal: 100% Parent/Guardian of Underperforming Students Participation) <ol style="list-style-type: none"> Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. Participants Complete Feedback Survey 	Empower	
	End of Spring Semester	Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events.	Empower	
	Spring Semester	Ongoing FAFSA Supports Advertised and Available to Students and Families (High School Only)	Empower	
	May	School Community Liaison Title I Monthly Reports for Semester 2 Submitted to Title I Department (only schools with liaisons)	Reporting	

Due Date	Task	Level of Engagement	Date Completed
Week 1	Welcome Letter for Families	Inform	
July/August	GSRR Overview/Acknowledgement for Families	Inform	
July/August	McKinney-Vento Training on TNL Completed by ALL Staff	Professional Development	
July/August	Six Types of Family Engagement Training on TNL Completed by All Administrators, Certified, Paraprofessional, and Administrative Support Staff	Professional Development	
July/August	"Guidelines for Family Engagement at School Sites" training, provided by site administrator, for ALL certified staff	Professional Development	
TBD	Cultural Responsive Pedagogy and Instruction for ALL Certified Staff	Professional Development	
August 31	Post Schedule, Including Specific Dates, Times, and Locations, of All School Site Council Meetings for the Current School Year on School's Website	Inform	
August 31	Post Schedule, Including Specific Dates, Times, and Locations, of All Family Engagement Team Meetings for the Current School Year on School's Website	Inform	
August 31	Create a Family Engagement Team and Report Team Members and Roles to Family & Community Outreach Department. Team Members Include: Site Administrator, 2-4 Certified Staff*, 1-3 Classified Staff*, 2-3 Parents/Guardians, 2-4 Students, Community Members *Teams must include School Community Liaison or Site Family Engagement Contact	Empower	
August 31	Conferencing PD on TNL Completed by ALL Teachers, Administrators, and Certified Staff	Professional Development	
September 5	List of All Parent-Led Groups with Brief Description and Purpose of Each Group Posted on the School Website	Inform	
September 5	List of Staff Sponsor Contact Information for All Parent-Led Groups Posted on the School Website	Inform	
September 5	Post Family Engagement Team Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent Members' Permission Prior to Posting Information. Do Not Post Student Information.	Inform	
Aug-Sept	Annual Title I Parent/Guardian Meeting	Inform	
Aug-Sept	School Community Liaison or School Family Engagement Contact Attends Webmaster Training for Family Engagement Postings.	Professional Development	
October 1	Provide ParentVue Access and Training Information to Parents/Guardians	Engage	
Fall Break	Post School Site Council Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent/Guardian Members' Permission Prior to Posting Information. Do Not Post Student Information.	Inform	
Fall Break	Submit Meeting Notification and Agenda to Title I (Title I Schools Only)	Reporting	
October 31	FACE Staff Meets With Principal or Family Engagement Team to Discuss Family Engagement Guidelines, School Teams, and to answers questions and provide support, OR FACE Staff presents at Wednesday PD.	Professional Development	
November 15	Family Engagement Survey to All Parents/Guardians (Given after Fall Break). Goal: 75% Or More Response	Engage	
February 25	Conduct Focus Group(s) to Address Critical Questions Based on Survey Data	Empower	
Q 3 (Date TBD)	Kinder Round-Up (Elementary Only)	Engage	
May 25	Final USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	

ANNUALLY

	<i>Task</i>	<i>Level of Engagement</i>
ON- GOING	Suggestion Box in Office	Engage
	Family Computer Stations Available and Ready for Use	Engage
	Provide Information to Families via ParentLink, Facebook or other Social Media Platforms, and on the School's Web Page	Inform
	School Websites Up-To-Date	Inform

TUSD Family Engagement School Site Rubric and Examples of Promising Practices

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>PARENTING</p> <p><i>Assist families with parenting and child-rearing skills; understand child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.</i></p>	<p>There are efforts made K-12 to share positive parenting information with families. The school informs families of the behavioral and academic expectations at school. Families are encouraged to talk to their child about following school expectations.</p>	<p>The Family Engagement teams and teachers at each school provide resources to families about learning at home and positive parenting. Information is provided in several formats (e.g., videos, apps, website, and meetings) and all major languages. Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities to celebrate the families of all students. Families are viewed as the experts and most enduring teachers of their children.</p>	<p>The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with the student’s family.</p> <p>The PBIS team supports positive parenting at home by empowering families with information and opportunities to learn and experience positive parenting skills.</p> <p>Teachers and support staff receive professional development for understanding positive parenting, cultural competence and how to build trusting relationships with families.</p>	<ul style="list-style-type: none"> ● Parenting classes to understand ages and stages of child/adolescent development, including managing behavior, positive discipline, and family meetings. ● Programs to assist families with health, nutrition, and other social services. ● Home visits at transition points (preschool, elementary, middle, and high school) ● Courses or training to learn English, earn a GED, college credit.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>LEARNING AT HOME <i>Inform families with children in learning activities at home, including homework and other curriculum-related activities and decisions.</i></p>	<p>The school offers families a minimum of 4 designated days for parent teacher conferences per year. Families are provided information regarding homework via newsletter, ParentVue or other outlet.</p> <p>Families can contact teachers in person or through e-mail, notes, or phone and receive a timely response</p>	<p>Teachers and support staff at each school (elementary, middle, high) provide resources to families about learning at home. Information is provided in several formats (e.g., videos, apps, website, and meetings). Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. Two curriculum events are available for families to attend in addition to parent teacher conferences with strategies provided for families to use at home.</p>	<p>Families are provided with support for creating tools for supporting positive behavior and academic achievement at home (e.g., home matrices, homework materials). The students know they can approach teachers, coaches, parents and mentors for support. Families feel supported by the school and are treated as partners. Supports for families continue Pre K – 12 and change with the developing role of the family at each grade level. Multiple curricular focus events are offered to families in addition to parent teacher conferences.</p>	<ul style="list-style-type: none"> • Provide information and training on skills students need to be successful in all subjects and at each grade level, and how parents can support students. • Implement home reading programs with books to target grade levels. • Provide strategies and resources for families to help their student at home. • Reduce barriers to participate at trainings by providing childcare, transportation, and materials in different languages.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>DECISION MAKING</p> <p><i>Include families as participants in school decisions, governance, and advocacy through PTO/PTA, school councils, committees, action teams, and other parent organizations.</i></p>	<p>Families participate in PTA/PTO, Site Council meetings and other family leadership meetings. There is a family representative on the family engagement team. The Family survey is conducted on a regular schedule.</p>	<p>Families participate in PTA/PYO, Site Council meetings, or other formats. Families provide input (i.e. surveys, focus groups) to measure school climate. Family members on the Family Engagement team are present at 50% or less of meetings.</p>	<p>All family participation includes families as equal, valued partners in the design and implementation of activities that affect students.</p> <p>Family members who are representative of the community population are members of the Family Engagement team. Family members attend and actively participate in over 50% of meetings. Surveys (or other measurements) are conducted each year at least twice to gather feedback from families. Data from surveys of families and other informal data collection activities inform school plans and activities.</p>	<ul style="list-style-type: none"> ● Establish School Site Council, Family Engagement Team, PTA/PTO, and other parent groups to increase parent leadership participation. ● Invite guardians to review school programs and environment by inviting them in for a walk-through for suggestions on how to create a family friendly atmosphere. ● Encourage parent Involvement in school site and District decision-making groups. ● Provide parent leadership training

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>COLLABORATING WITH THE COMMUNITY <i>Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups.</i></p>	<p>The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know what community resources are available to them and how to access these resources. The Family Engagement team includes community members.</p>	<p>The school conducts a needs assessment of students, staff and families and develops partnerships with community organizations based on identified needs impacting student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide supports and services for students and families. The school staff seek out community resources for supporting families in the school</p>	<p>Family Engagement Team evaluates community partnerships regularly to ensure that student behavior and learning outcomes are met. Community programs implemented in schools that do not produce significant positive impacts for students are improved or eliminated. The school reaches out to build relationships with families through community partners and to improve educational offerings in the community. The school organizes students, families and staff to provide support to the community.</p>	<ul style="list-style-type: none"> • Distribute information for students and families on community, health, cultural, recreational, and other programs and services. • Provide information on community activities that link learning to skills and talents, including summer programs for students, and tutoring during school. • Include community partners as members in school decision-making groups. • Encourage local civic and service groups to be involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events. • Encourage staff and students to participate in youth service-learning opportunities. • Open school buildings for use by the community beyond regular school hours. • Work with local businesses or community organizations and public libraries to promote adult literacy.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>VOLUNTEERING</p> <p><i>Improve recruitment, training, work, and schedules to inform families as volunteers and audiences at the school or in other locations to support students and school programs.</i></p>	<p>There are opportunities in the school for family representatives to volunteer to assist with activities. There is a formal recognition of families for their contributions.</p>	<p>There are various opportunities and a variety of roles for families to support the school, at home and in the community. All participants are recognized annually and are valued for their contributions.</p>	<p>Families of all children, regardless of their background, attend and are active participants in activities (such as kick off, boosters, recognition programs, celebrations). Family members of students Pre K – 12 are in leadership or support roles for these activities. Families who do not come to the school are still considered partners with the school for the important role they have at home.</p>	<ul style="list-style-type: none"> • Set up a system for school or classroom volunteers, with volunteer training, and end of year recognition of volunteer hours donated to school. • Provide a welcoming parent room for volunteer work, meetings, and resources for families. • Provide multiple ways for families to volunteer if they cannot come during school hours.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMMUNICATION</p> <p><i>Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</i></p>	<p>The school informs families of the school expectations for academics and student behavior.</p> <p>Communication is sent through newsletters or meetings at the school, in languages spoken in their school community.</p> <p>Families are invited to recognitions and celebrations. School administers a family engagement survey. The results guide the development of family engagement goals. Teachers make personal contact with families at the beginning of the year to establish positive relationships.</p> <p>Families are scheduled at least once to meet with their teacher.</p> <p>Families are provided with multiple times to meet.</p> <p>Teachers provide data, samples of work, and examples of class expectations.</p> <p>80% or fewer families attend parent-teacher conferences.</p>	<p>Communication is reciprocal. There are several universal methods of providing and receiving information to and from families. Specific strategies are in place for communicating with families who speak other languages, do not have electronics, or who do not visit the school.</p> <p>Communication happens several times throughout the year.</p> <p>The family engagement survey is available to all families, in major languages, and communicated in several ways including in person, online, in print and by phone. Families meet multiple times with their teacher, with additional contact made throughout the year. Teachers provide data, samples of work, and examples of class expectations. Information is explained in a language families understand.</p> <p>80-90% of families attend parent- teacher conferences.</p>	<p>The school values, and actively seeks feedback and ideas from families, provides meaningful opportunities for feedback, and integrates this information into planning and implementation. The school ensures that there are multiple methods of ongoing listening to families. The school provides opportunities for family feedback in a manner that allows families to feel comfortable in sharing their ideas, and confident that their input will not create negative consequences for their students. The school informs families of school activities in a variety of ways to maximize the number of parents and caregivers who understand what they can do to support their child’s learning at home, Pre K – grade 12. Family engagement survey results, focus group data, and other family input are reflected in the school plan.</p> <p>Teachers create times where families are welcome to meet with them. Contact is consistent between family and teacher. Families have access to class expectations and their child’s progress at all times.</p> <p>90-100% of families attend parent-teacher conferences.</p>	<ul style="list-style-type: none"> ● System in place to facilitate ongoing two-way communication between home and school includes multiple methods for families to provide information. ● Parent-Teacher-Student- Conferences help students and parents take leadership roles in sharing accomplishments and areas for improvement. ● Families provide input about preferred methods of communication. ● Provide information about programs and learning opportunities. ● Provide interpreters to assist families as needed at meetings, conferences, and school events. ● Provide communications, written and oral, in multiple languages. ● Conduct surveys for families to share information their students and themselves. ● Conduct focus groups for families to share information ● Provide campus signage in multiple languages. ● Provide training for both staff and families to help them conduct effective conferences that focus on two-way communication. ● Provide pre-conference feedback opportunities to families to facilitate preparation for two-way conversation.

Crosswalk: Arizona Department of Education Comprehensive Needs Assessment Rubric for Principle 6 and TUSD Family and Community Engagement School Site Rubric

AZ DOE Rubric: Indicator 6.1: Our staff has high expectations for learning for all students.	
<i>AZ DOE Element</i>	<i>TUSD FACE School Site Rubric</i>
A	Volunteering, Welcoming Environment
B	Collaborating with the Community, Welcoming Environment, Volunteering
C	Welcoming Environment, Collaborating with the Community
D	Parenting, Learning at Home, Collaborating with the Community
E	Volunteering, Collaborating with the Community
F	Welcoming Environment

AZ DOE Rubric: Indicator 6.2: Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	
<i>AZ DOE Element</i>	<i>TUSD FACE School Site Rubric</i>
A	Communication
B	Communication
C	Communication, Learning at Home
D	Communication, Parenting, Conferencing
E	Communication, Welcoming Environment

AZ DOE Rubric: Indicator 6.3: Our school engages families in critical data-informed decisions that impact student learning.	
<i>AZ DOE Element</i>	<i>TUSD FACE School Site Rubric</i>
A	Decision Making, Collaborating with the Community
B	Decision Making, Communication
C	Communication
D	Communication, Learning at Home

District Contacts for Family Engagement

<i>Department</i>	<i>Contact</i>	<i>Position</i>	<i>Phone Number</i>
FAMILY & COMMUNITY OUTREACH	Alma Iniguez	Director	225-3800
	Lacey Grijalva	Family Engagement Coordinator	908-3980
	Terri Howard	Family Resource Centers Coordinator	232-8684
	Lisa Gonzales	Community Outreach Coordinator	584-7455
	Anna Read	Administrative Assistant, Family & Community Outreach	225-3800
	Jennifer Crowl	School Community Liaison, HEART Program, McKinney-Vento	232-7058
	Jenny Hurley	Administrative Assistant, HEART Program, McKinney-Vento	232-7058
GRANTS & FEDERAL PROGRAMS	Tina Stevens	Director	225-6290
	Tanya Speagle	Administrative Assistant	225-6290
	Vivian Baca	Project Technical Specialist - Grants	225-6235
	Francisco Sanchez	Title I Schools Program Coordinator	225-6295
	Teresa Guerrero	Title I Schools Program Coordinator	225-6288
	Nina Rojas	Title I Schools Program Coordinator	225-6517
	Karen Schneider	Title I Schools Program Coordinator	225-6290
	Connie Ross	Title I Schools Program Coordinator	225-6579
	Lynn Strizich	Private School Program Coordinator	225-6190
	Nellie Lopez	Administrative Assistant	225-6290
	Eric Lybeck	ESEA Grants Management Coordinator	225-6485
	Michelle Mendivil	Project Technical Specialist	225-6247
	Jennifer Silva	Project Technical Specialist	225-6247
	Marcea Hunter	21 st CCLC Coordinator	225-6432
SCHOOL COMMUNITY SERVICES	Charlotte Patterson	Director	225-6400
	Angie Mendoza	Student Services Associate, Smart Choice Specialist, Flyer Review	225-6400
	Maritza Mercado	Student Services Associate, Guardianship Liaison	225-6400
	Maria Warwick	Information, staff assistant	225-6400
	Belen Gamez	Student Services Associate, Enrollment Bus	225-6408
STUDENT EQUITY	Jimmy Hart	Director of: African American Student Services Department and Asian Pacific American Student Services Department & Refugee Services	584-7500 232-8614
	María Federico Brummer	Director of: Mexican American Student Services Department	232-8566
	Roxanne Begay-James	Director of: Native American Student Services Department	908-3905

EXHIBIT 2

Maintaining Updated
and Current Websites

MAINTAINING UPDATED AND CURRENT SCHOOL WEBSITES

In its April 10, 2019, order, the Court directs the District to ensure the Guidelines include school websites and newsletters. In its direction, the Court requires every school posts on its website site-based family engagement information including updated monthly newsletters and current information for site-level decision-making groups such as School Site Council and PTA. The Court also requires every school website to include District-level information such as Governing Board and SCPC. Additionally, the Court ordered the District to consider and determine whether FACE staff should support this school-site responsibility beyond monitoring it.

Bringing All School Websites Current

The District's Communications staff, school staff, and FACE staff worked together to bring school websites up to date with the required family engagement information. Considering the number of schools needing website updates in order to post all the necessary information, and the amount of time needed to complete the updates, the District has made significant progress toward completion of this task and has a plan in place for full implementation by the beginning of SY2019-20. The plan, described below, will provide a template for schools to easily upload the required information, training for staff responsible for maintaining school websites, and avenues for additional support, as needed.

Guidelines and Site-Based Family Engagement Information on School Websites

To address the Court's requirement related to the Guidelines, the District updated its Guidelines for SY2019-20. The District's updated Guidelines for SY2019-20 include required tasks directly addressing school website requirements for site-based family engagement information. The Guidelines' "Required Task Checklist" now includes the following:

- A. Annual requirement to post contact information for School Site Council within five days of selection, which occurs during quarter one
- B. Annual requirement during quarter one to post contact information for Family Engagement Team within five days of selection, which occurs during quarter one
- C. Annual schedule including specific dates, times, and locations for all School Site Council meetings for the current school year.
- D. Annual schedule including specific dates, times, and locations for all Family Engagement Team meetings for the current school year.
- E. Quarterly requirement to post School Site Council meeting minutes no more than five days after every meeting
- F. Quarterly requirement to post Family Engagement Team meeting minutes no more than five days after every meeting
- G. Monthly requirement to verify all School Site Council and Family Engagement Team meeting information is up to date on the school's online calendar.
- H. Monthly requirement to verify all monthly newsletters, as well as School Site Council and Family Engagement Team contacts, meeting schedules, meeting minutes, and related information are up to date on the school's web page.

The District's Guidelines require every school site to maintain a School Site Council and a Family Engagement Team. Guidelines do not require school sites to maintain a PTO as such. In practice, most schools do maintain additional parent/guardian decision-making or leadership groups such as PTO, PTA, and Booster Clubs to meet

the unique needs and interests of the school population. School Site Councils and Family Engagement Teams are very different in structure and practice from PTA, PTO, Booster Clubs, or other parent/guardian led groups. School Site Councils and Family Engagement Teams are formal in their structure, created and maintained by school staff, and include parents/guardians as equal members, but not necessarily facilitators. Parents/guardians usually create and facilitate PTO, PTA, Booster Club, and other such groups, and they tend to be less formal. A staff member will sponsor a group, ensure that the group follows District rules and guidelines, and offers guidance as needed, but parents/guardians take the lead. One example of this type of group is a PTO where the third grade teacher is the staff sponsor, a small group of parents meet as needed, and “class parents” share information or request parent/guardian volunteers as needed for specific activities. Another example is a high school track booster club where the track teacher is the sponsor and the club’s goal is to raise funds to provide uniforms, travel opportunities, or other needs for the team. Each school is unique in its needs and character, and these groups provide parents/guardians with opportunities to support their students in ways that meet their interests and the interests of their children. Since parent/guardian volunteers usually initiate, lead, and maintain these groups, the District does not require formal meeting notices or submission of minutes, as this type of requirement may discourage participation by parents/guardians and staff who sponsor these groups on a volunteer basis. Instead, common practice is for group members to determine the means they will use for keeping parents/guardians informed of the workings of the group.

In order to meet the requirements set forth by the Court in reference to the Guidelines and PTO information on school websites, the District’s updated Guidelines for SY2019-20 “Required Task Checklist” includes the following:

- A. Annual requirement to post a list of all parent-led groups with brief description and purpose on the school’s webpage no later than September 15.
- B. Annual requirement to post a list of staff sponsor contact information for all parent-led groups on the school’s webpage no later than September 15.
- C. Quarterly requirement to verify all parent-led groups’ required information is correct and current.

Governing Board and SCPC Information on School Websites

The Court requires every school webpage include a current schedule of SCPC and Governing Board meetings, with contact information for these groups. All schools currently have this information on their webpages through the District Calendar. The District is currently in the process of updating school websites to make them more user-friendly. Updates are in process with an anticipated completion date of July 31, 2019. Updates include, among other changes, a link to the Governing Board webpage, a link to the SCPC webpage, and a calendar with both school and District information, including Governing Board and SCPC meetings. Users may currently locate the calendar information as follows:

1. On the school site, there will be a menu item titled “Calendar” or “Events”.
2. Clicking on “Calendar” or “Events” button opens a calendar showing District events, including all SCPC and Governing Board meeting dates and start times.
3. When users click on the specific event, either a Governing Board meeting or an SCPC meeting, a “pop-up” appears on the screen with additional information including:
 - a. Location
 - b. Start
 - c. End
 - d. Duration
 - e. Category
 - f. Details

4. In the “Details” section, users may click on links to the related District page with additional information such as agendas, meeting minutes, member contacts, policies, and other materials.

FACE Support for School Responsibilities

The Court directs FACE to consider supporting this school site responsibility beyond monitoring it. FACE worked with the Districts Communications Department to create school-site webpage support as part of the school website updates mentioned previously, to be completed by July 31, 2019. Schools will then add content for SY2019-20 as appropriate and according to Guidelines. Additionally, school site personnel will receive training in how to make use of the newly designed webpage, as well as ongoing support by FACE and Communications staff on an as-needed basis.

The school websites update includes four new “pages” to assist school staff in uploading required family engagement documents quickly and efficiently. The new “pages” will appear on the schools’ main page as links, titled as follows:

- a. School Site Councils
- b. Family Engagement Teams
- c. PTO/Other Parent Groups
- d. Newsletters

Each pre-built, organized page allows school staff, with appropriate permissions to access the pages, to upload documents directly to the correct section. For example, a school community liaison (SCL) from an elementary school is granted access to the four family engagement pages. The SCL, who is responsible for maintaining the four pages, must upload the meeting minutes for the February 7, 2019 School Site Council meeting. The SCL enters his credentials, finds the appropriate “page” and section, then uploads the document to the correct location. The uploaded document will appear as a link with the document title. The public may then find the meeting minutes by clicking on the “School Council” link on the school’s main webpage, then clicking on the link titled “February 7, 2019” in the Meeting Minutes section.

FACE and Communications will provide training for school site staff in maintaining the newly created pages. Office staff, such as office managers and attendance clerks will receive a brief training as part of their back to school meeting and training, prior to the start of SY2019-20. School Community Liaisons and school site Family Engagement Contacts will receive in-depth training in August and September 2019. Face and Communications staff will provide additional training and support on an as-needed basis.

EXHIBIT 3

Family Resource Centers
Schedule of Workshops and Events

Family Resource Centers Schedule of Workshops and Events

*Updated
February 18, 2019*



Tucson Unified *Family Resource Centers*

<p>Catalina Family Resource Center</p> <p>3645 E. Pima Street 520.232.8684</p> <p>Hours of Operation * M, T, W, F 8:00 AM-4:00 PM Thursday 12:00 PM-8:00 PM</p>	<p>Palo Verde Family Resource Center</p> <p>1302 S. Avenida Vega 520.584.7455</p> <p>Hours of Operation * T, W, Th, F 8:00 AM-4:00 PM Monday 12:00 PM-8:00 PM</p>	<p>Southwest Family Resource Center</p> <p>6855 S. Mark Road 520.908.3980</p> <p>Hours of Operation * M, T, Th, F 8:00 AM-4:00 PM Wednesday 12:00 PM-8:00 PM</p>	<p>Wakefield Family Resource Center</p> <p>101 W. 44th Street 520.225.3800</p> <p>Hours of Operation * M, W, Th, F 8:00 AM-4:00 PM Tuesday 12:00 PM-8:00 PM</p>
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Like us on Facebook!
Tucson Unified School District
Family Resource Centers

For more information, go to tusd1.org
and look for this button.



*Special center hours and closings on page two.

**Schedule updated monthly. Go to tusd1.org for the most current version.

In the TUSD Family Resource Centers, our mission is to promote family engagement through a one-stop center to learn about and access community resources. We are committed to developing family support to enhance students' social and academic achievement.

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Special Hours and Closings	
2018	
July 2-6	All centers closed
July 20	All centers open 11:00 AM-4:00 PM
August 1	All Centers open 8:00 AM-4:00 PM
August 2	All Centers open 9:00 AM-4:00 PM
August 31	All centers open 8:00 AM-2:00 PM
September 3	All centers closed for Labor Day
October 4	All centers open 8:00 AM-4:00 PM
October 5	All centers closed
October 8-12	All centers closed during Fall Break
November 9	All centers open 8:00 AM-2:00 PM
November 12	All centers closed for Veterans Day
November 21	All centers open 8:00 AM-2:00 PM
November 22-23	All centers closed for Thanksgiving Break
December 20	All centers open 8:00 AM-4:00 PM
December 21	All centers closed
December 24-31	All centers closed for Winter Break
2019	
January 1-4	All centers closed for Winter Break
January 18	All centers open 8:00 AM-2:00 PM
January 21	All centers closed for Martin Luther King, Jr. Day
February 20	All centers open 8:00 AM-2:00 PM
February 21-22	All centers closed for Rodeo Break
March 14	All centers open 8:00 AM-4:00 PM
March 15	All centers closed
March 18-22	All centers closed during Spring Break
April 18	All centers open 8:00 AM-2:00 PM
April 19	All centers closed for Spring Holiday
May 23	All centers open 8:00 AM-4:00 PM
May 24	All centers closed
May 27	All centers closed for Memorial Day
May 28-31	All centers closed for cleaning and maintenance

Family Resource Center services are available to TUSD students and their families, free of charge.

Please call the center to register for classes.

Childcare is available to TUSD students and siblings for most classes. Please inform staff of the need for childcare when you register. Include the number of children, ages, and any special needs.

Interpreter services are available. Please inform staff of the need for an interpreter when you register. Please register at least two weeks in advance if interpreter services are needed.

Other services include:

- Open computer lab
- Clothing bank
- Food pantry
- Help with Open Enrollment Applications & other TUSD forms
- Information and referrals

Family Resource Center staff can answer all your TUSD questions. Call or visit any of the four centers for assistance.

Coming Soon

Tell Me More Series

Weekly sessions at all Family Resource Centers. Learn what is happening in the classroom and how you can help support the learning at home! See this schedule for more information.

March topics: Language Acquisition, Multicultural Learning

Superintendent Community Forum

February 28, 6:30-8:00pm at Lineweaver Elementary

March 14, 6:30-8:00pm at CE Rose K-8 School

Join Dr. Gabriel Trujillo at the Superintendent Community Forum to talk about what's happening in Tucson Unified School District.

School Community Partnership Council (SCPC) Community Forum & Council Meeting

March 13, 6:00-8:00 p.m.

Join us at the School Community Partnership Council December Community Forum +Plus Council Meeting in the Catalina High School Library, 3645 E. Pima. All SCPC meetings are open to the public. Interpreter and childcare services are provided. Please join us!

Grading Day and Spring Break

March 15-22

All schools and District offices are closed.

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Active Participants in TUSD

Part 1: A 2-way dialogue about parent concerns regarding school & education

Part 2: Various school forums that parents can join to find resolution to issues that matter most

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:15 AM-12:30 PM	3/5/2019	3/12/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thursday	1:00 AM-11:30 AM	3/7/2019	3/14/2019

American Dream Academy

Parents and Guardians, in this 7-week workshop you will learn ways to help your child be successful in school, socially, and within the family!

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	9:00 AM-11:00 AM	2/26/2019	4/16/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	10:00 AM-12:00 PM	1/17/2019	3/14/2019

Brainwaves: Presented by U of A Cooperative Extension

Do you ever ask yourself, "What is my child thinking?" This is an exciting series of three classes that teaches families how their child's brain grows and develops. You will leave this class amazed at the impact you can make on your children and ready to take more classes! Interpreters are available upon request. *This workshop will be presented in Spanish. To request an interpreter, please contact Hermelinda at 908-3980 no later than March 14.*

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:00 AM-1:00 PM	4/2/2019	4/16/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Car Seat Class

The Public Health Emergency Preparedness/Injury Prevention Program will provide a car seat to individuals who attend a car seat class. You *must* be registered for the class to receive a car seat. To register, contact Carmen (520)584-7455 or Feliciano R. Cruz (520)879-6124. *Please provide parent name and phone number and the child's birth date and weight when you register.* *Participants must be on time for the class to receive a car seat. Latecomers will be asked to reschedule.*

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	12:00 PM-4:00 PM	3/14/2019	3/14/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	4:00 PM-7:00 PM	3/25/2019	3/25/2019

Computer Class

Expand your knowledge and computer skills! A TUSD teacher will be on-hand to help you with:

- ParentVue
- Basic Computer Skills
- Resume Building
- Federal Meal Application
- School Choice Applications
- Navigating the TUSD Website
- College Prep & AZ Merit Exams
- And More!

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	5:00 PM-7:00 PM	10/18/2018	5/9/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	5:00 PM-7:00 PM	9/10/2018	5/6/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	5:00 PM-7:00 PM	9/5/2018	5/8/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:00 PM-7:00 PM	9/4/2018	5/7/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Crochet

A workshop by TUSD moms. Make hats, scarves, blankets, or other items, and make connections with other TUSD parents.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon, Wed	11:30 AM-12:30 PM	7/11/2017	Ongoing

English for Adults

Learn English as a second language. Space is limited. No classes when centers are closed (see page 2).

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon/Fri	9:00 AM-10:15 AM	8/20/2018	5/3/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues/Thurs	9:30 AM-11:00 AM	9/25/2018	5/20/2019
Mon	6:00 PM-8:00 PM	2/18/2019	TBD

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues/Thurs	9:30 AM-11:00 AM	1/15/2019	5/9/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon/Wed	9:30 AM-11:30 AM	1/14/2019	5/15/2019
Tues	6:00 PM-7:30 PM	2/12/2019	5/21/2019

Fifteen Invaluable Laws of Growth

This series will help you become a lifelong learner whose potential keeps increasing.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Fri	10:00 AM-12:00 PM	1/25/2019	6/7/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Girl Scout Troop 7600

Members from the local Girls Scouts will host interactive classes including art and their special STEM science program. A parent or guardian must be present and remain on-site during meetings.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	5:30 PM-7:00 PM	3/11/2019	5/20/2019

Hair Care

A TUSD parent will teach you how to care for your hair, with hygiene and simple cutting techniques to keep it healthy and looking great.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	11:30 AM-1:00 PM	1/28/2019	4/22/2019

How Bills Become Laws

Learn about the process in which laws are made.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	12:00 PM-1:00 PM	3/28/2019	3/28/2019

I Am You 360

Hygiene bag dispensary. Go to www.iamyou360.org for information and qualifications.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	2:15PM-3:15 PM	7/10/2017	Ongoing
Wed	2:30 PM-4:30 PM	7/10/2017	Ongoing

Kinship Support Group

Kinship Caregiver Support Group is a safe place for biological-family and family-friend caregivers to share resources and experiences in order to build connections. Dinner is provided to for attendees and their families.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	5:30 PM-7:00 PM	1/29/2019	5/20/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

La Esperanza Support Group

This group for 50+ moms and grandmothers will meet once a month to share ideas and support each other in their efforts to create academic, social, and physical success for themselves and their families.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Fri	10:00 AM-12:00 PM	1/11/2019	TBD

Lifeskills for Parents

This class covers a variety of topics including parenting skills, communication, problem solving, alcohol & drug addictions, and more.

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	9:00 AM-11:00 AM	4/30/2019	6/18/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	12:00 PM-2:00 PM	1/14/2019	4/1/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	10:00 AM-12:00 PM	3/28/2019	5/12/2019

Line Dancing

Come learn basic line dancing, have some fun, and get to know other TUSD parents and guardians!

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	6:00 PM-7:30 PM	3/6/2019	3/27/2019

Makeover Class

Treat yourself to a personal makeover and learn quick and easy makeup techniques to make your personal beauty shine through!

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	9:00 AM-11:00 AM	1/23/2019	5/15/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Make Way for Books!

Preschoolers, toddlers, and babies, bring your grown-ups to these 8 workshops so they can learn fun ways to help you become a great reader and writer! It's educational, and it tons of fun for everyone!

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	10:15 AM-11:00 AM	1/28/2019	3/18/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	11:30 AM-1:00 PM	1/28/2019	3/18/2019

Produce Mondays

Free produce for the community; produce items vary weekly.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	2:00 PM-8:00 PM	12/4/2017	Ongoing

Rights and Responsibilities of Citizenship: Presented by Pima Community College Adult Education

This ten-week session provides educational support for individuals seeking United States citizenship, offering classes in civic engagement, history, and government.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Weds	6:00 PM-7:30 PM	1/14/2019	5/13/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Weds	6:00 PM-7:30 PM	1/16/2019	6/12/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:30 PM-7:30 PM	1/15/2019	3/26/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Setting Goals for Nutrition & Behavior: Presented by La Ventanilla de Salud, Mexican Consulate, and El Rio Health Clinic

Make behavioral changes to improve nutrition and emotional well-being for yourself and your family.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:45 AM-1:00 PM	3/12/2019	3/12/2019

Stronger Families Project: Presented by Arizona Youth Partnership

Do you have a child between the ages of 9 and 15? If so, bring the whole family and learn how to support and appreciate one another, set goals, and dream big! FREE dinner, prizes, and activities. Free childcare for younger children during workshops.

The Stronger Families Project is for parents, caregivers, and their children, ages 10-14. The Stronger Families Project gives families tools and strategies to strengthen the family. Families will learn strategies to:

- Prevent teen substance abuse and other behavior problems
- Strengthen parents/youth communications skills
- Increase family bonding and cohesion
- Increase academic success in youth
- Prevent violence and aggressive behavior at home and at school
- Increase parent knowledge of risk and harm of abuse of alcohol and controlled substance
- 8 sessions

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	5:30 PM-8:00 PM	2/28/2019	5/2/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:00 PM-7:30 PM	2/12/2019	3/26/2019

Substance Abuse Prevention

Learn about the effects of substance abuse on adolescents what you can do to prevent it.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Fri	9:00 AM-11:00 AM	1/18/2019	5/26/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Tae Kwon Do

Tae Kwon Do provides physical conditioning, personal defense techniques, self-esteem, self-discipline, and overall well-being.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:30 PM-6:30 PM	3/6/2019	3/26/2019

Talk It Out- Free Counseling Services for TUSD Students and Families

Free counseling services are now available for any enrolled TUSD student and their family- no insurance or income requirements. Contact your school counselor or stop by the Palo Verde Family Resource Center to request counseling services.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	12:00 PM-8:00 PM	2/4/2019	Ongoing

Tell Me More Series

School is a lot different now than it used to be! Every week, representatives from across TUSD will provide hands-on, interactive workshops about what happens in the classroom, and how you can support your child's learning at home. *Schedule of presenters, dates, and locations at the end of this document.

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	9:30 AM-10:45 AM	1/14/2019	5/2/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	11:15 AM-12:30 PM	1/14/2019	5/2/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	9:30 AM-10:45 AM	1/14/2019	5/2/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:45 AM-1:00 PM	1/14/2019	5/2/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

TUSD Transportation Department Job Fair

Join our team! TUSD's Transportation Department will be accepting applications onsite.

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	10:00 AM-12:30 PM	2/4/2019	5/14/2019

Tutoring Center

For selected students enrolled in grades 9-12. Contact TUSD's Asian Pacific American & Refugee Services Department, 520-232-8614, for more information.

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues/Thur	3:30 PM-7:00 PM	1/15/2019	ongoing

What's Cooking? With Gabrielle & Adriana

Learn to prepare simple, tasty, and nutritious recipes.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	11:00 AM-12:00 PM	1/9/2019	5/8/2019

Yoga

Come try two free sessions of yoga at our Southwest Family Resource Center.

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thursday	11:15 AM-12:30 PM	3/7/2019	3/14/2019

ZUMBA!

Dance your way to fitness!

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon/Wed	8:30-9:30 AM	7/1/2017	Ongoing
Thur/Fri	9:00-10:00 AM	7/1/2017	Ongoing

Family Resource Centers Schedule of Workshops and Events

*Updated
February 18, 2019*

Tell Me More Series

Workshops provided by the following TUSD Programs & Departments:

* African-American Student Services Department

5/1 at Catalina Family Resource Center	5/2 at Palo Verde Family Resource Center
4/29 at Southwest Family Resource Center	4/30 at Wakefield Family Resource Center

* Culturally Responsive Pedagogy & Instruction Department

4/3 at Catalina Family Resource Center	4/4 at Palo Verde Family Resource Center
4/1 at Southwest Family Resource Center	4/2 at Wakefield Family Resource Center

* English & Language Arts Department

2/6 at Catalina Family Resource Center	2/7 at Palo Verde Family Resource Center
2/4 at Southwest Family Resource Center	2/5 at Wakefield Family Resource Center

* Fine Arts Department & OMA Programs

4/24 at Catalina Family Resource Center	4/25 at Palo Verde Family Resource Center
4/22 at Southwest Family Resource Center	4/23 at Wakefield Family Resource Center

* Language Acquisition Department

3/27 at Catalina Family Resource Center	3/28 at Palo Verde Family Resource Center
3/25 at Southwest Family Resource Center	3/26 at Wakefield Family Resource Center

* Magnet Programs

4/10 at Catalina Family Resource Center	4/11 at Palo Verde Family Resource Center
4/8 at Southwest Family Resource Center	4/9 at Wakefield Family Resource Center

* Mexican-American Student Services Department

5/1 at Catalina Family Resource Center	5/2 at Palo Verde Family Resource Center
4/29 at Southwest Family Resource Center	4/30 at Wakefield Family Resource Center

* Multicultural Curriculum Department

3/6 at Catalina Family Resource Center	3/7 at Palo Verde Family Resource Center
3/4 at Southwest Family Resource Center	3/5 at Wakefield Family Resource Center

EXHIBIT 4

Cross Departmental
Activities Chart

Date	Service or Event	Type: Academic, Behavioral, F & C Outreach	Description of Service or Event	Primary Department	Primary Dept Role/Responsibility	Supporting Department 1	Supporting Dept 1 Role/Responsibility	Supporting Department 2	Supporting Dept 2 Role/Responsibility	Supporting Department 3	Supporting Dept 3 Role/Responsibility	Supporting Department 4	Supporting Dept 4 Role/Responsibility	Supporting Department 5	Supporting Dept 5 Role/Responsibility
9/27/2018	College Fair	Academic	Students and families received information from local colleges and university representatives. Provide support for applying to colleges and/or FASFA applications.	Tucson High	Coordinate event and presentations. Promote to recruit parents with students.	MASSD	Participated with informational tabling								
10/23/2018	College Night at TCC	Academic	Participants received information from college/university reps across the nation	Guidance & Counseling Department	Coordinating event	Communications	Promote event through multiple channels	FACE	Promote event at Family Resource Centers						
4/20/2019	Community Collaboration on Diversity	Behavioral and F&C	Through film, inform students and parents about diversity issues	AASSD	Partner with community organizations to host	Media Dept.	Market, post on social media	Community Schools Office	Sign-off on promotion materials						
4/3/2019	Community Forum with Dr. Trujillo	F & C Outreach	Engage and inform leaders in the African American community about AASSD and some of Dr. Trujillo's vision	AASSD	Organize, recruit and invite key leaders in the community	Communications	Promote event to families and district staff. Provide audio/visual support								
Multiple Dates	Credit Recovery Priority for ELL/R-ELL Students	Academic, Outreach	Ensure that ELL students are afforded the priority for credit recovery courses	Drop Out Prevention	The DPG committee works with the Communications department and Family and Community Engagement to ensure that families are aware of the available transportation	Language Acquisition	Ensure families are aware of the available transportation service	Communications	Ensure families are aware of the available transportation service	FACE	Ensure families are aware of the available transportation service				
Multiple Dates	ELD I, II, III & IV Classes for Pre-Emergent/Emergent, Basic and Intermediate-Level ELLs.	Academics, Outreach	Ensure accurate placement of ELL students into the four levels of ELD classes	Drop Out Prevention	Ensure accurate placement of ELL students into the four levels of ELD classes and ensure that the ELD classes follow the ELD curriculum used during the school year in the areas of listening, speaking, reading, writing, and grammar	Language Acquisition	Ensure that the ELD classes follow the ELD curriculum used during the school year in the areas of listening, speaking, reading, writing, and grammar. Also, ensure families are aware of services provided to students.	School Administrators	Ensure accurate placement of ELL students into the four levels of ELD classes	Guidance & Counseling	Ensure accurate placement of ELL students into the four levels of ELD classes & families are aware of services provided to students				
1/25/2019	Elementary School Bowl-In	F & C Outreach	Participants received information about TUSD Schools and Programs	School Community Services	Assist & support Open Enrollment magnet process	FACE	Promote & recruit for event								
Multiple Dates	ELL Transportation	Outreach	Ensure transportation, is afforded to ELL students under the plan, is provided.	Drop Out Prevention	The DPG Committee works with the Transportation Department to ensure that transportation afforded ELL students under the plan is provided.	Language Acquisition	Ensure families are aware of the available transportation service	Communications	Ensure families are aware of the available transportation service	FACE	Ensure families are aware of the available transportation service				
11/17/2018	FAFSA Con-Financial Aid Workshop for Seniors	F & C Outreach	Participants receive support in completing FAFSA	THMS	Organize, Coordinate and ensure families and senior student are aware of current FAFSA information										
Various	Family and Community Engagement in ELL Action Plan	Outreach	Promote awareness of ELL plan elements and services in families of ELL students	Drop Out Prevention & Language Acquisition	Promote awareness of ELL plan elements and services in families of ELL students, including through the creation, placement and distribution of flyers and information sheets at District events, participation by the Language Acquisition Department in many other District public events	Mexican American Student Services, African American Student Services and FACE	Maximize direct outreach to families of ELL students, both to ensure awareness of ELL services generally, and also to link ELL students and families to community resources.								
3/2-3/2019	Festival of Books at U of A	F & C Outreach	The Tucson Festival of Books is a community-wide celebration of literature. Offered free-of-charge, the Festival exists to improve literacy rates among children and adults	Magnet Department	Planning, coordination, create promotional materials, promote event	FACE	Promote & recruit for event, staff booth	Communications	Promote event to families and district staff						
Multiple Dates	GATE Family Nights	Academic	Students and Families participate in GATE activities and learn about GATE programs	GATE	Planning & coordination	FACE	Promote, recruit attendees, table events, provide childcare & transportation support	Communications	Create promotional materials, promote event through multiple channels	School Administrators/representative	Inform and recruit families of the opportunity to observe GATE services.				
9/17-18/2018	GATE Night	Academic, FC Outreach	Highlight district wide GATE programs for parents to make informed educational decisions	ALE	Planned and facilitated elementary and middle school GATE information for parents	MASSD	Promote & Table event	Communications	Promote event to families and district staff	School Administrators/representative	Inform and recruit families of the opportunity to observe GATE services.				
10/13/2018	Hispanic College Fund College Camp	Academic, FC Outreach	Hispanic Scholarship Fund and UA Office of Early Academic Outreach provided college going workshops and keynotes for junior students and their parents from across Southern Arizona	MASSD	Promotion of event, coordinated district resources for promotion	Counseling	College and career readiness coordinators promoted								
9/29/2018	Home Buyers Expo	F & C Outreach	Participants learn about home buying	FACE	Plan, organize, coordinate, invite families, promote & table event	Communications	Promote event through multiple channels								
11/28-30/2018	HS Expo & Health Fair	F & C Outreach	Participants received information about TUSD Schools and Programs	Counseling Department and CTE	Plan and coordinate event. Provided demonstrations high school offerings and CTE programs, Counseling Department organized HS participants	FACE	Promote & Table event	School Administrators	Promote events to families and students. Arrange student transportation. Table promotions their HS offerings	Communications	Promote event to families and district staff. Create promotional materials through multiple channels.	Transportation	Arrange pick-up and drop-off of students, parents and/or chaperones	African, Asian/Pacific, Mexican American, Native American and Refugee Student Services	Promote & table event
Various	Imagine Learning for ELL Students	Academics, Outreach	After-school tutoring & Reading Intervention Program	Drop Out Prevention & Language Acquisition	Equip schools with the Imagine Learning program	Site Administrators	Support teachers in the implementation of the program to support ELLs in English Language Development. Ensure families are aware of services.	Technology Services	Provide technology services and work closely with Imagine Learning Consultant to support teachers & students in the implementation of the program						

Date	Service or Event	Type: Academic, Behavioral, F & C Outreach	Description of Service or Event	Primary Department	Primary Dept Role/Responsibility	Supporting Department 1	Supporting Dept 1 Role/Responsibility	Supporting Department 2	Supporting Dept 2 Role/Responsibility	Supporting Department 3	Supporting Dept 3 Role/Responsibility	Supporting Department 4	Supporting Dept 4 Role/Responsibility	Supporting Department 5	Supporting Dept 5 Role/Responsibility
7/28/2018	IMPACT Tucson (Parent, student, community event)	Behavioral, F & C Outreach	Through an anti-bullying effort, TUSD community resources join to provide students and families workshops and tools to start the school year off. Event included - Keynote and Breakout sessions - backpacks, breakfast, lunch, childcare, and transportation	AASSD	Lead facilitator - bringing departments together, organizing meetings, location for event, keynote, secure support for food, and collaborating with other departments.	MASS/NASS/APSSD & Refugee Services	Assist with recruitment, promoting and workshops APASS/Refugee Services - Ride TUSD bus with families needing interpretation support	FACE Centers	Assist with childcare, breakfast through Title 1 and food services, vendor fair	Language Acquisition	Provide interpreter support	Communications	Create promotional materials, promote event through multiple channels	Transportation	Provide transportation
Various	Improved Tier I Instruction for ELL Students	Academic, Outreach	Training for secondary ELD teachers to learn the five constructs of language, how to accelerate learning, common grammatical structures found in academic texts and training in teaching writing to all levels of ELL students	Drop Out Prevention & Language Acquisition	The DPG Committee works with the Language Acquisition Department to provide training for selected HS sheltered math, science and social studies teachers in feeder patterns with high numbers of refugee ELL students in learning how to apply foundational knowledge of language acquisition and sheltered instruction (SIOP) in curriculum and lesson planning	School Administrators	Identify teachers and sections of sheltered content classes in math, science and social studies.	Career and Technical Education	Identify teachers and sections of sheltered content classes in math, science and social studies	Refugee Services	Provide in class support for ELLs in these sheltered classes and at elementary schools with high refugee populations	Language Acquisition	Ensure families are aware services provided to students		
All school year	Increased ELL Participation in AGAVE	Academic, Outreach	Provide ELL students with the opportunity to take online courses using the Edgenuity Online HS & MS Program	Drop Out Prevention	The DPG Committee works with AGAVE Online to provide ELL students with the opportunity to take online courses using the Edgenuity Online HS & MS Program	AGAVE	AGAVE Online will continue to work with Edgenuity to provide more text translation support in the major ELL languages	Language Acquisition	Ensure families are aware of service						
3/5/2019	Johnson Literacy Night	Academic, FC Outreach	Johnson family night to engage students and parents in literacy	Johnson	Collaborated with community liaison to provide hands-on reading activities on Cesar Chavez during event										
5/7/2019	Just Sayin Substance Use & Underage Drinking Town Hall	Behavioral, FC Outreach	Collaboration with community partners and Pueblo High School to facilitate a town hall on drug and alcohol use for K-12 students and parents	MASSD	Planning, advertising, printing of materials, assisting in facilitation	Pueblo High School	Hosting at site, promotion on site	LAD/Meaningful Access	Spanish/English interpretation	FACE	Childcare for younger children				
12/6/2018	Kinder Fair	F & C Outreach	District schools table event to provide information about programs at their schools	Infant Education and Learning Centers	Planning & coordination	FACE	Promote & Table event								
Multiple Dates	Kinder Round-up	Academic, Outreach	Chance for Kdg parents to familiarize themselves with kinder programs	K-5 Elementary Schools, K-8 School administrators and teachers	Implement tours of the campus and inform parents of the expectations of kindergarten	Language Acquisition	Informational meeting to enlighten parents on language programs in TUSD	Communications	Provide media support for parent notification of TUSD Kinder open house's and welcome events.						
3/30/2019	Knowledge is Power	Behavioral and F&C Outreach	Collaboration with UA College of Education to develop parent advocacy skills	MASSD	Planning, coordination & creating agenda with UA College of Education	FACE	Wakefield FRC hosted and promoted workshop								
2/16/19, 4/6/2019	Knowledge is Power Parent Workshops	Behavioral and F&C Outreach	Collaboration with UA College of Education to develop parent advocacy skills	MASSD	Promote and recruit parents to participate, collaborated to develop and facilitate bilingual workshops, follow up with parent concerns & recommendations	Pueblo HS	Workshops hosted on Pueblo HS campus on Saturdays								
3/14/2019	Latino State of Education Superintendent's Community Forum	Academic, Behavioral, FC Outreach	Forum to inform parents and TUSD community on progress and impact of academic and behavioral data of Latino students. Superintendent shared district wide initiatives to remedy disparities in areas impacting the Latino student population. Q & A provided parents the opportunity to voice concerns and make recommendations.	MASSD	Coordination of community presenters and site activities, Promotion of event to all K-12 MA/Latino families, coordinated childcare and interpreters	CE Rose	Hosted and promoted forum. Coordinated student performance and PTA fundraiser	FACE	Promotion, transportation for parents, childcare provider	LAD/Meaningful Access	Spanish/English interpretation for parents	CRPI	informational tabling		
12/7/2018	Level Up Middle School Bash for 5th graders	F & C Outreach	Participants recieved information about TUSD Middle School programs	School Community Services	Provide support for the Open Enrollment magnet process.	FACE	Promote & recruit for event	Communications	Create promotional materials, promote event through multiple channels						
Various	Literature Intervention Services (formerly labeled "MTSS Math and Literature Intervention Classes for Intermediate-Level ELLs and R-ELLs").	Academics, Outreach	Ensure that specific intervention needs for ELLs and recently reclassified ELLs are provided, to support for language and literacy development	Drop Out Prevention & MTSS Coordinators	DPG Committee works with the central MTSS co-ordinator to ensure that specific intervention needs for ELLs and recently reclassified ELLs are provided, to support for language and literacy development	Language Acquisition & School Administrators	Provide interventions during the four-hour ELD block for ELLs specifically. Ensure parents are aware of the services.								
9/22/2018	Love of Literacy-Children's Museum	F & C Outreach	This free event is jam-packed with special guests who love reading. Students will be able to create bookmarks, write poetry, make a storybook, or enjoy performances of stories written by kids. Students can read to a dog, a pony, or a snake. Free admission to the Museum all day so you can come inside and check out the awesome exhibits	School Community Services	Plan, organize, coordinate	FACE	Promote, recruit and table event	Communications	Create promotional materials, promote event through multiple channels						

Date	Service or Event	Type: Academic, Behavioral, F & C Outreach	Description of Service or Event	Primary Department	Primary Dept Role/Responsibility	Supporting Department 1	Supporting Dept 1 Role/Responsibility	Supporting Department 2	Supporting Dept 2 Role/Responsibility	Supporting Department 3	Supporting Dept 3 Role/Responsibility	Supporting Department 4	Supporting Dept 4 Role/Responsibility	Supporting Department 5	Supporting Dept 5 Role/Responsibility
11/15/2018	Magnet and GATE Fair Night at Children's Museum	Academic	Participants received information about TUSD Schools and Programs	Magnet/GATE	Plan and coordinate event.	FACE	Promote, recruit and table event								
1/24, 2/12, 3/6, 3/13/19	MASSD College Tours	Academic	College tours open to Juniors district wide to ASU, UA, NAU, GCU	MASSD	Coordinated college tours, communicated with site College & Career Readiness Coordinators to follow up with permission forms, facilitated parent meetings	Counseling	College & Career Readiness Coordinators assisted in collection of permission forms								
4/25-4/27/2019	Maya Maiz Conference	Academic, FC Outreach	UA Mexican American Studies & PCC Ethnic, Gender, Transborder Studies hosted conference with inclusion of Maya scholars	Non-TUSD (UA MAS & PCC EGTs)	Facilitated 3 day conference including Maya educators to train staff and provide workshops for students	MASSD	Facilitated keynote session for students from multiple sites, attended sessions for PD. Promote event to families.	CRPI	Coordinated students from multiple sites to attend conference, facilitated workshops for students and educators						
10/15/2018	Mexican American Heritage Month Folkloric Music Performance	Academic	Mexican American Heritage Month performance	MASSD	Coordinated performance with Roskruge site staff to present to classes	Roskruge	Hosted performance, coordinated classroom teachers to attend								
10/03/2018	Mexican American Heritage Month Maki Theater Presentation	Academic, F & C Outreach	Mexican American Heritage Month performance	MASSD	Coordinated performance with Ochoa site staff to present to classes throughout the day	Ochoa	Hosted performance, coordinated classroom teachers to attend	Communications & Media	Recorded segments of the performance						
Multiple Dates	Mexican American Parent Advisory Council Meetings	F & C Outreach	Parent council developed to increase parent/guardian involvement in district decision-making	MASSD	Plan, coordinate, create agenda	FACE	Provide childcare, space, transportation, promote & recruit for event, facilitate small group activities								
1/30, 2/13, 3/6, 4/10/19	Mexican American Parent Advisory Council Meetings	F & C Outreach	Parent council developed to increase parent/guardian involvement in district decision-making	MASSD	District wide promotion to recruit parents as leaders to serve on the Mexican American Parent Advisory Council. Respond to the concerns/issues the council addresses. Facilitates parent empowerment activities using relevant district and community resources.	FACE	Hosted and promoted council meetings at family resource centers. Childcare provided.	THMS	Hosted council meeting.	LAD/Meaningful Access	Spanish/English interpretation for parents				
5/16/2019	Mexican American Student Recognition Program	Academic, F & C Outreach	Annual event to honor Mexican American/Latino students who have earned a 3.25 GPA in 8th and 12th grades	MASSD	Hosting and facilitating event on behalf of TUSD	CRPI/ALE/LAD	Resource fair	FACE	Resource fair	Technology Services	Providing data on students to invite to the event	Communications	Create promotional materials, promote event.		
8/15-9/15/2018	Mexican American Student Services Open House	F & C Outreach	Site open house to welcome and introduce parents to classroom teachers, site and district resources	Multiple school sites including: Sahuaro, Dietz, Howell, Cholla	Host and promote open house to families, coordinate resource fair	MASSD	Participated in resource fair								
3/9/2019	Middle School STEM Summit	Academic, F & C Outreach	Students in grades 6-8 will engage with educators, college students and leaders working in STEM careers. Students will also have the opportunity to engage in hands-on projects.	AASSD	Planning, coordination and creating promotional materials	FACE	Provide vans for transportation, provide food for participants	Communication	Promote event to families and district staff						
4/24/2019	Multicultural Symposium	Academic, Behavioral	Annual symposium to develop culturally responsive practices for certified and classified staff. Cultivating optimal learning environments.	Multicultural Curriculum	Facilitated planning committee, reviewed and selected presentation proposals	MASSD/AASSD/APSSD & Refugee/NASS	Recruited and coordinated exhibitors, set up and registration, facilitated breakout session	FACE	Promote, invite attendees. Childcare and transportation for parents. Table event	CRPI	Facilitated session, assisted with registration	Communications	Create promotional materials, promote event through multiple channels	Language Acquisition	Table event
10/20/2018	Native American Education Advisory Committee	F & C Outreach	Promote maximum Native American peoples participation in collaboration in achieving an equal educational opportunity and a quality education for American Indian students of the school district	NASSD	Plan, coordinate, create agenda	FACE	Provide childcare								
All school year	OELAS	Academic, behavioral, Outreach	Provide effective ways to support high school student achievement for English learners, Migrant students and Foster or homeless youth.	Arizona Department of Education	Invested in the success of English learners, Migrant students, and Foster and Homeless youth, uses expertise and the cumulative experience of the practitioners in Arizona to guide LEAs, teachers, and families in effective ways to support high student achievement.	Language Acquisition	Teacher training and compliance	School Administrators	Ensure families or students are aware of the available services						
Multiple Dates	Parent involvement workshops at FRCs	Academic, F & C Outreach	Participants learn about how to be active participants in their children's education and decision-making and their children's schools. Presented in Spanish by MASSD at FRCs	FACE & MASSD	Planning, coordination, provide space, childcare, facilitate workshop, promote & recruit participants										
7/25/2018	Parent Substance Abuse Workshop	FC Outreach, Behavioral	Provided community resources and information on underage alcohol use to parents.	FACE	Wakefield FRC hosted and promoted workshop	MASSD	Facilitated workshop and provided community resources and support								
9/8/2018	Parent University	Academic	Hosted conference on college and career planning at Pima Community College	AASSD & MASS shared the lead - event was created by AASSD	Organize and facilitate the planning process. Invite & coordinate community and District partners for tabling, resource fair. Provide parent workshop on effective conferencing	MASS/NASS	Assist with recruitment, promoting and workshops, Work the day of event. MASSD lead meetings in AASSD absence.	Communications	Promote event through multiple channels	APASS/Refugee	Recruit families, assist with interpretation and translation support. Ride TUSD bus with families needing interpretation support. Create promotion materials and agenda handouts.	FRCs	Recruit families, provide childcare.	Transportation & Food Services	Provide transportation student and parents. Food services provide morning snack and beverage.
4/24/2019	Rincon HS International Fair	Academic, FC Outreach	Student organized fair representing various countries of family origins	Rincon HS	Site DACA support group and ELD classes coordinated activities, presentations, and food to share with the community	MASSD	Supported DACA students in the development of presentations	Language Acquisition	Supported ELD students in the development of presentations						

Date	Service or Event	Type: Academic, Behavioral, F & C Outreach	Description of Service or Event	Primary Department	Primary Dept Role/Responsibility	Supporting Department 1	Supporting Dept 1 Role/Responsibility	Supporting Department 2	Supporting Dept 2 Role/Responsibility	Supporting Department 3	Supporting Dept 3 Role/Responsibility	Supporting Department 4	Supporting Dept 4 Role/Responsibility	Supporting Department 5	Supporting Dept 5 Role/Responsibility
8/13/18, 9/6/18, 4/29-5/2/19	Tell Me More Series: AASSD & MASSD	FC Outreach	Department information and resource workshop for parents	FACE	Scheduled department workshops, promotion to parents, provided interpreters and childcare	MASSD	Developed and facilitated workshop for parents in English and Spanish at the four family resource centers	AASSD	Developed and facilitated workshop for parents in English at the four family resource centers						
3/14/2019	The State of Mexican American Latino Education	Academic, Outreach	Superintendent's forum to discuss quality education to exceed our students needs.	MASSD	Planning, coordination, creating agenda	FACE	Provide childcare, provide transportation, promote & recruit for event	Communication	Promote event to families, district staff & community						
4/6/2019	THMS Unity Festival	FC Outreach	Student organized hip hop concert and community unity event	THMS MEChA	Organize concert and events to build unity in the Tucson community	MASSD	Assisted student organizers in acquiring community resources, stage, performers, sound equipment. Facilitated children's activities the day of. Participated in resource fair.	CRPI	Mentored MEChA organizers, collaborated with site administration, assisted students the day of event						
9/12/2018	Transition Fair	Academic	The Fair provides high school students, families, teachers and agency staff with information on the three in-school transition programs offered to students: Advanced Community Training (A.C.T.), Project FOCUS, and Project SEARCH. Representatives from each program attend. Reps from DDD, VR, and other community agencies available. The Transition Fair is not limited to seniors.	ExED	Plan, organize, coordinate	FACE	Promote event through multiple channels								
5/11/2019	TUSD Sports Physical Event	Outreach	Free Physical Fair - If students are not able to afford a physical examination, TUSD offers a yearly athletic physical fair for \$10.00 to the general public but free to those unable to pay.	Interscholastics	Planning & coordination	FACE	Promote, invite attendees, table event	Communications	Create promotional materials, promote event through multiple channels						
4/12/2019	Xinachtli Youth Leadership Conference	Academic, Behavioral, FC Outreach	Conference to empower youth by providing education and training through culture co-hosted with community partner, Chicanos Por La Causa, UA Guerrero Student Center, & PCC	MASSD	Co-planned event held at UA. Coordinated student participants to attend. Developed and conducted workshops on health and identify for high school students. Notify families of opportunity for their students.										
6/26/2019	Family Life Curriculum Forum	F & C Outreach	The Family Life Curriculum focuses on healthy living and personal safety to make informed decisions.	C & I	Plan, organize and coordinate public hearings, Superintendents' proposed revisions, and public forum.	Communications	Create promotional materials, promote event through multiple channels								
9/30/2018	This is Tucson 2019 School & Camp Fair	F & C Outreach	Big community event for families navigating school choice. (Elementary enrollment)	School Community Services	Promote, invite attendees, table event	Communications	Create promotional materials, promote event through multiple channels.	FACE	Promote, invite attendees						
10/26/2018	Boo at the Zoo	F & C Outreach	Participate at family friendly event to inform parents about School Choice/Open Enrollment (Early enrollment)	School Community Services	Have an informational table featuring information about TUSD's schools and programs.	Communications	Create promotional materials, promote event through multiple channels.	FACE	Promote and invite families						
12/14-16/18	Zoo Lights	F & C Outreach	Participate at family friendly event to inform parents about School Choice/Open Enrollment (Early enrollment)	School Community Services	Have an informational table featuring information about TUSD's schools and programs.	Communications	Create promotional materials, promote event through multiple channels.	FACE	Promote and invite families						
1/25/2019	Bown-in	F & C Outreach	Participate at family friendly event to inform parents about School Choice/Open Enrollment (Elementary enrollment)	School Community Services	Have an informational table featuring information about TUSD's schools and programs at the Cactus and Tucson Bowling Alleys.	Communications	Create promotional materials, promote event through multiple channels.	FACE	Promote and invite families						
2/16/2019	Family Sci-fest	F & C Outreach	Kids and parents enjoyed 100 activities and demonstrations focusing on science, technology, engineering, and math.	School Community Services	Informational table featuring information about TUSD's schools and programs.	School Administrators/teachers	Demonstrate STEM opportunities at their perspective campuses	FACE	Promote and invite families	Communications	Create promotional materials, promote event through multiple channels.				

EXHIBIT 5

Outreach and Recruitment
Addendum For Magnet and ALE
Programs

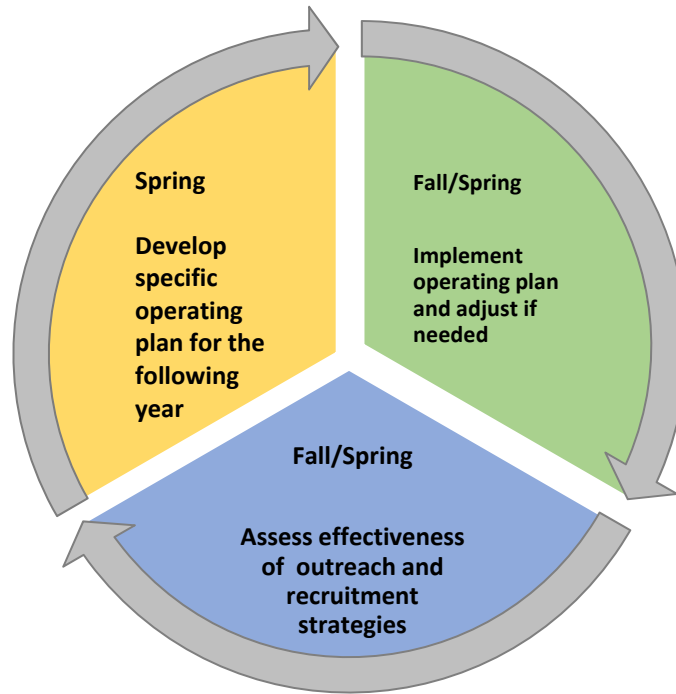
(This exhibit has its own Exhibits 1 and 2;
Exhibit 1 in turn has its own Attachment A)

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 to O&R ADDENDUM

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 SY19-20the 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 to EXHIBIT 1 to O&R Addendum

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 TEP Energy/Math Games/Science Fair info Costume Parade Kinder Performance (145 in attendance) • 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). SARSEF ASSEMBLIES Evening (5-7pm) Day (8:50- 3:50pm on both Elementary and Middle School side) (128 in attendance) • 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.
Holladay - Outreach	<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
Holladay - Partners	<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

Palo Verde - Partners	<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.
Roskruge - Outreach	<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
Roskruge - Partners	<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.
Tully - Outreach	<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 to O&R Addendum

**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

EXHIBIT 6

Excerpts From ALE Policy Manual
Relating to Family and Community
Engagement

**EXCERPTS FROM ALE POLICY MANUAL (ECF2267-1)
RELATING TO FAMILY AND COMMUNITY ENGAGEMENT**

I. GATE

B. Student Recruitment

To recruit a diverse group of students to its many GATE programs, the GATE department hosts 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), and site-based open houses at every GATE self-contained school. Peer-to-peer programs are provided for families during these events and through the GATE website.

The District markets GATE cluster schools through display boards, rack cards, and flyers that are distributed at individual sites and at GATE events. GATE cluster sites also attend District GATE events to increase visibility and understanding of the GATE cluster program. Placement statements now list GATE cluster schools as an option.

Tully's open-access program reaches out to families through marketing flyers, targeted postcards, and an informational table at events. The GATE department includes flyers about Tully's program in all mailers after testing, thus marketing the program to families district-wide. Roberts Naylor's open-access GATE middle school program benefits from promotion to Tully's families and to families interested in non-qualifying options for middle school GATE.

School sites and counselors promote middle and high school GATE resource classes to students and families.

The GATE department lists pull-out GATE as an option on the placement statement for all self-contained and pull-out qualifying students and provides more information about this program at ongoing events and open houses.

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GATE COLLABORATION AND SUPPORT

A. GATE Program

1. District-wide: The GATE department plans, facilitates, and/or attends ongoing District outreach and events for parents, staff, and teachers. These include fall and spring Family Enrichment Night, a Teacher Information Session, Family Resource classes, site outreach events, cafecitos, and other

similar events. GATE staff maintains an events calendar, works with teachers to staff events, and prepares outreach materials for these events.

2. **Site Specific:** GATE staff participates in individual school events such as Literacy Night, school carnivals, and Meet & Greet events, where GATE teachers share information and speak to parents and families. GATE itinerant teachers collaborate with school staff to lead cafecitos, targeting specific sites with low GATE enrollment and/or sites that have greater numbers of underrepresented students. The GATE staff also collaborates closely with GATE self-contained, cluster, and open-access schools and meets regularly with principals, school leaders, and school counselors to ensure that all students are receiving ongoing support at each site.

3. **Parental:** The GATE department supports parents with parent meetings, including open-access parent information sessions in which families can learn more about gifted services, and maintains a parent handbook and GATE website to provide additional ongoing information and support for parents and families. GATE staff also meets with parents at the fall and spring open houses and ongoing District events and provides site support through GATE itinerant teachers. GATE staff responds to parent phone calls and in-person visits throughout the school year, assisting parents with questions about GATE program options, test scores, and other general questions.

B. Departmental

To provide information and support to all Tucson Unified families, the GATE department collaborates with many District departments, including Communications, Magnet, Family and Community Engagement, Mexican American Student Services, African American Student Services, and Language Acquisition.

1. **Communications Department:** Working with the Communications Department, GATE staff reviews and revises the District's GATE website, updating it regularly with outreach information, events, and testing information. The communications department develops, updates, and circulates printed material such as flyers and rack cards. Staff also develops promotional videos and posts them to the District and department websites.

2. **Magnet Department:** The GATE and Magnet departments work together to support Tully's GATE Magnet program. The Magnet Coordinator who oversees Tully's program has attended GATE professional development, and the GATE and Magnet departments have reviewed procedures for Tully's walkthroughs, classroom visits, and focus areas to include greater

collaboration between departments. GATE and Magnet also have collaborated with the Communications Department on marketing and recruitment materials.

3. Family and Community Engagement Department (FACE): Together with FACE, the GATE department leads District outreach events for parents and families to share information about GATE services and gifted instruction. GATE staff leads bilingual GATE workshops for families at all four Family Resource Centers across the District in both fall and spring. In these workshops, parents participate in activities and have an opportunity to speak with GATE staff. GATE staff also plans and leads a fall and spring Family Enrichment Night, open to all families across the District. FACE invites other departments to share information, and translators attend.

4. African American and Mexican American Student Services Departments: The GATE department collaborates with both Mexican American Student Services (MASSD) and African American Student Services (AASSD) throughout the school year to support prospective and current GATE students and their families.

MASSD supports GATE at events such as the district-wide self-contained open house, where families receive information about GATE services and can speak to a program specialist from MASSD. MASSD and GATE staff collaborate to plan targeted outreach events and workshops in which GATE staff present information to parents at the MASSD sponsored event. In addition, MASSD provides in-person recruitment as requested by the GATE department.

GATE staff also provides family outreach at AASSD-sponsored events, such as the African American Parent Conference and the Annual Student Recognition event. AASSD supports the GATE department by calling African American families regarding their GATE services to answer questions and to encourage new families to accept services.

5. Language Acquisition/Dual Language Department: The GATE department works with the Language Acquisition Department throughout the school year to create guidelines for the dual language GATE program at Hollinger and promote a shared vision to attract families and ensure efficient procedures for testing and enrollment. This partnership assists in the recruitment and retention of students into this program as well as strategies for greater student outreach and support.

GATE staff works closely with Hollinger's principal to recruit additional students by increasing marketing and by hosting district-wide events at the school to showcase the GATE dual language program.

C. Central Resources

The GATE department maintains literacy kits and a GATE library with books, games, and other resources for check out. Literacy kits are available for check out by any GATE teacher across the District. GATE staff schedules kit check-out and collaborates with site teachers and the warehouse for kit distribution.

II. AACs

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B. Student Recruitment

2. **AP:** Each year students in grades 9, 10, and 11 take the Preliminary Scholastic Aptitude Test (PSAT) from the College Board. . . . [T]he PSAT AP Potential Report . . . shows school officials the names of all students who show potential to do well in Advanced Placement and IB courses. After the report is compiled, the ALE department provides the list and email message to the District's Communications Department. The ALE office sends an automated message to the families of all students who show potential to do well in AACs. With this information, schools work directly with the District's ALE Director to consider how to reduce barriers and increase interest and opportunities to participate in AP courses. The African American and Mexican American Student Services departments also use the list to contact African American and Mexican American students who show potential to do well in AP courses, encouraging them to enroll to help improve their educational opportunities.

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III. University High School

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B. Student Recruitment

Because the UHS admissions process automatically occurs for enrolled District students, a large focus of UHS recruitment efforts is on encouraging students to

accept placement, thereby eliminating opportunity gaps for students. Among the key strategies that the school has implemented are:

- 1. Zip Code Parties:** Current UHS families host parties based on zip codes around Southern Arizona to welcome all incoming students. Current UHS families make connections with new parents and students to provide family mentoring and parent-to-parent support. UHS recruits diverse families to act as hosts so that incoming students and families can connect with them.
- 2. Individualized Recruitment:** When a student does not accept enrollment, UHS conducts personalized follow-up calls to invite students to attend BOOST in case they would reconsider placement. BOOST is a freshman summer bridge program that not only prepares students for UHS but also acts as a team-building and friend-making two-week 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. MASSD and AASSD also call families of students who qualified for UHS to personally encourage them to attend the school.
- 3. Communication:** District principals and counselors receive annual training to ensure they understand UHS and its value to students and to ensure they share correct information across the Tucson Unified community. The UHS Recruitment and Retention Coordinator meets twice each year with every 6th, 7th, and 8th grader in the District to make sure they understand UHS admission requirements and have the support they need to get into UHS.

1. Family Communication

Throughout the year, UHS holds parent and family meetings to ensure the community understands the benefits and achievements of UHS. Families learn about the differences between other high schools and UHS while listening to information and experiences of UHS students on campus.

- 4. Freshman Acceptance Gala:** For those students who do accept enrollment at UHS, the school hosts an annual formal welcome night. Students are encouraged to dress up and bring their entire family to walk a red carpet, where photographers take pictures of students and their families with their acceptance certificates. The gala includes performances, testimonies from students, and an inspirational video about UHS. After the formal event, families enter the gym to meet with more than 100 different academic departments, clubs, fine arts programs, and athletic teams.

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COLLABORATION AND SUPPORT

UHS collaborates with district-level departments to engage in student recruitment efforts and staff and student supports. The ALE department supports UHS teachers with summer AP trainings as part of the Desert Summer Institute. Other specific departments support UHS in additional ways.

- 1. Communications Department:** UHS works with the Communications Department to provide current information about UHS, including UHS information nights, testing, test prep, celebrations, and other marketing opportunities. Broadcasting and promoting UHS to the wider community helps qualifying students understand the benefits of enrollment.
- 2. Family and Community Engagement Department (FACE):** FACE and the Communications departments assist in promoting UHS meetings and events through social media, family outreach, and District events.
- 3. African American (AASSD) and Mexican American (MASSD) Student Services Departments:**

AASSD and MASSD both help UHS recruit potential students and support enrolled students.

Recruitment: Both departments reach out to students who qualify for UHS enrollment by calling or making home visits to individual families to provide program details, answer questions, and encourage acceptance of placement invitations.

Support to Enrolled Students: These departments provide extra academic support strategies, mentor students, and communicate with families. They regularly attend multi-tier system of supports (MTSS) meetings and work with teachers and students to resolve academic concerns and support better communication.

- 4. Culturally Relevant Pedagogy and Instruction (CRIPI) Department:** UHS and CRIPI have worked together, along with the College Board, to create a new AP culturally relevant class for juniors. The two departments will continue to work together as the course is implemented for the 2019-20 school year.

Departmental Collaboration

In addition to the direct support provided by the ALE department, other District departments support student success in ALE programs in coordination with the ALE Director. These include the Family and Community Engagement Department, Mexican American Student Services Department, African American Student Services Department, School Community Services, Communications, Culturally Relevant Pedagogy and Instruction, Interscholastics, the District Leadership regional offices, and other departments as needed. This collaboration involves quarterly meetings to ensure all supporting departments act in concert in their support of ALE programs and enrolled students.

1. Family and Community Engagement Department

FACE partners with GATE to provide parent workshops at the District's four Family Resource Centers as part of the "Tell Me More" series. GATE staff provides evening workshops throughout the year to help parents, guardians, and other adult caregivers understand the GATE programs, what their children might experience in GATE classes, and how they can help support their children's learning at home.

In addition to GATE workshops, FACE supports GATE staff in advertising, planning, and facilitating GATE's Family Enrichment Night. Through its Family Resource Centers, FACE promotes these events, and others like them, to families across the District. FACE also provides transportation and childcare services for families attending these recruitment events.

FACE collaborates with UHS and the student support services departments to support student applications and acceptances of placement to UHS.

2. Student Services Departments

MASSD and AASSD provide additional marketing and recruitment support for ALE programs. They host quarterly events, student recognition programs, community events, and Parent University. These events include an ALE information table staffed by ALE department members who can answer questions from family members about GATE and other ALE programs, including UHS. The student services departments provide follow-up phone calls to families who have not yet accepted GATE or UHS placement and host a forum for the ALE department to share information with parents and students at quarterly parent information meetings.

In SY2018-19, MASSD piloted a new ALE coordinator position. This student specialist specifically addressed family information needs, student recruitment, and ALE student support; attended ALE professional development; and worked closely with ALE department staff to be able to provide families with direct knowledge and support about ALE programs. This position will continue in SY2019-20, and AASSD will add a staff member filling the same position within that department.

Additional supports include a Parent Institute, with a facilitated workshop for parents about ALE programs, provided in both English and Spanish to families with students already enrolled or just interested in ALEs. Family members may also join the MASSD or AASSD Parent Advisory Council, groups of K-12 parents who advise the District on a variety of topics, including access to ALEs.

Members from both MASSD and AASSD attend resource fairs, county-created family engagement events, church and civic organization events, city-sponsored events, the Pima County Coalition for Prevention, Head Start preschool programs, El Rio and Old Pueblo Neighborhood Center, and Davis Monthan Air Force Base events. During these events, their staffs review ALE opportunities with families, including enrollment, recruitment, and student support.

MASSD and AASSD also collaborate with the ALE department on professional development opportunities to ensure sessions include essential equity practices and include a diversity focus.

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5. Communications Department

The Communications Department partners with all levels of the ALE department to assist with outreach and education about program offerings, admissions, and available supports. This includes revising and updating websites, creating and printing materials, creating promotional videos, facilitating use of social media, and assisting with marketing plans and recruitment.

EXHIBIT 7

Family Engagement Section of
Dropout Prevention and Graduation Plan

Family Engagement Section of Dropout Prevention and Graduation Plan

B. Family Engagement

The District values the family as the first and most important teacher and partner in the education of students.

The District is using the Multi Tiered Systems of Support (MTSS) model to implement different types of family engagement. In order to remain consistent, the District will follow a tiered model for family engagement and support.

Type 1 family engagement involves general outreach to all families, with a focus on African American and Latino students and families, occurring mostly at school sites and family centers at times that are accessible to families. Type 1 family engagement includes activities such as: parent training, quarterly informational events, parent education and resource opportunities; and using multiple media to connect with families.

Type 2 family engagement involves specific outreach to the families of African American or Latino students who are struggling, disengaged, and/or at-risk of dropping out. Type 2 family engagement includes specific activities related to the needs of the identified students as documented on the District's Student Equity and Intervention Request for Service form.

Family Engagement – Type 1

1. All schools will provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT).
 - a. Training for implementation of this model will be required – Proposed Training would be Train the Trainer Model.
 - b. All schools in concert and coordination with Student Support and Partnership Centers will provide information regarding parent education and resource opportunities.
2. Quarterly events will be held throughout the community. These sessions will inform parents of the programs and opportunities available for African American and Latino students.
3. Accessibility - In order to maximize parent participation, the sessions will take place at various times and may be connected to student related or community events within a positive supportive environment, particularly for families of African American or Latino students.
4. Scheduling - Event dates will be coordinated through the District Family Engagement Director and/or Family Engagement Coordinator.

5. Multiple media - Develop and use social media structures to connect with students and families in contemporary fashion. This may include Facebook, text messaging, mobile/smartphone applications (i.e. TUSD's Parent Link), media-based parent training and events. Family engagement opportunities and outreach may include:
 - webinar sessions for parent trainings linked to school websites
 - math websites for parents such as Khan Academy
 - strategies for parent student interactions in newsletters
 - inspirational texts or quotes for families to discuss
 - parent access to TUSDStats
 - administrative newsletter and website communications for parents and students

Family Engagement – Type 2

The District's African-American and Mexican American Student Services Departments, in conjunction with site administrators, Family Engagement Staff, and Title I staff, are primarily responsible for coordinating targeted parent outreach for African American or Latino students identified as struggling, disengaged, and/or at-risk of dropping out.

1. Families of students identified as struggling, disengaged, and/or at-risk of dropping out will receive outreach from District staff most closely aligned to students' identified demographic or academic need as possible.
 - a. Site staff including Title I family engagement, teachers, and other school staff will perform targeted outreach to families with students identified as struggling, disengaged, and/or at-risk of dropping out.
 - b. Site staff will use the District's Student Equity and Intervention Request for Service referral form provides another opportunity to coordinate and communicate specific outreach needs (form available to site staff at <http://intranet/interventionform.asp>). To ensure more comprehensive support, the District will add Language Acquisition and Exceptional Education to the list of departments from whom service requests may be submitted.
2. Outreach to families of students identified as struggling, disengaged, and/or at-risk of dropping out will be conducted to encourage attendance and engagement at site and district quarterly events, and may include direct mailing(s), home visits, and/or phone calls to targeted families. This outreach will be coordinated between school and district resource staff including Title I family engagement & district support staff. These communications will meet the District's language accessible standards for families.

Schools will endeavor to provide recognition/celebrations to students in non-traditional ways. These may include celebrating improvements in academics (most improved ...), learning habits and behaviors (improved attendance, greatest improvement/reduction in tardies), and others. In order to maximize parent participation, these sessions will take place outside of the school day and should be connected to student related events within a positive supportive environment. Dynarski, M., et al, 2008).

Families of students with disabilities will be supported through Types 1 & 2. Additional family support and outreach will be provided by a dedicated staff member who is under the supervision of the director of Exceptional Education. The role of this person is to provide advocacy training, education and support.

The District Communication Department will develop and use social media structures to connect with students and families in contemporary fashion. This may include Parent Link, Facebook, text messaging, media-based parent training and events and others. Family engagement activities and communication and outreach may include:

- Provide webinar sessions for parent trainings linked to school websites.
- Provide math websites for parents such as Khan Academy, and Family Meal Time Program.
- Strategies for parent student interactions in newsletters.
- Inspirational texts or quotes for families to discuss.
- Administrative newsletter and website communications for parents and students.

EXHIBIT 8

Family Engagement Section of
ELL ACTION PLAN: GRADUATION and DROPOUT PREVENTION
[ECF2261-1]

Family Engagement Section of
ELL ACTION PLAN: GRADUATION and DROPOUT PREVENTION
[ECF2261-1]

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D. Family Engagement Strategies

1. School Site-Based Family Engagement. The District's FACE Plan details the family engagement guidelines for school sites to follow, as supported and monitored by the FACE Department. Those guidelines apply to families of ELL students as well as other families, and the Language Acquisition Department works with the Family and Community Engagement department to ensure that site-based engagement activities are designed to reach ELL PHLOTE families (families of ELL students where the primary home language is other than English) as well as English-speaking families. The Language Acquisition Department supplies translators for school based events. The Language Acquisition Department supplies content (both written materials and personnel at events) to inform families of ELL students of language resources available for their students, and engagement opportunities for families.

Rincon, Catalina, and Palo Verde High Schools provided ELL Family Orientation Nights to immigrant families. These orientations are sponsored by the schools, and other departments work on these events in a supporting role, including Language Acquisition Department, Family Resource Centers, Student Services Departments, and the Student Health Services Department. These orientations focus on information and resources specific to the needs of immigrant families.

Participants meet school administrators, ELL teachers, school nurses or health clerks, and student services support staff. Interpreters for multiple languages are on hand while families participate in presentations and discussions about their children's coursework, who they can contact at the school for specific information and other various topics including health and hygiene, interscholastic sports, meaningful access, and district supports such as the Family Resource Centers, Health Services, and Student Services.

2. District Informational Events and Family Center Events. At District events targeting larger audiences, which may be attended by families of ELL students, the Language Acquisition Department supplies translators, and ensures that there are people and materials to explain ELL resources and family opportunities for engagement.

3. Events Sponsored by Language Acquisition Department. The Language Acquisition Department conducts workshops for families of ELL students on supporting their ELL student, navigating the educational system and participatory engagement opportunities. The Language Acquisition Department works with the Family and Community Engagement Department in developing and updating content regarding engagement opportunities. Workshops

are most often conducted at family centers, with the FACE Department coordinating facilities, transportation and child care for these events. These workshops are targeted at ELL families, and Language Acquisition may call on the student services departments (AASSD and MASSD) for help in specific outreach to families to encourage them to come.

4. **Targeted outreach for families of struggling ELL students.** The MTSS system is the primary District process for identifying struggling or at-risk students, whether or not classified as ELL. When the MTSS team (including language acquisition teachers for ELL students) determines that interventions or family engagement may be of benefit, one of the student services department may already be involved in family outreach. If not, the language acquisition department may either engage in its own direct outreach, or request the appropriate student services become involved, connecting the family to the educational team.

EXHIBIT 9

Chapter 10, TUSD TWDL Framework

Chapter 10

Marketing & Parent Outreach

The Two-Way Dual Language program will have ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at preschools. The program will expand and improve its communications with the Spanish-speaking community in the Tucson school community, including key information about the documented success of TWDL programs for English learners.

The active engagement of participants' families is critical to the success of the TWDL Program. Each school must encourage parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as in the PTA /Home School clubs, EL Advisory, and/or School Site Council, and (4) fund-raising activities.

Parents can also support the school program by:

- Serving on school committees.
- Serving as Room Parents.
- Serving on planning teams for special cultural events.
- Creating and working on fund-raising events.
- Translating materials.
- Chaperoning field trips.
- Volunteering for specific classroom activities.

There must be many opportunities for families from all linguistic and cultural backgrounds to participate in the ongoing administration and development of the TWDL program at their respective schools. It is the hope of the district that hands-on involvement by families will facilitate communication and provide a better understanding of the TWDL program development. In addition, families can benefit from involvement in the overall school, as they learn how to better assist in their child's own linguistic and academic development and gain new multicultural perspectives.

Sharing News and Information

It is the desire of the TUSD, that information about the TWDL Program, a program designed to serve Tucson Unified School District schools, be distributed widely. TWDL Program participants and their families must receive on-going information about the program design, their children's progress in both languages, research on the programmatic components, and ideas and perspectives from program leaders at the school site and district level.

Throughout the district, but particularly at each TWDL school site school, there are a number of events to keep families informed of classroom activities and students' progress, including Back-to- School Night, parent-teacher conferences, recruitment meetings for prospective parents, and site tours. There are also orientation meetings (conducted by administrators and parent leaders several times a year) offering families information and advice about the TWDL program challenges and opportunities.

Regular communications include school newsletters written in both languages, a program handbook for each site, postings on district web sites, site web sites, and email announcements. Key channels of communications include:

- The TUSD Two-Way Dual Language Informational Brochure.
- TWDL Program Handbook for TWDL parents and staff.

- Electronic messages and notices from the school district.
- School newsletters.
- Online subscription list-serves (sponsored by each site Parents Groups and each classroom Room Parents).
- Variety of information forums, including Back to School Night, Open House, Parent Info Nights, and Site Tours.
- Parent Education Presentations designed to respond to programmatic issues for the TWDL parents.
- Social gatherings of TWDL parents to include cultural events.

Inviting Input and Ideas

In TWDL Schools, the principals will create structures and processes for parents and community members to become involved in the development and implementation of the TWDL program initiatives, in collaboration with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the TWDL program by contacting the principal or district administrators.

Principals may also use annual surveys to collect input from students, parents and staff on the progress of the program with their children. This data may be used for decision-making as the school continues to develop the TWDL program at the site.

Showcasing Accomplishments

In TWDL classrooms, teachers frequently organize events celebrating Spanish language and culture. Events also demonstrate the ways students are acquiring the language and developing cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

The district should showcase and document (in writing or video) student successes in the program.

Informing the Community

The TWDL Program will strive to keep the TUSD community informed of progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share instructional ideas with staff at other elementary and secondary school sites, and inform the general TUSD populace about this exciting and unique program in their community. A growing awareness and understanding of the TWDL program attracts new students, generates both tangible support and goodwill, and lays the groundwork for development of other language immersion programs in the TUSD community.

School-wide activities may include:

- Kindergarten Information Nights.
- Parent organization meetings (PTA, Booster Club) and special events.
- Multicultural fairs & celebrations.
- A Parent Speakers' Series on second language learning, program components, ways to support the development of the student's language growth at home, etc.
- Written brochures about the program.
- Newspaper and other media articles about the TWDL program and student success.
- Web sites at the district and all schools that call out to the general community and describe the program's achievement information, special events, research articles, etc.

EXHIBIT 10

Family and Community Engagement Excerpts
from the AASSD Operating Plan (ECF2265-1)

**Family and Community Engagement Excerpts from
African American Student Services Department
Operating Plan (ECF 2265-1)**

A. Director

The AASSD is led by a director. ... The director ... (b) serves as a conduit connecting the African American community to the District, and (c) responds to parent/student complaints regarding equity issues in partnership with District leadership.

B. Program Coordinator

The program coordinator ... (c) supports the work of the program specialists to coordinate district-wide and regional parent/family engagement events with relevant District departments.

C. Behavioral Specialists

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Finally, a critical element of the behavioral 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 behavioral specialists' familiarity and experience with African American 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.

....
Primary responsibility for the discipline function remains with the school's behavioral team; the AASSD's behavioral specialists deliver supplemental behavioral services in identified high-risk situations in which the cultural familiarity and experience of the team is likely to be effective in improving behavioral outcomes.

D. Response to Intervention Specialists

The AASSD Department has four Response to Intervention (RtI) specialists in culturally relevant academic interventions for struggling African American students.

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As with the behavioral specialists, a critical element of the RtI specialists' work is communication with the student's family, in 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 progress, and (b) how the school and the District can help the family support the student's progress. The RtI specialists' familiarity and experience with African American cultural elements is a key aspect of building the trust needed for a cooperative relationship between the school and the family in dealing with academic issues.

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The goal of this intensive work with struggling students is improve academic outcomes. Primary responsibility for a student’s academic success remains with the school’s academic team; the AASD’s RtI specialists deliver supplemental academic services beyond what a school can offer to targeted students where the cultural familiarity and experience of the team is likely to be effective in improving academic outcomes.

E. Program Specialists

The AASS Department has four program specialists, who provide . . . (b) parent engagement, and/or advocacy, in a specific area.

. . . .

In particular, the program specialist works with counseling staff to make sure that every student in the 12th grade has or develops a post-graduation plan – for college, career and technical training, military service, or employment. The program specialist meets with each student to discuss post-graduation plans, and may connect the student to culturally relevant resources in the process of developing the post-graduation plan (mentors, community organizations, church groups, college representatives, college fairs, historical black colleges and universities (HBCUs)). The program specialist meets with each student periodically during the year to ensure continued attention to planning for life after high school.

. . . .

Primary responsibility for guidance of students remains with the guidance and academic staff of each school, but the program specialists provide supplemental academic services at key times when culturally aware and relevant contact can have an outsize impact on successful high school completion.

1. College and Career Readiness. In addition to the direct support at high schools, one of the program specialists focuses on college and career readiness. This program specialist (a) works with the district counseling department to develop and distribute culturally relevant promotional materials on college and career readiness, (b) conducts parent workshops for African American families on college and career readiness, (c) coordinates partnerships with college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and people, (d) oversees the relationship with the UA Academic Outreach, Undergraduate Office, and African American Student Affairs units to support college and career experiences for students through such events as the annual African American College Day, UA Summer Lit (a three-day overnight leaders-in-training experience for African American students entering their senior year of high school); (e) conduct state university campus tours; (f) provides planning, parent outreach and support for Parent University, a District event co-sponsored by AASSD; (g) College Night, sponsored by the district guidance and counseling office, (h) administers scholarship programs, and (i) develops and coordinates community mentor support for college attendance. These activities are additional academic and outreach services, with some supportive elements for programs and events sponsored by other departments.

2. Family Engagement and Community Outreach. Another of the AASSD program specialists focuses on family engagement and community outreach. This specialist coordinates direct outreach (via telephone, home visits, e-mail, ParentLink, and other channels) to families of African American students, in response to particular requests from other departments, such as the Language Acquisition Department regarding ELL matters (both struggling students and ELL targeted events) and the FACE Department regarding particular events and workshops at schools and the family centers. This program specialist also develops and presents workshops targeted to families of African American families on participation in parent conferences, site councils, and parent organizations, and other engagement opportunities. These workshops are conducted at schools on request and at the Family Centers. The program specialist works with the FACE department to coordinate facilities, transportation, and childcare for these workshops. The program specialist develops and maintains relationships with community organizations, linking them and bringing them into events at the District, both to engage them in the District's activities, but to link African American students and families to the community organizations. The program specialist is responsible for coordinating the annual African American Parent Conference that focus on issues relevant to African American parents and culturally relevant community resources. These activities are principally additional outreach services, with some supportive elements for programs and events sponsored by other departments.

3. ALE and AVID. A third AASSD program specialist focuses on Advanced Learning Experiences and the AVID program. This specialist (a) coordinates family outreach regarding ALE courses, include using the AP Potential lists supplied by the ALE Department (based on PSAT testing results); (b) conducts workshops for African American families on the benefits of various ALE opportunities; (c) attends district events promoting ALE programs to speak to African American parents and families on ALE benefits; (d) works with ALE and Curriculum Instruction to assist in the development of CR ALE courses such as the AP Seminar course recently developed at University High School, (e) serves as a liaison to the AVID program coordinator to advocate and represent the African American student interests in AVID development and deployment, (f) and promotes enrollment into University High School and the Cholla High School International Baccalaureate Program. These events are largely additional services of an outreach nature, with some supportive elements for other departments, and some academic components.

4. Discipline. The fourth AASSD program specialist focuses on discipline issues. This program specialist attends all discipline hearings, or assigns a designee, where long term suspension is at issue for an African American student, to provide family support and explanation of the process, to ensure that proper processes are followed, to advocate for the interests of African American students in the process, and specifically to advocate for a fair result, and if discipline is imposed, that appropriate restorative resources are engaged for the support of the student during and after any suspension. This is supplemental behavioral work. The program specialist also works directly with the Student Relations department to review and monitor discipline data to identify trends and developments in which the culturally relevant resources of the AASSD may be of assistance, either on a consulting or advocacy basis. This supportive behavioral work. The program specialist also works collaboratively with community

resources to (a) implement preventive mentoring programs, (b) and provide parent workshops addressing the code-of-conduct, bullying prevention, and other related parent education workshops. This is additional behavioral work.

F. Student Success Coaches.

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The student success coaches serve as an advocate in the development of those interventions in response to identified issues, and are involved in the actual provision of certain academic (but not instructional) and behavioral interventions, particularly where those interventions involve interactions with families, or individual coaching or mentoring students. These services are both academic and behavioral, and are supplemental services to those provided by the school academic and behavioral support teams.

.....

G. Activity Assistants.

The AASSD also employs college students on a part time basis as activity assistants, to serve as student mentors, and to provide assistance to program specialists at events and activities. For example, working with the program specialist for college and career readiness, an activity assistant may help with planning academic outreach events with the University of Arizona, or planning an HBCU college fair, and serving as a mentor to middle and high school students on college attendance, and helping students make the connection between middle and high school and college entrance. Activity assistants may support the culturally relevant courses in African American literature and history. These tasks are additional tasks, with both academic and outreach elements.

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EXHIBIT 11

Family and Community Engagement Excerpts
Mexican American Student Services Department
Operating Plan (ECF 2265-2)

Family and Community Engagement Excerpts
Mexican American Student Services Department
Operating Plan (ECF 2265-2)

....

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

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- Developing positive, empowering relationships based on respect and affirmation of the cultural/linguistic backgrounds of families through partnerships with District and community resources.

I. Organization

....

A. Program Specialists.

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.

....

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.

....

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 . . . (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[.]

....

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.

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4. CRC Collaboration & Support

In addition, the CRC Collaboration and Support program specialist . . . (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.

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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 University while 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, . . . (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, . . . 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.

...

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. . . .

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.

II. 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:

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- 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.

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:

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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 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.

EXHIBIT 12

EXCERPTS FROM CRC PLAN (ECF 2259-1 and 2)

EXCERPTS FROM CRC PLAN:

“The CRPI Department (a) develops new CR course content (working with outside experts and internal District experts), (b) works with school administrators and teachers to offer new courses at schools and expand the number of sections of existing schools, and (c) works with the student services departments, the Family and Community Engagement Departments, the Language Acquisition Department and Communications in outreach to students and to families, to promote the benefits of culturally relevant courses.

This outreach and recruitment effort includes both participation in events sponsored by other departments (by either presenting as an element of a program or attending with a table, staff and information), and sponsoring events directly, with support from other departments such as Family and Community Engagement.” [ECF 2259-1, p. 3.]

“One prominent example of the school to home connection is articulated in the CRPI department through Parent *Encuentros*, an academic space created that is reserved for students, educators and parents to communicate with respect to what students are learning in school. This space is co-organized by educators and students that include the following opportunities for all families: "breaking-bread" together; that is a potluck kicks off the Parent *Encuentro* so that families can come together in this social space. Then students are provided the opportunity to present a recent research project to their parents in an effort to keep parents informed as to the knowledge that they are creating. A final component is the opportunity for collaboration between parents, students and educators regarding the topics that were presented as well as collaboration in future topics and events that are taking place in their community. Through the collaborative effort of the Parent *Encuentros* educators will be provided the opportunity to hear parents express their aspirations for their child as well as concerns that they might have regarding their child.

Learning-Community resources are also critical in incorporating into the classroom setting. Culturally responsive and relevant educators are constantly seeking ways to bring in community resources in the classroom and moreover embedding these resources into the classroom so as to make those connections. Examples of Learning-Community resources include collaborative curricular development in conjunction with community organizations and community leaders that could visit classrooms.” [ECF 2259-2, p. 14.]