

EXHIBIT A

African American Student Services Department
Revised Staffing Plan

This plan describes positions, qualifications and duties for staffing the African American Student Services Department based on the Operating Plan filed on August 30, 2019 (ECF 2265-1), but modified as needed to meet the recommendations of the Special Master as set forth in his Report and Recommendation filed on May 12, 2020 (ECF 2468).

In his R&R, the Special Master recommended a departmental staff consisting of (a) a department director, (b) an assistant director, (c) eight program specialists, and (d) up to 15 part time positions. The Special Master identified the eight program specialists as having the following domains: (1) family outreach and empowerment; (2) college and career readiness; (3) ALE recruitment and retention; (4) academic power and engagement; (5) community outreach; (6) social, emotional and behavior support; (7) attendance and retention; and (8) virtual learning. The Special Master described the roles of the part time positions as “tutors, event organizers, CRC student mentors and whatever other needs could be met by such individuals.” This staffing plan describes these positions in greater detail.

A. Director.

1. Qualifications. Master's degree in Education, Educational Administration/Leadership, African American Studies or a related field. Experience in African American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education or a related field. Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes supporting Mexican American students. Three (3) years program management and/or supervisory experience. Extensive experience in supporting Mexican American/Latino parents and communities. Preferred Bilingual Spanish and English proficiency.

2. Description of duties. The AASSD director strategically leads the Department in the planning, development, implementation and evaluation of programmatic strategies to meet the vision, mission, and goals of the department. The director is responsible for establishing a system of benchmarks to monitor growth of African American students on a quarterly basis to identify students needing additional intervention support at targeted schools. The director (a) serves as a consultant to other departments and schools not targeted for support by addressing issues relevant to African American students and parents, (b) serves as a conduit connecting the African American community to the District, (c) responds to parent/student complaints regarding equity issues in partnership with District leadership, and (d) implements culturally relevant programs that benefit African American students.

B. Assistant Director.

1. Qualifications. Master's Degree in an area related to African American community engagement, advocacy, socioemotional needs. Three years of experience

administering or coordinating programs. Extensive experience in African American community resources serving the needs of K-12 students and families. Master's degrees preferred in Education or Mexican American Studies.

2. Description of Duties. The Assistant Director works with the director in the implementation of programmatic strategies to improve African American student achievement and educational outcomes. The work of the assistant director includes working with a group of identified schools to have in place targeted intervention programs to support the academic and social emotional learning of African American students. The assistant director works with targeted schools to (a) put in place culturally relevant supports for students performing below standard, (b) reviews, analyzes, and collect data to ensure student progress at targeted sites, and (c) supports the work of the program specialists to coordinate district-wide and regional parent/family engagement events with relevant District departments, and increase the number of relevant student experiences. The assistant director (a) coordinates staff training, (b) works with staff to develop academic progress monitoring plans, and (c) serves on the District discipline review committee in partnership with the Student Relations office.

The work of the Assistant Director is designed to monitor, support and improve academic and behavior outcomes for African American students. It is generally both academic and behavioral supportive tasks. The assistant director helps to provide a level of advocacy and support beyond what schools can offer to targeted students where the cultural familiarity and experience of the AASSD team is likely to be effective in improving academic outcomes.

C. Program Specialists.

1. Family Outreach and Empowerment.

a. Qualifications. Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children.

b. Description of Duties. The program specialist for family outreach and empowerment conducts and coordinates direct outreach to families of students for AASSD programs and initiatives, including recruiting for and facilitating the African American Parent Advisory Council and other parent initiative to improve inclusion in the District's decision-making process including school site councils. Parent outreach is done through multiple channels, depending on the circumstances, including personal meetings, telephone calls, mailings, and ParentLink communications. This program specialist also supplies content regarding AASSD 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 African American families for other departments, such as the Language Acquisition Department, the Magnet Department, the CTE 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 African American ELL students). This program specialist also works with other departments to ensure that programs intended to reach, and communications to, African American families are culturally relevant.

This program specialist also develops and presents workshops targeted to 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 Resource 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. This program specialist also meets with other departments in an advocacy role to ensure the specific interests of African American students and families are considered, including the Language Acquisition Department, Exceptional Education, and Curriculum and Instruction.

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

2. College and Career Readiness.

a. Qualifications. Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, experience collaborating with relevant District departments and community resources, background in mentoring programs, and training in college and career readiness, financial aid, and parent college preparation.

b. Description of Duties. 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.

This program specialist also conducts or coordinates outreach to African American families for other departments, such as the Language Acquisition Department, the Magnet Department, the CTE Department, the ALE Department, and the FACE Department, to promote college and career opportunities. This program specialist also works with other departments to ensure that programs intended to reach, and communications to, African American families are culturally relevant.

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

3. ALE Recruitment and Retention.

a. Qualifications. Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children, including experience collaborating with relevant District departments and community resources, background in promoting ALEs, and training in CRP and ALE programs.

b. Description of Duties. This specialist (a) coordinates family outreach regarding ALE courses, including use of 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 and summer boost program, (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.

This program specialist also conducts or coordinates outreach to African American families for other departments, such as the Language Acquisition Department, the Magnet Department, the CTE Department, the ALE Department, and the FACE Department, to promote ALE opportunities. This program specialist works with other departments to ensure that programs intended to reach, and communications to, African American families are culturally relevant. These events are largely additional services of an outreach nature, with some supportive elements for other departments, and some academic components.

4. Academic Empowerment and Engagement.

a. Qualifications. Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children, experience collaborating with relevant District departments, background in MTSS process and asset-based academic mentoring, and training in CRP, professional development, and academic interventions.

b. Description of Duties. A fifth program specialist targets academic empowerment and engagement through culturally responsive and relevant classroom practices. On a district-wide basis, this program specialist coaches and models instruction for teachers who may benefit from help with culturally responsive teaching strategies, mentor teachers, interview students, and work with principals, all to improve culturally responsive instruction. This position also serves as part of the culturally responsive professional learning team and supports the after school tutoring programs at targeted schools. This program specialists works with the Refugee Services staff to connect culturally relevant classroom practices in support of African American ELL students. These are supportive academic tasks. The program specialist collaborates with the MASS program specialist overseeing the grow-your-own course (EachONE TeachONE) in education. This is an additional academic task.

In addition, working with identified lower 25% student populations, the program specialist tracks individual student progress to evaluate effectiveness of academic interventions, conduct individual academic mentoring for students, consults targeted MTSS teams in academic interventions utilizing asset-based strategies and facilitate the development of academic goals. These are supportive and/or additional academic tasks.

This program specialist organizes skills building and enrichment opportunities for students including coordinating student and parent empowerment conferences to develop academic and cultural identity. These are additional academic tasks.

5. Community Outreach.

a. Qualifications. Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two

or more years' experience in providing direct services and program oversight for a program or project involving school-age children, along with experience collaborating with relevant District departments and community partners, background in organizing workshops with community partners and promoting events, and training in workshop facilitation.

b. Description of Duties. The Community Outreach program specialist coordinates with other district departments sponsoring events or information sessions, (a) to make sure that AASSD 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 African American community as participants at the events. This includes working with the University of Arizona on the African American College Planning Day, African American Youth Heritage Day, and Pima Community College for Parent University while coordinating participation by other District departments for resource fairs.

The Community Outreach program specialist maintains and develops partnerships with community resources and agencies (e.g. NAACP, Child & Family Resources, Goodwill Industries, Tucson Parks & Rec) to increase access to educational opportunities. When there are events sponsored by organizations in the African American 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 programs, (b) researches, writes, and monitors grants for additional funding sources, (c) maintains a continuing relationship with the UA African American Studies Program, UA African American Student Affairs, The State of Black Arizona, student organizations, and alumni associations, and (d) coordinates district-wide presentations by guest speakers (e.g. Black History Month), and (e) links families to needed community resources.

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. These activities are principally additional outreach services, with some supportive elements for programs and events sponsored by other departments.

6. Social, Emotional and Behavior Support.

a. Qualifications. Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children, along with experience collaborating with relevant District departments and community resources, background in participating in school discipline proceedings, and training in Restorative Practices, PBIS, social and behavioral advocacy.

b. **Description of Duties.** This program specialist facilitates and supports the creation and maintenance of SEL groups for African American students to deal with common emotional and behavioral challenges, including the development of curriculum and training for school staff to support these groups on an ongoing basis. This program specialist works with RPPFs and school behavioral teams, providing informal support and more formal professional learning on culturally responsive strategies for dealing with behavior issues, along with culturally responsive behavioral coaching for both school site staff and students. The program specialist emphasizes the importance of culturally relevant two-way communication with families about behavioral issues and plans. These are additional behavioral tasks.

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

The Social-Emotional & Behavioral Support program specialist works closely 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, attends discipline hearings/suspensions for African American students as needed, advocates for culturally relevant awareness, context and fairness in the process, and communicates with students and parents about the process and outcomes. These are supplemental behavioral tasks. The program specialist cooperates with departments and agencies to provide support for Youth On Their Own, students in foster care and the juvenile court system. These are additional behavioral tasks.

7. **Attendance and Retention.**

a. **Qualifications.** Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children, along with experience collaborating with relevant District departments, background in MTSS process and asset-based academic mentoring, and training in CRP, professional development, academic interventions.

b. **Description of Duties.** The Attendance and Retention program specialist collaborates with other district departments and organizations to (a) make sure that AASSD is represented at events focused on attendance, recruitment and retention of African American

students (i.e., UHS recruitment, Cholla IB recruitment, Pueblo HS college academy), (b) identify strategies that promote greater student retention in magnet, AP, CTE, and other advanced learning courses, and (c) collaborate with Dropout Prevention, (d) work with the A&E office to analyze student retention and attrition data to identify trends and potential solutions, (e) monitors academic reporting systems for early alert to students' attendance and dropout risk factors, thus identifying those whose behaviors indicate a lack of attendance success strategies, (f) collaborates with targeted schools to develop and monitor retention plans to ensure student success, and (g) conducts parent workshops addressing student motivation. These activities are principally additional outreach services, with some supportive elements for programs and events sponsored by other departments.

8. Virtual Learning.

a. **Qualifications.** Program specialists must hold a bachelor's degree in education, social services, counseling, African American studies, or a related field, and have two or more years' experience in providing direct services and program oversight for a program or project involving school-age children, along with experience in virtual learning and culturally responsive elements of virtual learning, and in collaborating with relevant District departments and community resources.

b. **Description of Duties.** The Virtual Learning program specialist collaborates with the Instructional Technology Department, C&I, FACE and other departments to (a) support and implement e-learning training modules for students and parents, (b) collaborate with the Instructional Technology Department to provide culturally responsive and relevant e-learning materials and resources that promote positive images and restoration of African American perspectives within the curriculum, (c) provide support to department staff in the use of a variety of peripherals and presentation devices (i.e., SMARTBoards, multi-media systems) to increase parent engagement and participation in online webinars, (d) creates the departments E-newsletter, (e) instruct online and in-person parent workshops and classes such as Synergy use. These activities are principally additional outreach services, with some supportive elements for programs and events sponsored by other departments.

D. Part Time Positions (up to 15)

1. Behavioral Support Liaison

a. **Qualifications.** Minimum requirements include bachelor's degree in Counseling, Education or related area. Five years of experience working with African American students. Extensive experience designing culturally relevant behavioral interventions designed to prevent or reduce disciplinary incidents and reduce placement in exceptional education. Demonstrated experience with children identified as in need of behavioral supports. Master's degree preferred.

- b. **Description of Duties.** Behavioral support liaisons are assigned to schools with the highest behavioral needs for African American students, as shown in enrollment numbers and discipline reports for the prior year. Each Liaison will be assigned to one school to (a) identify and support high-risk African American students at the school (typically students with 3 or more exclusionary discipline incidents), (b) serve on long-term suspension hearings at the assigned school, (c) when on campus, monitors the implementation of the behavior plan for each at-risk student, including court involved students, and (d) serve as bridge when needed between the school and family.

The behavioral Support Liaison 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. The goal of this intensive work with high-risk students is to prevent or reduce exclusionary discipline, reduce placement in exceptional education, and to create the conditions for academic success. Primary responsibility for the discipline function remains with the school's behavioral team; the AASSD's behavioral support liaison delivers 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.

2. **Certified Math Tutor**

- a. **Qualifications.** Minimum requirements include current TUSD certified teachers with experience in tutoring in math interventions and enrichments for students in grades 3-5 and/or middle school. Bilingual in Spanish/English is a preferred qualification.
- b. **Description of Duties.** The AASSD provides certified TUSD math teachers as tutors after-school or on Saturdays, for extra help for African American students in need. The AASSD compensates the tutors for their time as added duty. The Saturday program provides an opportunity for tutoring for students for whom regular after-school tutoring does not work for one or another reason. The math tutors have access to the student's math assessments and coordinate tutoring with the student's regular teacher. The tutoring is standards driven to help students prepare for the AzMerit. This is a supplemental, academic task.

3. **Reading Interventionist**

- a. **Qualifications.** Minimum requirements include current TUSD certified teachers with experience in English Language Arts, reading interventions, working with African American students, and enrichments for students in grades 3-5 and/or middle school. Bilingual in Spanish/English is a preferred qualification.
- b. **Description of Duties.** The AASSD reading interventionist develops an academic intervention plan for each African American student in the target grades (3-5 at the elementary level for ELA, and 6-8 at the middle level for math) in coordination with the school's MTSS team (including the student's teacher, the MTSS facilitator or lead, the Curriculum Service Provider, and if present and applicable, the Reading Specialist teacher). Primary responsibility for a student's academic success remains with the school's academic team; the AASSD 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.

4. **Mentoring Development**

- a. **Qualifications.** Minimum requirements include extensive experience mentoring African American youth (5 or more years). Experience in training, facilitation, and curriculum development of positive, healthy masculinity and femininity programs targeted for African American youth. Bilingual Spanish/English.
- b. **Description of Duties.** This position focuses on direct mentoring for middle school and high school African American students around key issues such as cultural identity, racism, health, conflict, violence, higher education, and relationships. Mentors will (a) facilitate groups and one to one mentoring to support improved behavior, well-being and engagement in schools, (b) foster skills for successful transitions into high school and post-secondary education, (c) develop evidence-based curriculum to train department and District staff, (d) partner with parents on student progress, and (e) work collaboratively to facilitate student empowerment conferences. These positions support new development of initiatives, identify best practices, and embed these into services. These are additional outreach tasks.