

EXHIBIT B

Mexican American Student Services Department
Revised Staffing Plan

This plan describes positions, qualifications and duties for staffing the Mexican American Student Services Department based on the Operating Plan filed on August 30, 2019 (ECF 2265-2), 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, Mexican American Studies or a related field. Experience in Mexican American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education or a related field. Arizona Administrator Certificate with a Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification. Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes supporting Mexican American students. Three (3) years program management and/or supervisory experience. Extensive experience in supporting Mexican American/Latino parents and communities. Preferred Bilingual Spanish and English proficiency.

2. Description of duties. The MASSD is led by a director to strategically lead 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 to plan and oversee implementation of specific strategies to improve academic achievement of Mexican American/Latino students including direct student services, mentoring, increasing student retention, and college-going rates. To support the District's equitable practices, the director (a) consults departments, schools, and community partners to address issues related to serving Mexican American/Latino students and families, (b) develops community partnerships including advocacy organizations, local colleges, and universities, (c) implements culturally responsive programs and monitors District activities to benefit Mexican American/Latino students.

B. Assistant Director

1. **Qualifications.** Master's Degree in an area related to Mexican American community engagement, advocacy, socioemotional needs. Three years of experience administering or coordinating programs with supervisory responsibilities. Bilingual Spanish fluency and literate (verbal and written skills in both English and Spanish). Extensive experience in Mexican American/Latino community resources serving the needs of K-12 students and families. Master's degrees preferred in Education or Mexican American Studies.

2. **Description of Duties.** The Assistant Director supports and works with the director in the implementation of programmatic strategies to improve Mexican American/Latino student achievement and educational outcomes. In this role, the Assistant Director specifically (a) develops and disseminate department Spanish/English bilingual promotional materials on college & career readiness, Advanced Learning Experiences (ALE) offerings, credit recovery opportunities, social development, and community partnerships targeting Mexican American/Latino families districtwide, (b) collaborates with District & community resources as a department liaison for student and parent advocacy, (c) analyzes districtwide and department data to target support strategies for students, parents, and sites, (d) provides consultations, trainings, and evaluations for academic and social/behavioral interventions. In addition, the Assistant Director fosters advocacy for Mexican American/Latino students and families for effective culturally responsive services and equitable practices are in place at all organizational levels in the District.

C. Program Specialists

1. **Family Outreach and Empowerment.**

a. **Qualifications.** Minimum requirements include BA/BS and bilingual Spanish/English, background in parent engagement, and experience collaborating with relevant District departments and community resources. Master's degree preferred.

b. **Description of Duties.** 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, mailings, and 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 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 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.

A focus for this program specialist includes development and facilitation of bilingual (Spanish/English) empowerment trainings with FACE staff and site community liaisons to increase Mexican American/Latino parent participation in site councils, PTAs, SCPC, and Governing Board meetings. These workshops are given at school sites and the Family Centers, with the FACE Department supplying facilities (if at the Family Centers), transportation and child care. The outreach services described above are supportive and/or additional tasks.

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

2. College and Career Readiness.

a. Qualifications. Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in mentoring programs, and training in college and career readiness, financial aid, and parent college preparation. Master's degree preferred.

b. Description of Duties. This 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) promotes college credit opportunities (dual enrollment, community campus, etc.) for Mexican American/Latino students and families, (f) collaborates with the UA Office of Early Academic Outreach, Office of Admissions & Recruitment, and Guerrero Student Resource Center for site Parent Encuentros, (g) works with the CTE Department to promote District career and technology education programs including Innovation Tech High School, to students and parents to increase exposure to multiple career options and certifications, and (h) coordinates the Adelante Parent & Youth Leadership Conference to promote K-12 college preparedness.

This program specialist also works with partners (a) to develop college & career fairs for students and parents with sites, college, and community collaborators, (b) to connect resources to students who are undocumented to increase the number of first-generation students attending college regardless of status, and (c) collaborates with local non-profit organizations including the Metropolitan Education Commission.

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

3. ALE Recruitment and Retention.

a. Qualifications. Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in promoting ALEs, and training in CRP and ALE programs. Master's degree preferred.

b. Description of Duties. 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. 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 Mexican American/Latino families on the benefits of various ALE opportunities; (c) attends district events promoting ALE programs to inform Mexican American/Latino parents and families on ALE benefits; (d) works with ALE and Curriculum & Instruction to assist in the initiation of CR ALE courses and teacher professional development, (e) serves as a liaison to the AVID program coordinator to advocate and represent the Mexican American/Latino student interests in AVID development and deployment, (f) and promotes enrollment and retention of Mexican American/Latino students University High School, Pueblo High School College Preparatory Academy, the Cholla High School International Baccalaureate Program, and dual enrollment districtwide. These are additional, outreach tasks.

The ALE Recruitment and Retention program specialist works with ALE staff to develop and implement strategies to support successful completion of ALEs by Mexican American/ Latino students. The ALE Program Specialist monitors districtwide patterns of Mexican American/Latino participation in ALEs to adjust recruitment and retention strategies. These are supportive, academic tasks.

This program specialist also engages with the UA College of Law to build mentor opportunities for AVID, AP, and CRC students at multiple school sites. At UHS, the program specialist assists the site counseling department with direct outreach, and helps mentor students needing culturally responsive assistance and advocacy to increase retention of Mexican American/Latino students. These are additional academic tasks.

4. Academic Empowerment and Engagement.

a. Qualifications. Minimum requirements include BA, bilingual Spanish/English, teacher certification, experience collaborating with relevant District departments, background in MTSS process and asset-based academic mentoring, and training in CRP, professional development, academic interventions. Master's degree preferred.

b. Description of Duties. The Academic Empowerment & Engagement program specialist coaches and models instruction for teachers who may benefit from culturally responsive teaching strategies, mentors teachers and students, and works with principals to increase engagement, all to improve culturally responsive instruction. They also serve as part of the culturally responsive professional learning team, and organize and run the Saturday Academies which provide bilingual tutors in math and ELA. These are supportive academic tasks.

The program specialist facilitates a student to teacher mentor program targeting middle & high school Mexican American/Latino students who are interested in pursuing education as a career to develop an educational pipeline. This program specialist teaches the grow-your-own education course (EachONE TeachONE) developed in partnership with the University of Arizona College of Education and CTE, and supports the Saturday Academies run by MASSD. This allows the grow-your-own high school students to assist in the Saturday Academies as an observational lab setting for experience in culturally relevant teaching as well as facilitate model lessons in partnering elementary classrooms. 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, consult targeted MTSS teams in academic interventions utilizing asset-based strategies and facilitate the development of academic goals. Assisting sites with ELLs is a priority with integrating supports to ensure an asset-based approach in classrooms. These are supportive and/or additional academic tasks.

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

5. Community Outreach.

a. Qualifications. Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community partners, background in organizing workshops with community partners and promoting events, and training in workshop facilitation. Master's degree preferred.

b. Description of Duties. 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 for resource fairs.

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, Tucson Parks & Rec) to increase access to educational opportunities. When there are events sponsored by organizations in the Mexican American/Latino community, the program specialist will coordinate participation by various district departments and staff.

The Community Outreach program specialist (a) recruits community leaders to facilitate student mentoring program, (b) researches, writes, and monitors grants for additional funding sources, (c) maintains a continuing relationship with the UA Mexican American Studies Department, the Adalberto & Ana Guerrero Student Center, College of Education, student organizations, and alumni association, (d) develops and promotes citizenship workshops with community partners (e.g. DACA resources, NALEO, All in Education, 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.

6. Social, Emotional and Behavior Support.

a. Qualifications. Minimum requirements include BA and bilingual Spanish/English, experience collaborating with relevant District departments and community resources, background in participating in school discipline proceedings, and training in Restorative Practices, PBIS, social and behavioral advocacy. Master's degree preferred.

b. Description of Duties. The Social-Emotional & Behavioral Support program specialist, facilitates and supports the creation and maintenance of mentoring groups for Mexican American/Latino 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 Mexican American/Latino parents, through the Family Centers. These are generally additional behavioral tasks, with some elements of supportive tasks.

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

7. Attendance and Retention.

a. Qualifications. Minimum requirements include BA, bilingual Spanish/English, teacher certification, experience collaborating with relevant District departments, background in MTSS process and asset-based academic mentoring, and training in CRP, professional development, academic interventions. Master's degree preferred.

b. Description of Duties. The Attendance and Retention program specialist collaborates with other district departments and organizations to (a) make sure that MASSD is represented at events focused on attendance, recruitment and retention of Mexican American/Latino students (i.e., UHS recruitment, Cholla IB recruitment, Pueblo HS College Preparatory Academy), (b) identify strategies that promote greater student retention in magnet, AP, CTE, and other advanced learning courses, and (c) collaborate with Dropout Prevention and sites for Steps to Success efforts, (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 pushout risk factors, thus identifying asset-based approach strategies for improved attendance, (f) collaborates with targeted schools to develop and monitor retention plans to ensure student success, and (g) conducts parent workshops addressing attendance strategies, and (h) monitor graduation requirement fulfillments (credit, non-credit, and assessment) to collaborate with sites for group or individual interventions. These activities are principally additional outreach services, with some supportive elements for programs and events sponsored by other departments.

8. Virtual Learning.

a. Qualifications. Minimum requirements include BA/BS and bilingual Spanish/English, background in parent engagement, and experience in virtual learning and culturally responsive elements of virtual learning, and in collaborating with relevant District departments and community resources. Master's degree preferred.

b. Description of Duties. The Virtual Learning program specialist collaborates with the Instructional Technology Department, C&I, FACE, COLE, 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 Mexican American/Latino perspectives within the curriculum, (c) provide support to department and District staff in the use of a variety of platforms and presentation devices (i.e., SMARTBoards, multi-media systems) to increase parent engagement and participation in online webinars, (d) creates the department E-newsletter, (e) instruct online and in-person parent workshops and classes on relevant District technology platforms such as Synergy use, (f) promotes STEM events and enrichments targeting Mexican American/Latino students with community partners, and (g) monitor and respond to digital equity concerns and issues. Additionally, this program specialist will facilitate summer STEM enrichment programs sponsored by MASSD (e.g. Camp Invention, TECHNOLOchicas, etc.) to extend learning opportunities in critical career areas lacking strong Mexican American/Latino representation.

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

D. Part Time Positions

1. Certified Academic Tutors (3-5 hours a week).

a. **Qualifications.** Minimum requirements include current TUSD certified teachers with experience in tutoring in math and/or ELA interventions and enrichments for students in grades 3-5 and/or middle school. Bilingual in Spanish/English.

b. **Description of Duties.** Certified academic tutors serve students in three hour in-person sessions on Saturday mornings or via virtual sessions, to provide an additional, culturally responsive, bilingual resource beyond site-based before or after school tutoring. Tutors follow the standard curriculum, utilize benchmark data to inform instruction, coordinate with classroom teachers on student progress and needs, and communicate student progress to parents at the end of the session. These are supplemental, academic tasks at the request of parents.

2. College Mentors (10 hours a week)

a. **Qualifications.** Minimum requirements include 30 college credit hours completed, current college enrollment, bilingual Spanish/English.

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

Other supports include mentoring students before and after school, including facilitating a DACA support group at Rincon High School and Catalina High School for incoming students who are acclimating to high school in the U.S., positive/healthy masculinity middle school boys' groups, and cultural identity building groups such as MEChA and Latinx Leadership clubs. College mentors also serve as ambassadors at department hosted events. These are additional outreach tasks.

3. Healthy Masculinity Mentors (2 part-time - 10 hours per week)

a. **Qualifications.** Minimum requirements include extensive experience mentoring male youth (5 or more years). Experience in training, facilitation, and curriculum development of positive, healthy masculinity programs targeted for Mexican American/Latino youth. Bilingual Spanish/English.

b. Description of Duties. These positions focus on direct mentoring for middle school and high school Mexican American/Latino boys around key issues such as manhood, cultural identity, racism, health, conflict, violence, higher education, and relationships. Healthy masculinity 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.

4. Social Worker (1 part-time - 20-25 hours per week)

a. Qualifications. Minimum requirements include Master's degree in Social Work from an accredited graduate school of social work. Bilingual in Spanish/English. Current Licensed Clinical Social Worker (LCSW) issued by the Arizona Board of Behavioral Health. Extensive experience (5 or more years) serving Mexican American/Latino youth.

b. Description of Duties. The MASSD Social Worker serves the student in need of culturally responsive social-emotional support to function adequately within an educational environment. The Social Worker professionally assesses in order to provide and refer for interventions that help eliminate barriers to learning. Interventions may include the school, family and/or community resources. This position (a) consults with the campus administration to provide support for students involved with substance use/abuse and makes recommendations as needed, for in-school services or referrals to outside agencies, (b) assists in coordinating the return of students to District schools from any alternative settings as appropriate, (c) provides information and acts as a liaison between the District, school, community, and families including, but not limited to, counseling referrals, home visits and access to community resources, (d) participates in the development of Individualized Education Plans, and the creation of behavioral and counseling goals, and (e) provides direct services to Mexican American/Latino students and their families, within an asset-based framework, by providing therapeutic interventions, counseling crisis intervention and short-term support groups (i.e.; anger management, anxiety strategies, grief/loss, mediations, substance abuse, return from suspensions, and abeyance counseling). These are supplemental behavioral tasks.

5. Behavioral Specialist (2 part time – 20 hours per week each)

a. Qualifications. Minimum requirements include Bachelor's degree in Counseling, Education or related area. Five years of experience working with Mexican American/Latino students. Extensive experience designing behavioral modification plans. Demonstrated experience with children identified as in need of behavioral supports. Master's degree preferred.

b. **Description of Duties.** Two part time behavioral specialists¹ work with school behavioral teams on request by either the school or the student, in connection with Tier 2 and Tier 3 behavioral interventions. In each instance, the behavior specialist consults with the school's behavioral team in the development of an individual behavior plan, an integrated set of culturally informed and appropriate behavioral interventions designed to prevent or reduce the incidence of discipline for each high-risk student. The behavior specialist also coordinates with the MTSS team to ensure that any ongoing academic interventions are consistent with the behavior plan.

The behavioral specialist monitors the implementation of the behavior plan for each student. In many instances, the behavior specialist actually delivers Tier 2 and Tier 3 behavioral interventions identified by the plan, as an adjunct or additional resource to the school's behavioral team. The behavioral specialist may also coordinate access to other intervention resources beyond the normal reach of the school, including mentoring and community organizations with whom the department has developed a working relationship. If applicable, the behavioral specialist may also work directly with a court probation officer in identifying school behavior interventions that may serve as conditions of probation, such as mentoring, social-emotional learning, or "check-in, check-out" procedures.

An important element of the 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 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.

¹ Depending on availability, resource and benefits costs, these two part time positions to be combined in a single full time position.