



**Desegregation Administration**

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**Re: Marketing and Outreach Plan**

Parties and Special Master:

The USP requires TUSD to “review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District.” [USP § II(I)(1)]. The original date for revision of strategies was April 1, 2013. This date was informally changed by agreement of the parties via email and discussion to September 1, 2013 (based on the assumption that priority enrollment would begin on October 1 as it had in the past). Over the summer, when the priority enrollment window start date was changed from October 1 to October 15 to allow more time for marketing and outreach, the due date for the revised strategies was pushed back from September 1 to October 1.

In July 2013, TUSD reported the following:

This date was changed by agreement of the Parties and Special Master. Beginning in or around February 2013, the District initiated a “Request for Proposal” (RFP) process to identify and select a professional marketing firm to assist in meeting this requirement. Simultaneously, in or around March, the District began initial planning for reviewing and revising its marketing and recruiting strategies. The RFP process for a marketing firm was postponed due to a procedural technicality, and had to be reinitiated. On June 25, 2013, the District approved a contract for a marketing firm that will work with the District to further develop new marketing and recruitment strategies. Open Enrollment begins in mid-October. The District will revise its marketing and outreach strategies by October 1 before Open Enrollment begins so that the strategies can be implemented for the start of Open Enrollment.

In July 2013, TUSD staff began finalizing marketing and outreach strategy revisions with the assistance of the outside marketing firm. The marketing and outreach strategies were revised prior to October 1, 2013. However, there was no mandate or directive (from the USP or from court order) for TUSD to share its revised strategies with the Parties or Special Master for review. The revised strategies were not part of a “plan, policy, procedure...” as indicated in USP section I.D.1, and no party had indicated that the revised strategies were a “significant change” as indicated in USP section I.D.1.

Still, in a good faith effort to reach out to the parties, to collaborate, and to eliminate any remaining vestiges of segregation, TUSD volunteered to share these revised strategies with the Parties and Special Master – even though such is not required by the USP. After discussing this with the Special Master, he included these revised strategies on the list of items for review. (See Court Order of December 2, 2013, Doc. 1510).

Attached, please find the revised strategies. We welcome any feedback to make these strategies more effective, and we will evaluate the effectiveness of the attempted strategies each year and adjust our approach accordingly.



*Tucson Unified School District*

## **Marketing and Outreach Plan**

### **USP LANGUAGE**

#### **II. STUDENT ASSIGNMENT**

##### **I. Outreach and Recruitment**

1. *By ~~April, 2013~~ October 1, 2013, the District shall review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District. These revised strategies shall include, but not be limited to:*
  - a. *Holding marketing and recruitment fairs for students and parents in several geographically diverse District locations;*
  - b. *Creating or amending an informational guide describing offerings at each school site. The guide shall be distributed via mail and email to all District families; posted on the website in all Major Languages; and available in hard copy at all school sites, the Family Center(s), and the District Office;*
  - c. *Pursuant to Section (VII), developing Family Center(s) to assist with enrollment, attendance, and program questions and concerns;*
  - d. *Engaging with community groups to share information and involve local stakeholder organizations in the enrollment process, as coordinated through the director of student assignment and the family engagement coordinator pursuant to Section (VII);*
  - e. *Hiring or contracting for appropriate technology to manage the assignment process; and*
  - f. *Developing a web-based interface for families to learn about schools and submit application(s) online.*

*The District shall disseminate this information in all Major Languages through Family Center(s), the District's website and other media as appropriate.*

## EXECUTIVE SUMMARY

This document outlines strategies for the marketing to and recruitment of students, and provides information to African American and Latino families and communities about the educational options available in the District. Recruitment efforts will be designed to attract to District schools students who are currently attending District schools, charter schools or schools in other districts. While recruitment efforts should reach all families residing in and near the District boundaries, the strategies can be specifically targeted to African-American students and families, Latino students and families, and other families where necessary to improve integration and access.

This Plan outlines the following strategies which go beyond those referenced in the USP: (I) Marketing the District; (II) Event Marketing (Marketing and Recruitment Fairs); (III) Outreach to 5<sup>th</sup> and 8<sup>th</sup> Grade Families; (IV) Information Guide; (V) Marketing and Recruitment Brochures; (VI) Family Centers; (VII) Engaging Community Groups; (VIII) Technology Upgrades / Web-Based Interface; and (IX) Disseminating Information in Major Languages.

## DEFINITIONS

**Family Centers** – refers to District-level center(s) designed to provide information to families about a number of subjects, including enrollment options, the availability of transportation, and the District’s academic programs and offerings by location.

**Major Languages** – refers to the most commonly spoken languages other than English for ELLs in the District, including Spanish, and any other language that the District shall add whenever the number of students with that language background reaches 100 pursuant to Governing Board Policy KBF – R.

**Parent** – refers to either or both biological or adoptive parent(s) of the student, the student’s legal guardian, or other person(s) legally responsible for a student under state law.

**Marketing** – broad-based outreach designed to appeal to larger audiences.

**Recruitment** – targeted outreach designed to appeal to specific individuals or small groups.

**Outreach** – an activity of providing information and services to populations that might not otherwise have access to the information or services.

## **I. MARKETING THE DISTRICT**

TUSD has developed a new marketing plan and a fresh advertising campaign to provide information to African American and Latino families and community members throughout the District about the educational options available in the District and to facilitate community awareness on the District's abundant learning opportunities. The advertising campaign uses "real people" – actual TUSD students, parents and teachers from African American, Latino and other backgrounds – to provide true authenticity that is most effective in reaching our constituents. This new approach enhances the marketing of the District by providing an "I See Me" quality in our outreach that reflects our diverse student population.

The campaign is focused on four key objectives:

1. Increase awareness of the many choices offered by TUSD, with specific emphasis on providing information to African-American and Latino families and community members.
2. Create and communicate a consistent and recognizable brand for TUSD emphasizing quality in order to increase parent's consideration of TUSD choices.
3. Improve perceptions, establishing that schools are perceived first as being academically solid and second that they provide programs/areas of specialization important to parents' understanding and motivation to stay within, or to join, the TUSD system.
4. Increase awareness of the priority enrollment period and channels for action.

The campaign includes specific strategies that support the requirements of the USP, such as:

- English and Spanish language TV ads to air in mainstream and Spanish language media.
- Radio ads highlighting opportunities for students in mainstream and Spanish language media.
- Television ads and print ads featuring actual TUSD students, parents and teachers, with a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand.
- Direct mail campaign to highlight learning opportunities to African-American families; strategically targeted to known addresses.
- Direct mail campaign for magnet schools; strategically targeted to certain zip codes to maximize integrative effects.
- Internet outreach, including space on popular banners and social media outreach
- Event marketing – leveraging community events with high attendance to reach a large number of families.

## II. EVENT MARKETING

The District will look for opportunities to market the abundance of learning opportunities at various community events. Locations will be considered in reaching all regions of the district, but will be dependent on the events available. While the district may organize some targeted events, it will primarily rely on events that are supported by other organizations.

The District will investigate events for feasibility of participation. The final decision for each event will depend on the requirements of the event, how many people are expected to attend, who the target audience is likely to be, cost vs benefit of participation, and timing of the event with other district priorities. The District will continue to monitor community events and will add to this list as opportunities become available. The list below includes events where the District has participated or will participate this school year.

<b>Where</b>	<b>Focus</b>	<b>When</b>
Park Mall Celebrate Schools	Magnets	October 2013
Tucson Mall Celebrate Schools	Magnets	October 2013
Parent University	College Readiness	October 2013
College Night	College Readiness	October 2013
El Con Theater	8 <sup>th</sup> Grade Recruitment	December 2013
4 <sup>th</sup> Ave Street Fair	Abundant learning opportunities, plus magnets, arts, science	December 2013
Sci Tech Festival Children's Museum	Magnets, science	February 2014
Tucson Festival of Books, U of A	Kindergarten, magnets	March 2014

### **III. OUTREACH TO 5<sup>TH</sup> AND 8<sup>TH</sup> GRADE FAMILIES**

Each year a list is created with contact information for all District 5<sup>th</sup> and 8<sup>th</sup> graders, which is the highest grade level for their schools. Efforts will be made to connect with these families to inform them about learning opportunities for their children.

- A. Family Engagement – Before the priority enrollment period begins, the Family Engagement Coordinator will send information to all 5<sup>th</sup> and 8<sup>th</sup> graders in the District to ensure that parents/guardians are aware of open enrollment options.
- B. Principals – The information is sent to principals for them to use to create mailing labels and invite students to District-wide outreach and recruitment events.
  - Contact information of all 5th graders – sent to principals of K-8 and Middle schools
  - Contact information of all 8th graders – sent to principals of High Schools

As a follow up, the Family Engagement Coordinator will monitor outreach events (open houses, etc.) and notify 5<sup>th</sup> and 8<sup>th</sup> grade families of events appropriate to them.

### **IV. INFORMATION GUIDE**

The District will develop an information guide describing offerings at each school site during SY 2014-15. The guide will be developed by August 1, 2014, in advance of the priority enrollment period (traditionally, this period begins on November 1). The guide will be made available on the website in all major languages (beginning with English and Spanish no later than September 2014, and all other major languages by the start of the priority enrollment period). The guide will be available in hard copy at school sites, at the District central offices, and at the Family Centers no later than September 2014. The District will review the feasibility of direct mailing the information guide versus distributing with students as is done with the student handbook.

### **V. MARKETING AND RECRUITMENT BROCHURES**

The District created a general brochure to market TUSD. The emerging “brand” will be used for the various department brochures such as Exceptional Education, Transportation, Magnet, G.A.T.E., Dual Language, College and Career Readiness, among others. The number of copies printed will remain small, and will only include English and Spanish. Translations to the other Major Languages will be available online and can be printed at the Family Centers as needed. Once the TUSD brand is fully established, all brochures will be re-designed and adapted to the new style so they have a similar look and feel.

## **VI. FAMILY CENTERS**

Two Family Centers will be established in the SY 2013-14: One at 1010 E. Tenth Street, and one at the former Duffy Elementary site. In the first half of 2014, data from the first months of operation and the results of the Demographics Study will be used to determine if additional Family Centers would be advisable, and, if so, where they should be located. The forthcoming Family Engagement Plan describes the establishment of the first two Family Centers. The Family Engagement Plan, to be completed later this spring, will outline the District's recommendations about how to improve the value of the Family Centers to parents.

## **VII. ENGAGING COMMUNITY GROUPS**

The District will seek partnership with other organizations such as the City of Tucson, Pima County Libraries, Pima Community College, chambers of commerce, youth clubs, and others to display and distribute recruitment and promotional materials throughout the community, and to involve them in the enrollment process (as coordinated through the director of student assignment and the family engagement coordinator). A list of possible organizations/sites is being compiled to determine if TUSD would be allowed to place materials at their sites. The number of sites that will actually be used has not yet been determined, but it must be kept to a reasonable number that can be monitored and stocked. The Family Center personnel will be responsible for keeping the chosen sites stocked.

## **VIII. TECHNOLOGY UPGRADES / WEB-BASED INTERFACE**

The District has, and will continue to, evaluate the capabilities, functionality, and effectiveness of the student information system. In SY 2013-14, staff members from Technology Services have been assigned to the specific task of making upgrades to the student information system to help manage the student assignment process. Additionally, the District provides an interactive web-based interface for parents and students. The District will continue to evaluate and modify, where necessary, its student information and other related systems to manage the assignment process, track student placement, and provide interactive technological tools to families and students to enhance family engagement.

## **IX. DISSEMINATING INFORMATION IN MAJOR LANGUAGES**

The District will disseminate specific information (the information guide, and information about the enrollment process) identified in USP for translation into all Major Languages, and will disseminate such information through the Family Center(s), the District's website and other media as appropriate. Based on SY 2013-14, the District's current Major Languages are: Arabic, Chinese (Mandarin/Cantonese), Nepali, Somali (Af-May-May), Spanish, and Vietnamese.