TUCSON UNIFIED SCHOOL DISTRICT NO. 1

Analysis of Compliance with Unitary Status Plan

Section VII: Family and Community Engagement

An Annex to the Annual Report

for the

2016-2017 Academic Year

Fisher, Mendoza, et al. v. Tucson Unified School District, et al.

United States District Court, District of Arizona

74-CV-00090 TUC DCB and 74-CV-00204 TUC DCB

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District No. 1
Gabriel Trujillo, Ed.D., Superintendent

TUSD Governing Board:
Michael Hicks, President; Dr. Mark Stegeman, Clerk;
Adelita S. Grijalva; Kristel Ann Foster; Rachael Sedgwick

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The District has complied, in good faith, with every requirement of Section VII and the Family and Community Engagement ("FACE") Plan. As required by the USP, the District has (1) hired qualified personnel to review existing, and design and implement new, FACE services and institutions; (2) designed and implemented those services and institutions; (3) budgeted for translation and interpretation services while also providing additional services upon request; and (4) met mandatory reporting obligations in each of its Annual Reports. Through this compliance, as well as the District's other family outreach efforts (such as those made in connection with the District's receipt of Title I funding under the Elementary and Secondary Education Act), the District has established a robust and equitable FACE program that empowers all District parents to make informed decisions about their children's educational future at the District and beyond.

I.   USP Provisions For Family and Community Engagement

A.   The District adopted strategies to increase family and community engagement in schools.

> <u>USP Section VII(A)(1)</u>.   *"The District shall adopt strategies, including, but not limited to, those identified in this section, to increase family and community engagement in schools, including: (a) developing and implementing an outreach plan to families; (b) providing information to families about the services, programs and courses of instruction available in the District and included in this Order; (c) learning from families how best to meet the needs of their children; and (d) collaborating with local colleges and universities and community groups to provide information and guidance designed to improve the educational outcomes of African American and Latino students, including ELL students, and provide relevant information to their families."*

The District has adopted and vigorously pursued each of the broad strategies contemplated by USP Section VII(A)(1). The District's FACE plan has been implemented as an overarching outreach plan to families, as discussed further below.

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The District provides information (in multiple languages) to families about the services, programs, and courses of instruction available in the District through its Family Resource Centers ("FRCs"), digital media, and other traditional avenues of information distribution. The District has implemented training on how teachers and administrators can learn from families on how best to meet the needs of their children. The District has collaborated with local colleges, universities, and community groups to provide information and guidance designed to improve the educational outcomes of African American and Latino students, including ELL students, and provides relevant information to their families.

B.   The District staffed its family and community engagement department with appropriate personnel.

> USP Section VII(B)(1). *"By April 1, 2013, the District shall hire or designate a District Office employee to be the Family Engagement Coordinator ("FEC"), located at the Family Center or at another reasonable location. The FEC shall be responsible for the review and assessment of the District's existing family engagement and support programs, resources, and practices, focusing on African American and Latino students, including ELL students, and families, particularly students who are struggling, disengaged, and/or at risk of dropping out, shall participate in the development and implementation of the outreach and recruitment plan in (II)(I)(i) above, and shall develop and implement the plan described below."*

A qualified individual has served as the FEC throughout the period required by the USP. In the spring of 2013, the District initially designated as the FEC Teresa Guerrero, who at the time was the District's Title I Family Engagement Coordinator. [FACE Plan, ECF 1852-1, p. 6.] Ms. Guerrero worked throughout the summer of 2013 to begin implementing the requirements of Section VII. [*Id.*]

Noreen Wiedenfeld replaced Ms. Guerrero in the fall of 2013. [*Id.*; AR 13-14, ECF 1686, p. 179]. Ms. Wiedenfeld had coordinated the development of family engagement activities for several years as the District's Director of Student Placement

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and Community Outreach. [AR 13-14, App. VII-1, ECF 1690-7, p. 1.] In the fall of 2013, Ms. Wiedenfeld began conducting the requisite review of FACE programs, resources, and practices that lead to the development of the Family and Community Engagement Plan ("FACE Plan").   [AR 13-14, ECF 1686, p. 179.] As part of a cross-functional team, Ms. Wiedenfeld participated in the development and implementation of revised marketing, outreach, and recruitment strategies that would eventually become part of the District's Marketing and Outreach ("MORE") Plan. When Ms. Wiedenfeld retired after SY 13-14, the District designated Dr. Dani Tari as the interim FEC. [AR 14-15, ECF 1918-1, p. 279.]

On January 15, 2015, the District hired Alma Iniguez to serve as the Director of Family and Community Outreach ("DFCO"), which now performs all of the duties of the FEC. [*Id.*] Ms. Iniguez, who is bilingual in English and Spanish, has extensive experience working with families and the community, most recently as a Title I Project Facilitator at a Parent Center in Las Vegas, Nevada. [*Id.*] As described in greater detail below, Ms. Iniguez has performed all of her FEC duties via her role as the DFCO, primarily through her administration of the FACE Plan. Ms. Iniguez is located at one of the District's FRCs. [*Id.*]

The USP does not require the District to hire personnel other than the FEC. However, the District has exceeded its Section VII(B)(1) obligations by expanding its FACE staff to include a Family Engagement Director, who is supported by a Family Center Program Coordinator, as well as many more support staff. [AR 15-16, ECF 1958-1, p. 347.] In addition, the District also has assigned three program coordinators to support FACE programs (Family Resource Centers, Community Outreach, and Family Engagement) and increased the number of school community liaisons from 36 in SY 2015-16 to 52 in SY 2016-17. [AR 16-17, ECF 2057-1, p. 366.] Also, as discussed further below in connection with the FACE Plan, the District has designated FACE points of contact across the District's schools. The District believes that employing a robust

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FACE staff better allows it to manage its two-tiered approach to FACE, including both general outreach to all families and targeted outreach to African American and Hispanic families. [AR 15-16, ECF 1958-1, pp. 347-48.]

C.   The District developed a plan to enhance and expand its family resource centers.

> USP Section VII(C)(1)(a). *"By July 1, 2013, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s)."*

The District developed its District Family Center ("DFC") Plan, which was ultimately combined with the other plans required under Section VII(C)(1)(a) to create the FACE Plan. Absent objection from all sides, the District finalized the FACE Plan in March 2014. [AR 13-14, ECF 1686, p. 181.] After further collaboration with the Special Master and Plaintiffs, and informed by further consultation and recommendations from an outside consultant (Margit Birge of the Region IX Equity Assistance Center at WestEd), the District further revised the plan in September of 2014.

> USP Section VII(C)(1)(a)(i). *"The District Family Center ("DFC") Plan shall . . . indicate where the Family Center(s) shall be located, including whether existing Family Centers or other related resources should be consolidated or relocated."*

The FACE Plan incorporates this requirement. The plan indicates that, after a review of District demographic data, the District determined a need to establish FRCs in strategic locations across the community. [FACE Plan, ECF 1852-1, p. 24.] The Plan envisioned a two-year rollout for the centers. [*Id.*] The District initially would create two centers: one in the southwest area of the District, which had a fast-growing student population, and one in an area near South Tucson, where the highest percentage of students qualifying for free or reduced lunch attended school. [*Id.*] The District then would engage in discussions, in consultation with external experts, to determine the appropriate locations for the third and fourth centers. [*Id.*]

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The District built all four planned FRCs in high-need areas: (1) the Wakefield FRC, which sits in a predominantly Hispanic neighborhood, opened on April 29, 2015; (2) the Palo Verde FRC, which sits in an area with a high concentration of African American families, opened on January 21, 2016; (3) the Catalina FRC, located amid a high concentration of refugee families, opened on May 13, 2016; and (4) the Southwest FRC, located near the Tohono O'odham and Pasqua Yaqui reservations and well-situated to serve many Native and Hispanic families, opened on May 23, 2016. [AR 16-17, ECF 2057-1, pp. 375-376.]

The District's four FRCs now serve as the headquarters of its FACE programs and services. The centers "provide one-stop service to families seeking information about community resources, school choice options, assistance in navigating the school system, and skills and strategies to enhance students' academic and social achievement." [AR 15-16, ECF 1958-1, p. 352.] Each center has a full FACE staff dedicated to providing quality service to strengthen and support students and their families, often in times of great stress. [*Id.*] The staff at each center "provide information to families and more importantly, facilitate classes, workshops, and meetings that provide academic, parenting, health and wellness, and other support to District families." [*Id.*, p. 353.] "Each [FRC] offers a computer lab, a child care room where care is provided during parent classes, classrooms, and a clothing bank." [*Id.*] The District's investment in its FRCs has paid dividends, as parent and student attendance at the centers has steadily improved. Collectively, the four centers held more than 500 class sessions and tallied nearly 6,800 family visits during SY 15-16. [*Id.*, p. 26.]

SY 2016-17 marked the first full school year in which all four FRCs were open and available to families. [AR 16-17, ECF 2057-1, p. 376.] With the completion of the centers, the District focused its efforts on increasing the number, scope, and quality of offerings at the FRCs, as well as educating families, staff, community partners, and other stakeholders about the centers and the services they provide. [*Id.*] As a result of these

efforts, FRC usage increased from nearly 6,800 visits in SY 2015-16 to more than 16,000 during SY 2016-17 (*id.*, pp. 376-377):

Number of FRC Visits: 2015-16 and 2016-17

Location	Classes Offered		Participants	
	2015-16	**2016-17**	**2015-16**	**2016-17**
Wakefield FRC	415	654	6,266	11,298
Palo Verde FRC	101	186	527	1,963
Catalina FRC	10	179	6	1,962
Southwest FRC	8	140	0	992
Total	534	1159	6,799	16,215

> USP Section VII(C)(1)(a)(ii).   *"The District Family Center ("DFC") Plan shall . . . provide for the creation and distribution of new or revised materials to provide families with information regarding enrollment options pursuant to Section (II) and regarding the availability of transportation."*

The FACE Plan incorporates this requirement. Under the plan, each FRC provides full access to new or revised materials to provide families with information regarding enrollment options pursuant to Section (II) and regarding the availability of transportation. *See* FACE Plan [ECF 1852-1, pp. 24-25.] The Plan also requires FACE leaders and staff to meet quarterly to review information resources, revise and create a distribution plan, implement the distribution plan, and monitor progress. [*Id.*, p. 30.] The District has fully implemented its information dissemination plan: all of the information listed above is now provided at FRCs in English and Spanish. [AR 14-15, ECF 1918-1, p. 281; AR 14-15, App. VII-10, ECF 1852-1, p. 59.]

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> USP Section VII(C)(1)(a)(iii). *"The District Family Center ("DFC") Plan shall . . . provide for the creation and distribution of new or revised materials to provide families with detailed information regarding Advanced Learning Experiences (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs)."*

The FACE Plan incorporates this requirement. Under the plan, each FRC provides full access to new or revised materials to provide families with detailed information regarding Advanced Learning Experiences (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs). *See* FACE Plan [ECF 1852-1, pp. 24-25.]   The plan also requires FACE leaders and staff to meet quarterly to review information resources, revise and create a distribution plan, implement the distribution plan, and monitor progress. [*Id.*, p. 30.] The District has fully implemented its information dissemination plan: all of the information listed above is now provided at FRCs in English and Spanish. [AR 14-15, ECF 1918-1, p. 281; AR 14-15, App. VII-10, ECF 1852-1, p. 59.]

> USP Section VII(C)(1)(a)(iv). *"The District Family Center ("DFC") Plan shall . . . provide for the creation and distribution of new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR."*

The FACE Plan incorporates this requirement. Under the plan, each FRC provides full access to new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR. *See* FACE Plan [ECF 1852-1, pp. 24-25.] The plan also requires FACE leaders and staff to meet quarterly to review information resources, revise and create a distribution plan, implement the distribution plan, and monitor progress. [*Id.*, p. 30.] The District has fully implemented its information dissemination plan: all of the information listed above is now provided at FRCs in English and Spanish. [AR 14-15, ECF 1918-1, p. 281; AR 14-15, App. VII-10, ECF 1852-1, p. 59.]

> USP Section VII(C)(1)(a)(v). *"The District Family Center ("DFC") Plan shall . . . provide for the creation and distribution of new or revised materials to provide families with detailed information regarding the curricular and student support services offered in Section V(C) Student Engagement and Support, including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination."*

The FACE Plan incorporates this requirement. Under the plan, each FRC provides full access to new or revised materials to provide families with detailed information regarding the curricular and student support services offered in Section V(C) Student Engagement and Support, including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination. *See* FACE Plan [ECF 1852-1, pp. 24-25.] The plan also requires FACE leaders and staff to meet quarterly to review information resources, revise and create a distribution plan, implement the distribution plan, and monitor progress. [*Id.*, p. 30.] The District has fully implemented its information dissemination plan: all of the information listed above is now provided at FRCs in English and Spanish. [AR 14-15, ECF 1918-1, p. 281; AR 14-15, App. VII-10, ECF 1852-1, p. 59.]

> USP Section VII(C)(1)(a)(vi). *"The District Family Center ("DFC") Plan shall . . . provide for the creation and distribution of new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs."*

The FACE Plan incorporates this requirement. Under the plan, each FRC provides full access to new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs. *See* FACE Plan [ECF 1852-1, pp. 24-25.] The plan also requires FACE leaders and staff to meet quarterly to review

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information resources, revise and create a distribution plan, implement the distribution plan, and monitor progress. [*Id.*, p. 30.]   The District has fully implemented its information dissemination plan: all of the information listed above is provided at FRCs in English and Spanish. [AR 14-15, ECF 1918-1, p. 281; AR 14-15, App. VII-10, ECF 1852-1, p. 59.]

> USP Section VII(C)(1)(a)(vii).   *"The District Family Center ("DFC") Plan shall . . . include strategies for how teachers and principals can learn from families regarding how to meet the needs of their children; and (viii) detail how the Family Center(s) will be staffed, including language requirements for all staff and whether they will be under the supervision of the FEC."*

The FACE Plan incorporates this requirement. District personnel were trained on fundamentals such as understanding and working with bias, understanding student characteristics and needs, and partnering with families. [FACE Plan, ECF 1852-1, p. 26.] The training includes strategies for how teachers and principals can learn from families regarding how to meet the needs of their children. [*Id.*] FACE leaders and staff meet quarterly to ensure that trainings for District employees include the content required under this section. [*Id.*, p. 31.]

In addition to providing these trainings, the District has made other efforts to help District employees meet the needs of parents and their children. In SY 14-15, The District's Department of Culturally Relevant Pedagogy & Instruction presented seven professional development sessions on culturally responsive teaching to select certificated staff and administrators.   [*Id.*]   The presentations included training modules that addressed effective ways for staff and administrators to develop culturally responsive teaching practices and student engagement techniques.   [*Id.*]   The District also has provided Culture and Climate training for all administrators via its Student Equity department. [*Id.*]

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The District's Family Engagement and Community Outreach Department conducts an annual needs assessment to determine the needs of students from their parents.   To determine families' needs and availability, Family Engagement and Community Outreach staff provided needs-assessment surveys to families at the FRCs, District and community events, school sites, and through African American Student Services and Mexican American Student Services student success specialists.   [*Id.*, p. 374; AR-16-17, App. VII-16, ECF 2065-2, pp. 1-4.]   Feedback from families in the SY 2016-17 survey echoed many of the same needs described in previous years, such as support in parenting and family communication, academics, English acquisition, health and nutrition, health care, clothing, food, financial planning, housing support, mental health support, college funding and scholarship information, and summer youth employment opportunities.   [AR 16-17, ECF 2057-1, p. 374; AR 16-17, App. VII-17, ECF 2065-2, pp. 5-18.]   Much of this support is already offered at the FRCs; thus, the survey response indicated a need to increase awareness of existing programs and offerings at FRCs.   [AR 16-17, ECF 2057-1, p. 374.]   The District took several steps to address this need, including monthly ParentLink emails, television commercials, and site-level FACE information coordination.   [*Id.*]

The District also conducts surveys to assess the effectiveness of the quarterly information events that it provides to parents of African American and Hispanic Children (discussed further below).   At the end of each event, African American Student Services ("AASS") and Mexican American Student Services ("MASS") student success specialists collect surveys from parents regarding their interests for incorporation into future information sessions and support.   [AR 15-16, ECF 1958-1, p. 271.]   AASS and MASS will use the survey feedback to guide implementation of quarterly information sessions in SY 16-17 and improve the quality of each event.   [*Id.*]   For example, based on the results of these surveys, AASS has decided to host at least one webinar during SY 16-17 for parents unable to physically attend a quarterly information event.   [*Id.*]

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> USP Section VII(C)(1)(a)(viii).   *"The District Family Center ("DFC") Plan shall . . . detail how the Family Center(s) will be staffed, including language requirements for all staff and whether they will be under the supervision of the FEC."*

The FACE Plan incorporates this requirement. The Plan provides that the FRCs will be staffed with District personnel who can explain the many educational and support options available and help families navigate the school system. *See* [FACE Plan, ECF 1852-1, p. 25.] The District will allocate staff, including Title I and non-Title I staff with the ability to provide proactive and language-accessible support, throughout the centers as needed. [*Id.*] The Plan also requires all center staff to be trained in language accessibility by September 1, 2014, and to be initially supervised by the FEC. [*Id.*, p. 22 n.11.]

The District has made every effort to staff its FRCs with employees who can explain the many educational and support options available and help families navigate the school system. The District ensures that families using the centers have access to services in the appropriate language, and several staff members are bilingual in Spanish and English. [AR 16-17, ECF 2057-1, p. 377.] During SY 2016-17, the District offered classes and workshops at FRCs in both languages. [*Id.*] The District also advertised classes in English and Spanish and offered translation and interpreter services in the language of registered guests for regularly scheduled classes or events through the Language Acquisition Department. [*Id.*] The FRCs also provided a training update in April and May 2017 to ensure adequate training for all center staff in language accessibility. [*Id.*] To maintain appropriate language-accessibility practices, the District continued to seek out bilingual and multilingual employees to staff the centers and offered language-accessibility training to all new center staff. [*Id.*]

D.   The District reviewed and assessed its family engagement and support programs, resources, and practices.

> USP Section VII(C)(1)(b). *"By July 1, 2013, the FEC shall review and assess the District's existing family engagement and support*

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> *programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology. The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities."*

As detailed in the FACE Plan, the FEC conducted the required review of the District's existing FACE and support programs, resources, and practices. [FACE Plan, ECF 1852-1, p. 6.]   The district-wide review focused on programs, resources and practices for African American and Hispanic students, including ELL students, and families. [*Id.*, p. 7.] The review included information on the location of programs and resources, the personnel assigned to FACE efforts, funding allocations, and the data systems in place to provide information on outreach to and engagement with families and communities. [*Id.*]   A full description of the methodology and results of the review can be found at pages 6-14 of the FACE Plan. [*Id.*, pp. 6-14.]

E.   The District tracked its family engagement data.

> USP Section VII(C)(1)(c). *"By October 1, 2013, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student."*

The District developed the Family Engagement Data Tracking ("FEDT") Plan, incorporated with the other plans required under Section VII(C)(1)(a) of the USP as the FACE Plan. Absent objection from all sides, the District finalized the FACE Plan in March 2014. [AR 13-14, ECF 1686, p. 181.]

The FEDT Plan sets out the District's intentions for developing and implementing ongoing FACE data assessments and creates a schedule for the monitoring and evaluation of data. [ECF 1852-1, pp. 27-28.]   The plan requires the District to conduct ongoing

assessments using multiple forms of data, including surveys similar to the Harvard Graduate School of Education Pre-K-12 Family School Relationships Survey, TUSDStats and Parent Link, the TUSD School Quality Survey, Title 1 family engagement documents, the School Family Engagement Activity Report, FRC usage, and feedback from family events and trainings. [*Id.*]   The plan also establishes a detailed data collection schedule, which provides for monthly, quarterly, annual, and event-based data review and analysis. [*Id.*, p. 28.]

While the USP initially contemplated that the District would upgrade Mojave to support the tracking of FACE data by student, the District later decided to phase out Mojave in favor of a more advanced student information system, Synergy, into which the District integrated FACE tracking.   [AR 13-14, ECF 1686, p. 184.]   The District purchased and began using the new system for SY 16-17. [AR 15-16, ECF 1958-1, p. 357.]   The new system tracks student intervention information, parent meetings, and ParentVUE usage at the site level.   [AR 16-17, ECF 2057-1, p. 381.]   Family Engagement and Community Outreach staff met with Technology Services staff throughout SY 2016-17 to discuss creating an online system to be used in conjunction with Synergy to track FRC use across all locations. [*Id.*] Based on those meetings, the District decided to purchase a customer relationship management platform, Dynamics, which is configurable to track interactions with clients and families.   [*Id.*]   This configuration is being developed to meet the District's specifications as established by the District's Chief Technology Officer in collaboration with the Family Engagement and Community Outreach Department.   [*Id.*, pp. 381-382.]   The new platform aligns with Microsoft's Office 365 platform, which provides financial sustainability by leveraging Microsoft's discounted rates for the K-12 sector. [*Id.*, p. 382.]   The tracking system is intended to be online for SY 2017-18. [*Id.*]

The District also continued to track family participation at FRCs through manual sign-in sheets. [*Id.*] During SY 2016-17, FRC staff entered information from the sheets

into a tracking system using Excel. [*Id.*] The system enabled more efficient access to data about center usage by families and school sites, participation in classes and workshops, and use of other services at the FRCs. [*Id.*] The FRC staff used this information, in addition to information provided in monthly school site family engagement reports, to inform decisions about family engagement programming, outreach, promotion, and support at the FRCs and school sites. [*Id.*]

The District also made efforts to track family engagement data by race. [*Id.*] The current Excel tracking system utilized at the FRCs captures student matriculation numbers, which Synergy can use to track the race of participants. [*Id.*] The new Dynamics system also has this capability. [*Id.*] In addition, Synergy records parent conference information in narrative form. [*Id.*] The District anticipates that Dynamics will facilitate the communication between the data collected at FRCs and Synergy to provide data reports tracked by race. [*Id.*]

In addition to collecting evidence of FRC usage, the FRCs also examined quality of services through participant surveys for selected workshops. [*Id.*] Staff analyzed 153 surveys. [*Id.*] Overall, participant feedback was positive regarding the quality of classes and workshops, and participants indicated satisfaction with the presenters and subject matter. [*Id.*] They also indicated that classes met their expectations and that they would share information they learned with their own children and other parents. [*Id.*] To supplement these efforts, the District is now developing a follow-up survey for workshop participants, to be provided in hard copy and electronically, to evaluate the long-term value and effectiveness of workshops in relation to student behavior and academic achievement. [*Id.*]

F.   The District developed and implemented a plan to reorganize or increase family engagement resources.

> USP Section VII(C)(1)(d). *"By January 1, 2014, the FEC shall develop and implement a plan to reorganize or increase family*

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> *engagement resources, including consolidating additional resources
> at the Family Center(s), to both ensure equitable access to programs
> and services and to concentrate resources on school site(s) and in
> areas where data indicates the greatest need."*

The District combined the Plan to Reorganize Family Engagement Resources, Programs, and Practices with the other plans required under Section VII(C)(1)(a) to create the FACE Plan, finalized in March 2014. [AR 13-14, ECF 1686, p. 181.] Thus, the FACE Plan outlines the District's compliance with this plan. [FACE Plan, ECF 1852-1, pp. 14-23.] The FEC ultimately decided to reorganize the District's FACE resources and programs to implement best practices. [*Id.*, p. 22.] The full Plan is available at pages 14-23 of the FACE Plan; in sum, the FEC recommended (1) creating district-wide strategies; (2) building school capacity to engage families; (3) actually engaging families; (4) monitoring for effectiveness; and (5) expanding the role of FRCs. [*Id.*, pp. 14-23.]

G.   The District has collaborated with colleges and universities.

> <u>USP Section VII(C)(1)(e)</u>.   *"The District shall collaborate with
> local colleges and universities to provide parents with information
> about the college enrollment process and to disseminate such
> information at the Family Centers."*

The District has made consistent efforts to collaborate with various colleges and universities from around Arizona. In its first annual report, the District established plans to collaborate with the University of Arizona and Pima Community College recruiting divisions. [AR 12-13, ECF 1549-1, p. 66.] Throughout SY 13-14, the District worked with those institutions, as well as other non-State colleges and universities, to provide parents with information on college recruitment, the application process, and scholarships. [AR 13-14, ECF 1686, p. 184.] The District distributed informational flyers and other materials throughout the year and held special higher education-focused events such as College Night and the Black College Tour. [*Id.*] The District also held its annual flagship higher education event, Parent University, which provides K-12 students

and families an opportunity to learn about what the District and local colleges offer students and families to prepare for college and beyond. [*Id.*; FACE Plan, ECF 1852-1, p. 9.]

During SY 14-15, the District began to tie its higher education-focused activities into its expanding FRC curriculum. As contemplated by the USP, the District began disseminating information about the college enrollment process at FRCs. [FACE Plan. ECF 1852-1, p. 33.] The District assembled a team of FACE leaders and staff to establish partnerships with local colleges and universities, ensuring that the Centers have the most current and relevant information about higher education enrollment. [*Id.*] The District also increased its outreach to higher education institutions. For example, when the Wakefield FRC opened on April 29, 2015, the District invited representatives from Northern Arizona University, Pima Community College, and other schools to attend the Open House. [AR 14-15, ECF 1918-1, p. 280; AR 14-15, App. VII-9, ECF 1852-1, pp. 56-58.]

The District continued expanding its higher education-focused activities during SY 15-16 by offering college and career readiness workshops, ensuring college enrollment representatives attended FRC events, and holding more higher education-focused events. [AR 15-16, ECF 1958-1, p. 355.] The District was involved in a total of eight college and career readiness events during the year, with more than 850 people attending the events. [*Id.*] These events were advertised by District staff on monthly calendars, on the District Facebook page, and through promotional materials at the FRCs. [*Id.*] The District also ramped up its efforts to provide information regarding financial aid and support, regularly announcing college scholarship information on its Facebook page. [*Id.*] Staff focused in particular on scholarship opportunities for African American, Hispanic, and Native American students. [*Id.*]

To further support the District's efforts to collaborate with colleges and universities, AASS partnered with several community-based organizations to connect

high school students with college students. [*Id.*, p. 275.] These organizations included the Tucson Graduate Chapter of the Alpha Phi Alpha Fraternity and the Tucson Southern Arizona Black College Community Support Group, both of which organized one-day workshops to provide leadership development and connect high school students to current undergraduate and graduate students and alumnae. [*Id.*] AASS also partnered with Thrive Generations to host three eight-week leadership development seminars for middle and high school students. [*Id.*] In addition, the AASS team collaborated with the State of Black Arizona, the Southern Arizona Black College Community Support Group, the Arizona Mentor Society, Tucson Parks and Recreation, and The Grrrls Project. [*Id.*] The MASS Department also assisted community and college partners with planning conferences and recruiting students to attend the Arizona César E. Chávez Holiday Coalition Youth Leadership Conference and the League of United Latin American Citizens Youth Leadership Week. [*Id.*, p. 276.] During the Cesar E. Chavez Youth Leadership Week, which was held March 7-10, 2016 throughout the District, 40 presenters spoke to 6,637 students about Cesar Chavez and Dolores Huerta. [*Id.*] MASS also helped plan, recruit, and supervise students who attended the 27th Annual Youth Leadership Conference on March 11, 2016, at Pima Community College West Campus. [*Id.*] Of the 1,357 middle school and high school students who attended, 944 were students from the District. The District's MASS director also delivered a presentation at the conference on material related to the César E. Chávez Holiday Coalition and gave information on the importance of attending college. [*Id.*]

The FRC staff continued to encourage college enrollment throughout SY 2016-17. The FRCs offered college and career readiness workshops and college enrollment literature, provided college enrollment information on the FRC Facebook page, and participated in District events supporting college enrollment. [AR 16-17, ECF 2057-1, p. 379.] FRC staff promoted District events supporting college enrollment, including Focus on the Future, Tucson College Night, Tucson High School Resource Fair, DACA

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Resource Night at Rincon, ADELANTE, and the annual Parent University by advertising on the monthly calendars and the FRC Facebook page, providing promotional materials at the centers, providing transportation and child care for families, and attending and working at the events. [*Id.*]

In addition to college enrollment assistance, the FRCs provided financial aid information and support, including by regularly announcing college scholarship and FAFSA information on Facebook and monthly calendars. [*Id.*] Staff specifically searched for scholarship opportunities for African American, Hispanic, and Native American students and shared what they discovered on Facebook. [*Id.*] The four FRCs offered eleven FAFSA support events and one college financial planning workshop during SY 2016-17. [*Id.*; AR 16-17, App. VII-27, ECF2065-2, pp. 38-42.]

H.   The District has provided access to computers and information at family resource centers.

> USP Section VII(C)(1)(f). *"The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online."*

The District has complied with this requirement. The District provides access to a full computer lab at each of its FRCs for use to complete and submit open enrollment/magnet applications. [AR 15-16, ECF 1958-1, pp. 353-54.] To allow ease of access to school choice opportunities, the FRCs also provided hard copies of school choice applications, as well as individual support to parents/guardians to help them complete applications. [AR 16-17, ECF 2057-1, p. 378; AR 16-17, App. VII-25, ECF 2065-2, pp. 34-35.]

To further support magnet and open enrollment opportunities, the FRCs helped families obtain information about school choice, transportation opportunities, and magnet and open enrollment applications. [AR 16-17, ECF 2057-1, p. 378.] The centers offered open enrollment workshops, informational sessions about Two-Way Dual Language and

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GATE programs, and provided the Enrollment Bus at two major events. [*Id.*; AR 16-17, App. VII-23, ECF 2065-2, pp. 29-30.] Each FRC provided the Catalog of Schools, a brief overview of each school site and the various programs available at each school, and additional literature about magnet programs. [AR 16-17, ECF 2057-1, p. 378.] The centers also published magnet and open enrollment information on the FRC Facebook page and included information about open enrollment support in the monthly calendars and monthly ParentLink emails. [*Id.*; AR 16-17, App. VII-24, ECF 2065-2, pp. 31-33.] FRC ParentLink emails and Facebook posts providing specific information about school choice accounted for nearly 96,000 contacts to families. [AR 16-17, ECF 2057-1, p. 378.] FRC staff also attended events featuring magnet programs, including resource fairs at Tucson High Magnet School, African American Student Services Parent University at Pima Community College, and District magnet fairs at the Children's Museum of Tucson. [*Id.*]

> USP Section VII(C)(1)(g). *"The District shall disseminate the information identified above and in Section (II), in all Major Languages, on the District's website, and through other locations and media, as appropriate."*

The District's website provides its open enrollment/magnet application in all Major Languages. [*Enroll Your Child*, TUSD1.SCHOOLDESK.NET, *available at* http://tusd1.schooldesk.net/Information/Enrollment/tabid/79888/Default.aspx.] The District recently updated the school choice application with information about unique school programs and resources. [AR 15-16, ECF 1958-1, p. 59.] The revisions included specific information about updates and programs at each school to help parents and students make informed decisions about where to apply and enroll. [*Id.*] And, in addition to information about open enrollment and magnet schools, the District has made other important information and policies, such as the GSRR, available in all Major Languages at school sites, the central office, FRCs, and on the District's website. [*Id.*, p. 320.]

I.   The District has provided translation and interpretation services.

> USP Section VII(D)(1). *"The District shall continue to budget for translation and interpretation services to be coordinated at the District level under the Office of Language Acquisition. For any additional translation or interpretation of any District documents or services, schools shall contact the Office of Language Acquisition to request written translations and/or oral interpretations in Spanish and other languages. The District shall continue to retain translators and interpreters in Major Languages spoken by students and parents in the District and shall address other languages on a case-by-case basis through outside agencies."*

As evidenced by its annual USP budgets, the District has complied with its requirement to budget for translation and interpretation services. [ECF 1469-1, p. 18; ECF 1691-2, p. 196; ECF 1852-6, p. 8; ECF 1948-1, p. 10.]

The District also complies with is requirements to provide translation or interpretation of District documents or services when requested by schools, to retain translators and interpreters in Major Languages, and to address translation and interpretation in other languages on a case-by-case basis through outside agencies. During SY 2016-17, the District's Meaningful Access Department provided 2,462 interpretation and translation services. [AR 16-17, ECF 2057-1, p. 386.] Included in that number were 1,805 individual interpretation events, such as disciplinary hearings, parent conferences, home visits, and Exceptional Education student meetings, averaging ten events per day. [*Id.*] Also included were 190 group interpretation events, such as quarterly information events, parent workshops, and Governing Board meetings. [*Id.*] These group events averaged one event per day. [*Id.*; AR 16-17, App. VII-37, ECF 2065-2, pp. 77-79.] The District also translated 657 documents, forms, letters, and templates (totaling 1,764 pages) into the various languages. [AR 16-17, ECF 2057-1, p. 386.] The District also contracted with an authorized vendor to provide interpretation services by phone. [*Id.*, p. 387.] The District used this option for medical emergencies or when a program lacked an interpreter in a particular language. [*Id.*]

During SY 2016-17, the District created a new system to expedite requests for interpretations and translation services. [*Id.*] This system, created in SharePoint, will be implemented for SY 2017-18. [*Id.*] The input for this tool will be monitored continuously and will provide the District with more consistent, secure, and reliable communication regarding requests for services. [*Id.*] The District's goal is to reduce response times and increase the efficiency of this process for all stakeholders. [*Id.*]

The District also translates essential documents into the District's Major Languages. As one example, each year the District updates and translates the Guidelines for Students Rights and Responsibilities ("GSRR"), which outlines disciplinary policies and other important school policy information for students and parents. [AR 16-17, ECF 2057-1, pp. 385-386.] Once the English version is approved by the District's Governing Board, the document is submitted for translation. [*Id.*, p. 386.] On August 2, 2016, the District submitted the approved English version for SY 2016-17. [*Id.*] Spanish, the most frequently needed translation, is the highest priority, and the District had it translated and returned for publication by August 4, 2016. [*Id.*] By November 22, 2016, the District completed translations of the GSRR for most of its major languages, including Spanish, Arabic, Somali, and Vietnamese. [*Id.*] The District delayed translations of Kirundi and Swahili due to the lack of qualified translators in these languages. [*Id.*] At the end of the third quarter, the District obtained the services of an individual qualified to translate both the Swahili and Kirundi languages, and translations of the GSRR in these languages are underway. [*Id.*] The District also provided timely translation, upon request, of the GSRR and related documents for families who speak lower-incidence languages. [*Id.*]

J.   The District has reported as required.

> USP Section VII(E)(1)(a). *"The District shall provide, as part of its Annual Report: . . . Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this Section, identified by name, job title, previous*

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> *job title (if appropriate), others considered for the position, and credential."*

The District complied with this requirement by attaching to each Annual Report an appendix containing this information. [AR 12-13, App. 75, ECF 1553-10, pp. 1-86; AR 13-14, App. VII-7, ECF 1690-7, pp. 94-161; AR 14-15, App. VII-37, ECF 1852-2, pp. 99-104; AR 15-16, App. VII-27, ECF 1966-1, pp. 150-53; AR 16-17, App. VII-41, ECF 2065-3, pp. 32-36.]

> USP Section VII(E)(1)(b). *"The District shall provide, as part of its Annual Report: . . . Copies of all assessments, analyses, and plans developed pursuant to the requirements of this Section."*

The District complied with this requirement by attaching to AR 13-14, AR 14-15, and AR 16-17 appendices containing this information. [AR 13-14, Apps. VII-2, VII-3, VII-4, VII-10, ECF 1690-7, pp. 4-71, 179-181; AR 14-15, App. VII-38, ECF 1852-2, pp. 105-06; AR 16-17, App. VII-16, ECF 2065-2, pp. 1-4.]   This requirement was not applicable to AR 12-13 because the District's FACE assessments, analyses, and plans were still being developed during SY 12-13. [AR 12-13, ECF 1549-1, p. 65.] This requirement was not applicable to AR 15-16 because the District did not develop any assessments, analyses, or plans during SY 15-16. [AR 15-16, ECF 1958-1, p. 362.]

> USP Section VII(E)(1)(c). *"The District shall provide, as part of its Annual Report: . . . Copies of all policies and procedures amended pursuant to the requirements of this Section."*

The District complied with this requirement by attaching to AR 13-14 and AR 14-15 appendices containing this information. [AR 13-14, App. VII-8, ECF 1690-7, pp. 162-65; AR 14-15, App. VII-39, ECF 1852-2, pp. 107-11.]   This requirement was not applicable to AR 12-13, AR 15-16, and AR 16-17 because there were no amendments to policies or procedures pursuant to the requirements of Section VII during those years. [AR 12-13, ECF 1549-1, p. 66; AR 15-16, ECF 1958-1, pp. 362-63; AR 16-17, App. VII-42, ECF 2065-3, pp. 37-38.]

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USP Section VII(E)(1)(d). *"The District shall provide, as part of its Annual Report: . . . Analyses of the scope and effectiveness of services provided by the Family Center(s)."*

The District complied with this requirement by attaching to AR 13-14, AR 14-15, AR 15-16, and AR 16-17 appendices containing this information. [AR 13-14, App. VII-9, ECF 1690-7, pp. 166-74; AR 14-15, App. VII-40, ECF 1852-2, p. 112; AR 15-16, App. VII-28, ECF 1966-1, pp. 154-56; AR 16-17, App. VII-43, ECF 2065-3, pp. 39-40.] This requirement was not applicable to AR 12-13 because the District had not yet designated any FRCs in SY 12-13. [AR 12-13, ECF 1549-1, p. 66.]

II.   The Family and Community Engagement Plan.

A.   The District reviewed and assessed its existing family engagement and support programs, resources, and practices.

> FACE Plan P. 6. *"The Family Engagement Coordinator (FEC), assisted by relevant staff, reviewed and assessed existing family engagement and support programs, resources, and practices . . . . As the review and assessment is an ongoing process, the District will define various data points with greater specificity in future reviews and assessments. For example, future reviews and assessments will include targeted questions about engagement efforts for families of students who are struggling, disengaged, and/or at risk of dropping out and students who face additional challenges because of a lack of access to technology."*

As detailed in the FACE Plan, the FEC conducted the required review of the District's existing FACE and support programs, resources, and practices. [ECF 1852-1, p. 6.] The district-wide review focused on programs, resources and practices for African American and Hispanic students, including ELL students, and families. [*Id.*, p. 7.] The review included information on the location of programs and resources, the personnel assigned to FACE efforts, funding allocations, and the data systems in place to provide information on outreach to and engagement with families and communities. [*Id.*] A full description of the methodology and results of the review can be found at pages 6-14 of the FACE Plan. [*Id.*, pp. 6-14.]

The District also reviews its FACE efforts on an ongoing basis. To ensure school sites are consistently providing quality family engagement opportunities, the District developed and implemented a system for reviewing and assessing family engagement efforts at school sites. [AR 16-17, ECF 2057-1, p. 26.] All school sites identified a family engagement point of contact to communicate efforts between the District, sites, and families. [*Id.*; AR 16-17, App. VII-7, ECF 2065-1, pp. 112-115.] Each site submitted family engagement reports to the Family Engagement and Community Outreach Department on a monthly basis. [AR 16-17, ECF 2057-1, p. 26; AR 16-17,

App. VII-8, ECF 2065-1, pp. 116-118.]   Department staff reviewed the reports upon
submission and at regularly scheduled data reviews in November 2016 and January,
March, and June 2017.   [AR 16-17, ECF 2057-1, p. 26; AR 16-17, App. VII-9, ECF
2065-1, pp. 119-121.]   The department also conducted outreach to school sites in
response to information provided by sites in the monthly reports.   [AR 16-17, ECF 2057-
1, p. 26.]   The department identified six school sites for targeted family engagement
support during SY2017-18.   [*Id.*]   Implementation of this new system accounts for a
significant portion of the increase of family engagement efforts reported by school sites.
[*Id.*]

With respect to ongoing review and assessment of engagement efforts for families
of students who are struggling, disengaged, and/or at risk of dropping out and students
who face additional challenges because of a lack of access to technology, please refer to
Section V of this Assessment.

B.   The District followed the FACE Plan's recommendation to create district-wide family engagement strategies.

> FACE Plan PP. 13-16. *"Recommendation 1: Create District-Wide Strategies. . . . . The District recommends creating district-wide strategies through the following approaches:" the FACE Plan then describes three strategies, including Promote a District Family Engagement Vision; Provide Robust and Pervasive Communication; and Data Collection and Analysis.*

The District is committed to implementing a district-wide approach to FACE.
During SY2016-17, the District worked to increase collaboration across departments in
planning and facilitating District-wide family engagement opportunities.   [AR 16-17,
ECF 2057-1, p. 373.]   The District's FACE Team included representatives from
departments that played a major role in facilitating family engagement.   [*Id.*]   Among
others, the FACE Team included members from Family and Community Outreach,
African American Student Services, Mexican American Student Services,
Communications and Media Relations, Language Acquisition, Guidance and Counseling,

and School Community Services departments. [*Id.*] The FACE Team met regularly to establish family engagement roles, calendar major events, and facilitate collaboration for those events. [*Id.*; AR 16-17, App. VII-12, ECF 2065-1, pp. 140-141.] The team defined the FACE roles for fourteen District departments or programs and their staff members. [AR 16-17, ECF 2057-1, p. 373; AR 16-17, App. VII-13, ECF 2065-1, pp. 142-151.] This information, along with contact information, was shared with all team members to help facilitate efficiency in collaboration efforts. [AR 16-17, ECF 2057-1, p. 373.] The team identified and scheduled major events such as IMPACT Tucson, a Health and Enrollment Fair, and ADELANTE, targeting families from across the District. [*Id.*; AR 16-17, EF 2065-1, pp. 152-160.]

Staff from across the District worked together to plan and host events. [AR 16-17, ECF 2057-1, p. 373.] FACE Team members created, coordinated, and hosted many of these events, at least fifteen of which required coordination between three or more departments or school sites. [*Id.*; AR 15-16, App. VII-15, ECF 2065-1, pp. 161-164.] For example, the Family and Community Outreach Department collaborated with Palo Verde High School and African American Student Services, Communications and Media Relations, School Health Services, and Food Services to plan and host a Health and Enrollment Fair on December 10, 2016 at the Palo Verde FRC. [AR 16-17, ECF 2057-1, p. 373.] The group, along with several community partners, met on six occasions to ensure a high-quality event for District families. [*Id.*] The District will continue to look for ways to facilitate District-wide coordination of FACE efforts.

The District also has ramped up District-wide efforts to collect and analyze data. The District tracks family engagement data by race. [*Id.*, p. 382.] The current Excel tracking system utilized by the District captures student matriculation numbers, which Synergy can use to track the race of participants. [*Id.*] The new Dynamics system also has this capability. [*Id.*] In addition, Synergy records parent conference information in narrative form. [*Id.*] The District anticipates that Dynamics will facilitate the

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communication between the data collected at FRCs and Synergy to provide data reports tracked by race. [*Id.*]

The District's Family Engagement and Community Outreach Department conducts an annual needs assessment to determine the needs of students from their parents.   To determine families' needs and availability, Family Engagement and Community Outreach staff provided needs-assessment surveys to families at the FRCs, District and community events, school sites, and through African American Student Services and Mexican American Student Services student success specialists. [*Id.*, p. 374; AR-16-17, App. VII-16, ECF 2065-2, pp. 1-4.] Feedback from families in the SY 2016-17 survey echoed many of the same needs described in previous years, such as support in parenting and family communication, academics, English acquisition, health and nutrition, health care, clothing, food, financial planning, housing support, mental health support, college funding and scholarship information, and summer youth employment opportunities. [AR 16-17, ECF 2057-1, p. 374; AR 16-17, App. VII-17, ECF 2065-2, pp. 5-18.] Much of this support is already offered at the FRCs; thus, the survey response indicated a need to increase awareness of existing programs and offerings at FRCs. [AR 16-17, ECF 2057-1, p. 374.] The District took several steps to address this need, including monthly ParentLink emails, television commercials, and site-level FACE information coordination. [*Id.*]

The District also conducts surveys to assess the effectiveness of the quarterly information events that it provides to parents of African American and Hispanic Children. At the end of each event, AASS and MASS student success specialists collect surveys from parents regarding their interests for incorporation into future information sessions and support. [AR 15-16, ECF 1958-1, p. 271.] AASS and MASS will use the survey feedback to guide implementation of quarterly information sessions in SY 16-17 and improve the quality of each event. [*Id.*] For example, based on the results of these

surveys, AASS has decided to host at least one webinar during SY 16-17 for parents unable to physically attend a quarterly information event. [*Id.*]

The FRCs also examined quality of services through participant surveys for selected workshops. [AR 16-17, ECF 2057-1, p. 382; AR 16-17, App. VII-33, ECF 2065-2, pp. 68-70.] Staff analyzed 153 surveys. [AR 16-17, ECF 2057-1, p. 382.] Overall, participant feedback was positive regarding the quality of classes and workshops, and participants indicated satisfaction with the presenters and subject matter. [*Id.*] They also indicated that classes met their expectations and that they would share information they learned with their own children and other parents. [*Id.*] To supplement these efforts, the District is now developing a follow-up survey for workshop participants, to be provided in hard copy and electronically, to evaluate the long-term value and effectiveness of workshops in relation to student behavior and academic achievement. [*Id.*]

C.   The District followed the FACE Plan's recommendation to build school capacity to engage families.

> FACE Plan PP. 16-18.   *"Recommendation 2: Building School Capacity (to Engage Families) . . . . As part of a district-wide strategy to engage families in a learning-centric environment, the District will begin implementation of the Academic Parent Teacher Team (APTT) model developed by Dr. Maria Paredes (Creighton School District). Key components of this family engagement outreach model include building school capacity and structures which create opportunities and an environment of teachers and parents as partners in educating children.*
>
> *In order to serve all families better, all District schools will: designate a family engagement point of contact; create a learning-centric environment to support the academic success of all students by implementing strategies such as the Academic Parent Teacher Team (APTT) model of parent engagement; 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). These events may be held*
> *during parent conferencing and/or other times; participate in*
> *district training to ensure that parents feel welcomed and needed as*
> *partners in enhancing their children's learning; provide information*
> *regarding parent education and resource opportunities in concert*
> *and coordination with Student Support and Partnership Centers*
>
> *In order to better serve families of African American and Latino*
> *students, the District will: Hold quarterly events throughout the*
> *community.*
>
> *. . .*
>
> *In order to better serve families of African American and Latino*
> *students, all District certificated staff and administrators will*
> *receive training in Supportive and Inclusive Learning (SAIL)*
> *Environments, Partnering with Families Module that provides*
> *specific strategies to address engagement of African American and*
> *Latino families."*

All District schools identified a family engagement point of contact to communicate efforts between the District, sites, and families. [AR 16-17, ECF 2057-1, p. 26; AR 16-17, App. VII-7, ECF 2065-1, pp. 112-115.]

During SY2013-14, the District engaged in an "APTT Family Engagement Pilot Project" at ten schools. [AR 13-14, ECF 1686, p. 191.] The pilot provided on-going training and technical support on the APTT model, facilitated by Dr. Maria Paredes, one of the foremost recognized authorities in effective family engagement in the country. [*Id.*]   Through the pilot, 36 District participants received monthly professional development to create a data-drive systems approach to meaningfully engage families in student learning. [*Id.*] The pilot significantly expanded the District's internal capacity to implement the APTT model of parent-teacher collaboration across the District. [*Id.*]

APTT is a systematic approach to parent-teacher communication that is focused on improving student learning inside and outside of the school. [*Id.*] Each year, parents are invited by teachers to participate in three 75-minute team meetings and one 30-minute

individual session. [*Id.*] During APTT meetings, teachers share foundational skills and demonstrate concrete activities that parents can do at home to help students master those skills. [*Id.*] Parents practice the activities with other parents in the class, and each family sets 60-day academic goals for their student. [*Id.*] The District has continued to implement the APTT model.

The Districts' AASS and MASS departments work with Title I coordinators to plan, organize, and implement quarterly parent information events to increase family engagement opportunities and help parents of African American and Hispanic students improve educational outcomes for their children. [*Id.*, p. 23.] Held at various schools and community locations, the quarterly events provided parents with strategies for supporting their child in school, such as navigating MASS and AASS support and ALEs, and offered workshops about college and career readiness, such as Parent University. [*Id.*] The District also held resource fairs at each quarterly parent session where community agencies and TUSD departments shared the resources and programs they offer families and students. [*Id.*, p. 267-68.] Parents were given time to interact with all vendors to request information or materials. [*Id.*, p. 268.]

In addition to the quarterly informational events, the AASS collaborated with local community members and organizations to host an African American Parent Conference on August 8, 2015. [*Id.*, p. 291.] The event featured workshops for parents, educators, and the community, including on topics such as parent engagement and advocacy, safe and secure learning environments, and opportunities for parents and the community to engage in TUSD schools. [*Id.*] Also present at the conference were several resource vendors, who provided additional support to parents, including curriculum and student support resources. [*Id.*]

The District provided the requisite SAIL "partnering with families" training in SY 2014-15. [AR 14-15, ECF 1918-1, p. 282.]

D.   The District followed the FACE Plan's recommendation to engage families via a tiered model for family engagement and support.

> FACE Plan PP. 18-19. *"Recommendation 3: Engaging Families . . . . In order to remain consistent, the District will follow a tiered model for family engagement and support.*
>
> *. . .*
>
> *Family Engagement – Type 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). Training for implementation of this model will be required - Proposed Training would be Train the Trainer Model. All schools in concert and coordination with Student Support and Partnership Centers will provide information regarding parent education and resource opportunities.*
>
> *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.*
>
> *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.*
>
> *Scheduling - Event dates will be coordinated through the District Family Engagement Director and/or Family Engagement Coordinator.*
>
> *Multiple media - Develop and use social media structures to connect with students and families in contemporary fashion.*
>
> *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*

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for coordinating targeted parent outreach for African American or Latino students identified as struggling, disengaged, and/or at-risk of dropping out.

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.

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.

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.

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."

The District has implemented the two-tiered system of support contemplated by the FACE Plan.

Type 1.   Through the coordinated effort of the FEC and various District departments, the District has designed parent informational sessions that take place at various times are connected to student related or community events within a positive supportive environment in order to maximize family participation, particularly for African American and Hispanic families. The Districts' AASS and MASS departments work with Title I coordinators to plan, organize, and implement quarterly parent information events to increase family engagement opportunities and help parents of

African American and Hispanic students improve educational outcomes for their children. [*Id.*, p. 23.] Held at various schools and community locations, the quarterly events provided parents with strategies for supporting their child in school, such as navigating MASS and AASS support and ALEs, and offered workshops about college and career readiness, such as Parent University. [*Id.*] The District also held resource fairs at each quarterly parent session where community agencies and TUSD departments shared the resources and programs they offer families and students. [*Id.*, p. 267-68.] Parents were given time to interact with all vendors to request information or materials. [*Id.* p. 268.]

In addition to the quarterly informational events, the AASS collaborated with local community members and organizations to host an African American Parent Conference on August 8, 2015. [*Id.*, p. 291.] The event featured workshops for parents, educators, and the community, including on topics such as parent engagement and advocacy, safe and secure learning environments, and opportunities for parents and the community to engage in TUSD schools. [*Id.*] Also present at the conference were several resource vendors, who provided additional support to parents, including curriculum and student support resources. [*Id.*]

During SY2013-14, the District engaged in an "APTT Family Engagement Pilot Project" at ten schools. [AR 13-14, ECF 1686, p. 191.] The pilot provided on-going training and technical support on the APTT model, facilitated by Dr. Maria Paredes, one of the foremost recognized authorities in effective family engagement in the country. [*Id.*] Through the pilot, 36 District participants received monthly professional development to create a data-drive systems approach to meaningfully engage families in student learning. [*Id.*] The pilot significantly expanded the District's internal capacity to implement the APTT model of parent-teacher collaboration across the District. [*Id.*] APTT is a systematic approach to parent-teacher communication that is focused on improving student learning inside and outside of the school. [*Id.*] Each year, parents are

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invited by teachers to participate in three 75-minute team meetings and one 30-minute individual session. [*Id.*] During APTT meetings, teachers share foundational skills and demonstrate concrete activities that parents can do at home to help students master those skills. [*Id.*] Parents practice the activities with other parents in the class, and each family sets 60-day academic goals for their student. [*Id.*] The District has continued to implement the APTT model.

The District also utilizes social media structures to connect with students and families in contemporary fashion. The District centrally coordinated its social media communication, including via Twitter, Facebook, and web-based outlets such as the District website, Family and Community Outreach and other department webpages, and webpages for every school linked to the District's website. In addition, 70 schools used their own Facebook pages and 81 used ParentLink to communicate and engage with families and students. [AR 16-17, ECF 2057-1, p. 369; AR 16-17, App. VII-4, ECF 2065-1, pp. 84-85.] The FRC Facebook page, which links to the FRC webpage, provides information in English and Spanish about FRC events and services, District and community events and support, educational support, college admission and financial aid support, and other relevant subjects. Postings include text, photos, videos, online articles, and "Facebook Live" events. Since July 1, 2016, the FRC Facebook page recorded more than 36,000 impressions and has received more than 1,700 "likes" and other reactions to individual posts. [AR 16-17, ECF 2057-1, p. 369.] Other outreach methods included text messaging, smartphone apps, webinars, "cafecitos" or parent meetings, and livestreaming of events. [*Id.*] FRC staff posted calendars and materials in both English and Spanish on the District's website, the FRC webpage, and the FRC and District Facebook pages. [*Id.*, pp. 369-370.]

Type 2. The District's targeted outreach efforts for families of at-risk and disengaged students (Type 2 engagement) are reported in Section V of this Assessment.

E.   The District followed the FACE Plan's recommendation to monitor and assess family engagement data for effectiveness.

> FACE Plan P. 20.   *"Recommendation 4: Monitoring for Effectiveness . . . . To track family engagement data, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation."*

The District has implemented the Plan to Track Data on Family Engagement. While the USP initially contemplated that the District would upgrade Mojave to support the tracking of FACE data by student, the District later decided to phase out Mojave in favor of a more advanced student information system, Synergy, into which the District integrated FACE tracking. [AR 13-14, ECF 1686, p. 184.] The District purchased and began using the new system for SY 16-17. [AR 15-16, ECF 1958-1, p. 357.] The new system tracks student intervention information, parent meetings, and ParentVUE usage at the site level. [AR 16-17, ECF 2057-1, p. 381.] Family Engagement and Community Outreach staff met with Technology Services staff throughout SY 2016-17 to discuss creating an online system to be used in conjunction with Synergy to track FRC use across all locations. [*Id.*] Based on those meetings, the District decided to purchase a customer relationship management platform, Dynamics, which is configurable to track interactions with clients and families. [*Id.*] This configuration is being developed to meet the District's specifications as established by the District's Chief Technology Officer in collaboration with the Family Engagement and Community Outreach Department. [*Id.*, pp. 381-382.] The new platform aligns with Microsoft's Office 365 platform, which provides financial sustainability by leveraging Microsoft's discounted rates for the K-12 sector. [*Id.*, p. 382.] The tracking system is intended to be online for SY 2017-18. [*Id.*] The District also continued to track family participation at FRCs through manual sign-in sheets. [*Id.*] During SY 2016-17, FRC staff entered information from the sheets into a tracking system using Excel. [*Id.*] The system enabled more efficient access to data about center usage by families and school sites, participation in classes and workshops,

and use of other services at the FRCs. [*Id.*] The FRC staff used this information, in addition to information provided in monthly school site family engagement reports, to inform decisions about family engagement programming, outreach, promotion, and support at the FRCs and school sites. [*Id.*]

The District also made efforts to track family engagement data by race. [*Id.*] The current Excel tracking system utilized at the FRCs captures student matriculation numbers, which Synergy can use to track the race of participants. [*Id.*] The new Dynamics system also has this capability. [*Id.*] In addition, Synergy records parent conference information in narrative form. [*Id.*] The District anticipates that Dynamics will facilitate the communication between the data collected at FRCs and Synergy to provide data reports tracked by race. [*Id.*]

In addition to collecting evidence of FRC usage, the FRCs also examined quality of services through participant surveys for selected workshops. [*Id.*] Staff analyzed 153 surveys. [*Id.*] Overall, participant feedback was positive regarding the quality of classes and workshops, and participants indicated satisfaction with the presenters and subject matter. [*Id.*] They also indicated that classes met their expectations and that they would share information they learned with their own children and other parents. [*Id.*] To supplement these efforts, the District is now developing a follow-up survey for workshop participants, to be provided in hard copy and electronically, to evaluate the long-term value and effectiveness of workshops in relation to student behavior and academic achievement. [*Id.*]

The District's Family Engagement and Community Outreach Department conducts an annual needs assessment to determine the needs of students from their parents.   To determine families' needs and availability, Family Engagement and Community Outreach staff provided needs-assessment surveys to families at the FRCs, District and community events, school sites, and through African American Student Services and Mexican American Student Services student success specialists. [*Id.*, p.

374; AR-16-17, App. VII-16, ECF 2065-2, pp. 1-4.] Feedback from families in the SY 2016-17 survey echoed many of the same needs described in previous years, such as support in parenting and family communication, academics, English acquisition, health and nutrition, health care, clothing, food, financial planning, housing support, mental health support, college funding and scholarship information, and summer youth employment opportunities. [AR 16-17, ECF 2057-1, p. 374; AR 16-17, App. VII-17, ECF 2065-2, pp. 5-18.] Much of this support is already offered at the FRCs; thus, the survey response indicated a need to increase awareness of existing programs and offerings at FRCs. [AR 16-17, ECF 2057-1, p. 374.] The District took several steps to address this need, including monthly ParentLink emails, television commercials, and site-level FACE information coordination. [*Id.*]

The District conducts surveys to assess the effectiveness of the quarterly information events that it provides to parents of African American and Hispanic Children. At the end of each event, AASS and MASS student success specialists collect surveys from parents regarding their interests for incorporation into future information sessions and support. [AR 15-16, ECF 1958-1, p. 271.] AASS and MASS will use the survey feedback to guide implementation of quarterly information sessions in SY 16-17 and improve the quality of each event. [*Id.*] For example, based on the results of these surveys, AASS has decided to host at least one webinar during SY 16-17 for parents unable to physically attend a quarterly information event. [*Id.*]

F.   **The District followed the FACE Plan's recommendation to expand the family resource centers.**

> FACE Plan P. 20. *"Recommendation 5: Expanding Student Services and Partnership Centers (District Family Centers) . . . . The District will ensure that all District staff are aware of the existence, and understand the role, of the Student Services and Partnership Centers within the community through the following: Staff Training[;] Community Outreach [;] Posters/Flyers in every school readily visible to families . . . . The District will communicate the mission of*

> *the Student Services and Partnership Centers through multiple media. All Centers will have a baseline of services."*

The District's Family and Community Outreach staff provide information and training about services available at the FRCs and other District programs. [AR 16-17, ECF 2057-1, p. 370.]   Among the District personnel who receive training are Food Services staff, Transportation staff, Guidance and Counseling staff, Dropout Prevention staff, and MTSS facilitators. [*Id.*]   Staff learns about available support and how to facilitate access to that support when they encounter a student or family who would benefit. [*Id.*]

The District also heavily promotes the resources available at the FRCs throughout the community. For example, the District shares monthly FRC event calendars, along with supporting informational materials, with District families, staff, and community partners. [*Id.*] FRC staff posts calendars and materials in both English and Spanish on the District's website, the FRC webpage, and the FRC and District Facebook pages. [*Id.*] The District also distributes those materials in hard copy throughout the District and community. [*Id.*]

The use of these various outreach platforms increased the number of families who received information, the frequency of contact, and the amount of information distributed. [*Id.*] For example, since July 1, 2016, FRC ParentLink contacts and the FRC Facebook page hits accounted for approximately 515,000 contacts with families and other stakeholders, up from 349,000 similar contacts during the SY2015-16. [*Id.*] Postings on the FRC Facebook page reached approximately 18,500 users, and posts specifically promoting FRC services reached 7,220 users. [*Id.*] More than 476,000 parents and other stakeholders received 24 ParentLink emails containing FRC calendars and related informational materials in English and Spanish. [*Id.*]   Finally, FRC staff made direct contact with families through telephone calls and participation in more than 50 District

and public events, informing stakeholders of services offered at the FRCs. [*Id.*; AR 16-17, App. VII-6, ECF 2065-1, pp. 95-111.]

As discussed further below, all FRCs provide far beyond the baseline of services required by the USP.

G.   The District reorganized the family engagement resources and programs in existence when the FACE Plan was adopted.

> FACE Plan PP. 20-21. *"Reorganizing Family Engagement Resources, Programs, and Practices.   Based on the recommendations discussed above, the District will reorganize current family engagement resources and programs to implement the best practices.*
>
> *Resources[:] Staff to implement the plan, including Title I staff, the Family Engagement Coordinator and other staff[;] District Parent Communication System to communicate to parents about emergencies[;] District Advisory Council (DAC)[;] Student Support Services[;] Clothing Bank[;] School and Community Services[;] Child Find[;] School Community Partnership Council (SCPC)[;] Deployment of Computer Kiosks in each school providing families with easy access to TUSDStats Parental Account, applications, and other District resources beginning 2014-15. The kiosks will be part of the District's effort to make each school site office welcoming and inviting where parents can drop in and connect with staff and resources.*
>
> *Programs[:]   Parent Education will be offered throughout the District, and will include topics such as: English as a Second Language (ESL), Nutrition, Post-Secondary Education, Parenting, Leadership Classes, and Academic Parent Teacher Teams (APTT)[;] Foster Ed - the District has entered into a partnership with FosterEd Arizona to increase the communication among foster families, teachers, CPS Specialists, and Mental Health providers . . . . In addition, FosterEd Liaisons will provide training for foster families on how to advocate for their foster child in the educational setting and how to access the resources available care through our Student Services and Partnership Centers."*

The FED ultimately decided to reorganize the District's FACE resources and programs to implement best practices. [*Id.,* p. 22.] As described more fully above, the

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District has implemented the FEC's vision by complying with each of the recommendations outlined in the FACE Plan.

H.   The District developed and expanded the family resource centers.

> FACE Plan PP. 21-24. *"Plan to Expand and Develop New Student Service and Partnership Centers."   The FACE Plan outlines in detail a plan to establish and develop the FRCs, create and distribute relevant materials at each center, and provide resources to create a welcoming environment at the centers.*

The District built all four planned FRCs in high-need areas: (1) the Wakefield FRC, which sits in a predominantly Hispanic neighborhood, opened on April 29, 2015; (2) the Palo Verde FRC, which sits in an area with a high concentration of African American families, opened on January 21, 2016; (3) the Catalina FRC, located amid a high concentration of refugee families, opened on May 13, 2016; and (4) the Southwest FRC, located near the Tohono O'odham and Pasqua Yaqui reservations and well-situated to serve many Native and Hispanic families, opened on May 23, 2016. [AR 16-17, ECF 2057-1, pp. 375-376.]

The District's four FRCs now serve as the headquarters of its FACE programs and services. The centers "provide one-stop service to families seeking information about community resources, school choice options, assistance in navigating the school system, and skills and strategies to enhance students' academic and social achievement." [AR 15-16, ECF 1958-1, p. 352.] Each center has a full FACE staff dedicated to providing quality service to strengthen and support students and their families, often in times of great stress. [*Id.*] The staff at each center "provide information to families and more importantly, facilitate classes, workshops, and meetings that provide academic, parenting, health and wellness, and other support to District families." [*Id.*, p. 353.] "Each [FRC] offers a computer lab, a child care room where care is provided during parent classes, classrooms, and a clothing bank." [*Id.*] The District's investment in its FRCs has paid dividends, as parent and student attendance at the centers has steadily improved.

Collectively, the four centers held more than 500 class sessions and tallied nearly 6,800 family visits during SY 15-16. [*Id.*, p. 26.]

SY 2016-17 marked the first full school year in which all four FRCs were open and available to families. [AR 16-17, ECF 2057-1, p. 376.] With the completion of the centers, the District focused its efforts on increasing the number, scope, and quality of offerings at the FRCs, as well as educating families, staff, community partners, and other stakeholders about the centers and the services they provide. [*Id.*] As a result of these efforts, FRC usage increased from nearly 6,800 visits in SY 2015-16 to more than 16,000 during SY 2016-17 (*id.*, pp. 376-377):

Number of FRC Visits: 2015-16 and 2016-17

Location	Classes Offered		Participants	
	2015-16	**2016-17**	**2015-16**	**2016-17**
Wakefield FRC	415	654	6,266	11,298
Palo Verde FRC	101	186	527	1,963
Catalina FRC	10	179	6	1,962
Southwest FRC	8	140	0	992
Total	534	1159	6,799	16,215

I.   The District conducted SAIL-based training for District employees.

> FACE Plan P. 24. *"Strategies for How Principals and Teachers can Learn from Families . . . . The overarching strategy for the District will be training on Supportive and Inclusive Learning Environments (SAIL). The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families (Details of the SAIL training is developed through the Cultural Responsive Pedagogy and Instruction Director). This training will be mandated for all district employees."*

Beginning in the fall of SY 2013-14, the District developed training on SAIL to build on the culturally relevant components and equity components of the teacher evaluation training. [AR 13-14, ECF 1686, p. 140.] An interdepartmental team developed the SAIL training to stress professional responsibility to create supportive and inclusive learning environments and to focus on learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths. [*Id.*] The training was aligned with the Teacher Evaluation, and was to serve as an introduction to the fundamentals of supportive and inclusive learning environments. [*Id.*] The acting Director of CRPI and relevant staff finalized the SAIL training module in February, and conducted the training with administrators and key staff in March and April 2014. The District has continued to mandate SAIL training for all District employees.

The District has continued to work diligently to better respond to students' social, emotional, and intellectual needs and strengthen student achievement by incorporating student social and cultural assets into the learning experience through Culturally Responsive Pedagogy. [AR 15-16, ECF 1958-1, p. 295] This approach is based, in part, on the use of SAIL training. [*Id.*] Throughout SY 2015-16, the District offered a number of trainings to help administrators recognize and assess culturally responsive teaching, illustrate the need for culturally responsive education, and emphasize the legal commitments the District has in satisfying this requirement. [*Id.*] More information about SAIL training, particularly for targeted students, is available in Section V of this Assessment.

J.   The District shared MORE Plan information with families.

> FACE Plan PP. 24-25. *"Sharing Enrollment Information with families (District's Marketing, Outreach, and Recruitment Plan).*

The FACE Plan references material from the MORE Plan (discussed in the Student Assignment Section. The District has implemented and complied in good faith

with the Marketing, Outreach, and Recruitment Plan ("MORE Plan") which is discussed extensively in the Section II of this Assessment.

K.   The District has continued to develop its capabilities in tracking and assessing data on family engagement.

> FACE Plan PP. 25-26. *"Plan to Track Data on Family Engagement. To track family engagement data effectively, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.*
>
> *The District will conduct ongoing assessments and will use multiple forms of data including: Surveys similar to the Harvard Graduate School of Education Pre-K-12 Family-School Relationships Survey . . . [;] TUSDStats and Parent Link on parent usage including disaggregation of usage by African American and Latino families[;] TUSD School Quality Survey; Title 1 Family Engagement Documents[;] School Family Engagement Activity Report[;] Student Service and Partnership Center usage[;] Feedback from Family Events and Trainings*
>
> *Schedule of data collection[:] Feedback form after each Family Event and Training[;] Schools will submit Family Engagement Activity Report monthly[;] Director of Family and Community Engagement reviews quarterly Family Engagement Data (by school and district-wide)[;] District Parent Surveys will be analyzed annually[;] The Director of Family Engagement and the Family Engagement Coordinator, in collaboration with an external expert, will review district data for effectiveness and make annual recommendations for possible revision of the Plan where appropriate to provide improvement."*

The District has implemented the Plan to Track Data on Family Engagement. While the USP initially contemplated that the District would upgrade Mojave to support the tracking of FACE data by student, the District later decided to phase out Mojave in favor of a more advanced student information system, Synergy, into which the District integrated FACE tracking. [AR 13-14, ECF 1686, p. 184.] The District purchased and began using the new system for SY 16-17. [AR 15-16, ECF 1958-1, p. 357.] The new system tracks student intervention information, parent meetings, and ParentVUE usage at

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the site level. [AR 16-17, ECF 2057-1, p. 381.] Family Engagement and Community Outreach staff met with Technology Services staff throughout SY 2016-17 to discuss creating an online system to be used in conjunction with Synergy to track FRC use across all locations. [*Id.*] Based on those meetings, the District decided to purchase a customer relationship management platform, Dynamics, which is configurable to track interactions with clients and families. [*Id.*] This configuration is being developed to meet the District's specifications as established by the District's Chief Technology Officer in collaboration with the Family Engagement and Community Outreach Department. [*Id.*, pp. 381-382.] The new platform aligns with Microsoft's Office 365 platform, which provides financial sustainability by leveraging Microsoft's discounted rates for the K-12 sector. [*Id.*, p. 382.] The tracking system is intended to be online for SY 2017-18. [*Id.*] The District also continued to track family participation at FRCs through manual sign-in sheets. [*Id.*] During SY 2016-17, FRC staff entered information from the sheets into a tracking system using Excel. [*Id.*] The system enabled more efficient access to data about center usage by families and school sites, participation in classes and workshops, and use of other services at the FRCs. [*Id.*] The FRC staff used this information, in addition to information provided in monthly school site family engagement reports, to inform decisions about family engagement programming, outreach, promotion, and support at the FRCs and school sites. [*Id.*]

The District also made efforts to track family engagement data by race. [*Id.*] The current Excel tracking system utilized at the FRCs captures student matriculation numbers, which Synergy can use to track the race of participants. [*Id.*] The new Dynamics system also has this capability. [*Id.*] In addition, Synergy records parent conference information in narrative form. [*Id.*] The District anticipates that Dynamics will facilitate the communication between the data collected at FRCs and Synergy to provide data reports tracked by race. [*Id.*]

In addition to collecting evidence of FRC usage, the FRCs also examined quality of services through participant surveys for selected workshops. [*Id.*] Staff analyzed 153 surveys. [*Id.*] Overall, participant feedback was positive regarding the quality of classes and workshops, and participants indicated satisfaction with the presenters and subject matter. [*Id.*] They also indicated that classes met their expectations and that they would share information they learned with their own children and other parents. [*Id.*] To supplement these efforts, the District is now developing a follow-up survey for workshop participants, to be provided in hard copy and electronically, to evaluate the long-term value and effectiveness of workshops in relation to student behavior and academic achievement. [*Id.*]

L.   The District complied in good faith with the FACE Plan's requirements related to the identification of struggling students.

> FACE Plan P. 27. *"Appendix A: Process for Identifying Struggling Students . . . ."*

The District's targeted outreach efforts for families of at-risk and disengaged students (Type 2 engagement) are discussed extensively in Section V of this Assessment.

M.   The District complied in good faith with the FACE Plan's requirements related to collaboration activities designed to align the District's FACE efforts.

> FACE Plan PP. 28-33. *"Appendix B: Strategies for Family Engagement Alignment." The FACE Plan outlines sixteen collaboration activities designed to align the District's FACE efforts.*

The District has complied with Appendix B of the FACE Plan by holding all of the scheduled collaboration meetings contemplated therein. In addition, the District has implemented a district-wide approach to FACE, as discussed further above.

N.   The District implemented strategies to address family engagement barriers.

> FACE Plan PP. 34-35. *"Appendix C: Strategies to Address Family Engagement Barriers." The FACE Plan outlines twelve challenges*

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> *that present barriers to FACE, as well as specific strategies to*
> *address each challenge.*

The District has pursued each of the twelve strategies to address the challenges outlined in the FACE Plan:

1.   District staff receive training to increase their capacity to partner with families and adopt a strengths-based approach. District staff receive training to increase their skill in creating welcoming environments, learning from families, and to offer experiences and information that are relevant to families. The District engages community leaders to assist the district in providing culturally appropriate strategies.

Beginning in the fall of SY 2013-14, the District developed training on SAIL to build on the culturally relevant components and equity components of the teacher evaluation training. [AR 13-14, ECF 1686, p. 140.] An interdepartmental team developed the SAIL training to stress professional responsibility to create supportive and inclusive learning environments and to focus on learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths. [*Id.*] The training was aligned with the Teacher Evaluation, and was to serve as an introduction to the fundamentals of supportive and inclusive learning environments. [*Id.*] The acting Director of CRPI and relevant staff finalized the SAIL training module in February, and conducted the training with administrators and key staff in March and April 2014. The District has continued to mandate SAIL training for all District employees. In addition, the District provided the requisite SAIL "partnering with families" training during SY 2013-14. [AR 14-15, ECF 1918-1, p. 282.]

The District has continued to work diligently to better respond to students' social, emotional, and intellectual needs and strengthen student achievement by incorporating student social and cultural assets into the learning experience through Culturally Responsive Pedagogy. [AR 15-16, ECF 1958-1, p. 295] This approach is based, in part, on the use of SAIL training. [*Id.*] Throughout SY 2015-16, the District offered a number

of trainings to help administrators recognize and assess culturally responsive teaching, illustrate the need for culturally responsive education, and emphasize the legal commitments the District has in satisfying this requirement. [*Id.*] More information about SAIL training, particularly for targeted students, is available in Section V of this Assessment.

2.   District staff are placed at school sites and at the FRCs to support families in navigating the school system.   The District provides robust and pervasive communication to aid the navigation of the school system, including: the District's website, ParentLink, surveys to allow parents to provide feedback, and strategies specific to families of students who are struggling through phone calls, emails, and home/work visits.

At each FRC, a school community liaison at the reception desk welcomes all visitors, directing them as needed and providing them with information about District Resources. [AR 14-15, ECF 1918-1, p. 280.] The District also has assigned three program coordinators to support FACE programs, and it increased the number of school community liaisons from 36 in SY 2015-16 to 52 in SY 2016-17. [AR 16-17, ECF 2057-1, p. 366.]

To support magnet and open enrollment opportunities, the FRCs helped families obtain information about school choice, transportation opportunities, and magnet and open enrollment applications. [*Id.*, p. 378.]   The centers offered open enrollment workshops, informational sessions about Two-Way Dual Language and GATE programs, and provided the Enrollment Bus at two major events. [*Id.*, cite; AR 16-17, App. VII-23, ECF 2065-2, pp. 29-30.] Each FRC provided the Catalog of Schools, a brief overview of each school site and the various programs available at each school, and additional literature about magnet programs. [AR 16-17, ECF 2057-1, p. 378.] The centers also published magnet and open enrollment information on the FRC Facebook page and included information about open enrollment support in the monthly calendars and

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monthly ParentLink emails. [*Id.*; AR 16-17, App. VII-24, ECF 2065-2, pp. 31-33.] FRC ParentLink emails and Facebook posts providing specific information about school choice accounted for nearly 96,000 contacts to families. [AR 16-17, ECF 2057-1, p. 378.] FRC staff also attended events featuring magnet programs, including resource fairs at Tucson High Magnet School, African American Student Services Parent University at Pima Community College, and District magnet fairs at the Children's Museum of Tucson. [*Id.*]

The District's Family Engagement and Community Outreach Department conducts an annual needs assessment to determine the needs of students from their parents. To determine families' needs and availability, Family Engagement and Community Outreach staff provided needs-assessment surveys to families at the FRCs, District and community events, school sites, and through African American Student Services and Mexican American Student Services student success specialists. [*Id.*, p. 374; AR-16-17, App. VII-16, ECF 2065-2, pp. 1-4.] Feedback from families in the SY 2016-17 survey echoed many of the same needs described in previous years, such as support in parenting and family communication, academics, English acquisition, health and nutrition, health care, clothing, food, financial planning, housing support, mental health support, college funding and scholarship information, and summer youth employment opportunities. [AR 16-17, ECF 2057-1, p. 374; AR 16-17, App. VII-17, ECF 2065-2, pp. 5-18.] Much of this support is already offered at the FRCs; thus, the survey response indicated a need to increase awareness of existing programs and offerings at FRCs. [AR 16-17, ECF 2057-1, p. 374.] The District took several steps to address this need, including monthly ParentLink emails, television commercials, and site-level FACE information coordination. [*Id.*]

For strategies specific to targeted students, please see Section V of this Assessment.

3.   FRCs host regular workshops for families to learn about strategies to support their child's learning, with specific focus on math and literacy. Sites will provide training to parents twice per year regarding curricular focus.

The FRC "provide one-stop service to families seeking information about . . . . skills and strategies to enhance students' academic and social achievement." [AR 15-16, ECF 1958-1, p. 352.] Each center has a full FACE staff dedicated to providing quality service to strengthen and support students and their families, often in times of great stress. [*Id.*]

During SY2013-14, the District engaged in an "APTT Family Engagement Pilot Project" at ten schools. [AR 13-14, ECF 1686, p. 191.] The pilot provided on-going training and technical support on the APTT model, facilitated by Dr. Maria Paredes, one of the foremost recognized authorities in effective family engagement in the country. [*Id.*]   Through the pilot, 36 District participants received monthly professional development to create a data-drive systems approach to meaningfully engage families in student learning. [*Id.*] The pilot significantly expanded the District's internal capacity to implement the APTT model of parent-teacher collaboration across the District. [*Id.*]

APTT is a systematic approach to parent-teacher communication that is focused on improving student learning inside and outside of the school. [*Id.*] Each year, parents are invited by teachers to participate in three 75-minute team meetings and one 30-minute individual session. [*Id.*] During APTT meetings, teachers share foundational skills and demonstrate concrete activities that parents can do at home to help students master those skills. [*Id.*] Parents practice the activities with other parents in the class, and each family sets 60-day academic goals for their student. [*Id.*]   The District has continued to implement the APTT model.

4.   The District provides child care during parent trainings, workshops, and other events offered at FRCs. [AR 14-15, ECF 1918-1, p. 281; AR 15-16, ECF 1958-1, p. 352; AR 16-17, ECF 2057-1, pp. 376, 379.]

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5.   Computer access is available at each FRC, with staff available to assist families in navigating various online resources. [AR 15-16, ECF 1958-1, p. 352; AR 16-17, ECF 2057-1, pp. 375, 378.]

6.   Parent trainings and staff are available at FRCs to help families engage with their child's school, teachers, etc. via technological tools. The District has added weekly computer classes, financial planning workshops, home buying workshops, and citizenship classes into its weekly FRC programming. [AR 16-17, ECF 2057-1, p. 378.] District staff are available throughout each FRC to help parents who struggle with technology utilize the technological resources available at each FRC, such as completing magnet and enrollment applications. [*Id.*]

7.   The District provides referrals to community resources for families, as well as co-located resources at FRCs. The centers "provide one-stop service to families seeking information about community resources . . . ." [AR 15-16, ECF 1958-1, p. 352.] The FRCs also offer referrals to other community support services, such as resources for housing, mental health, health care, and other needs. [AR 15-16, ECF 1958-1, p. 356; AR 16-17, cite.]

8.   The District has continued to expand the District's food and clothing bank services at the FRCs. [AR 15-16, ECF 1958-1, p. 352; [AR 16-17, ECF 2057-1, p. 380.]

9.   The District provides English to Support Student Learning to improve communication between parents and teachers.

The number of different languages spoken in the District presents a challenge for ensuring that all families have meaningful access to educational information regarding their children. [AR 15-16, ECF 1958-1, p. 359.] The District recognizes that many of these families are in need of external support services and takes additional steps to identify outside resources that could provide support. [*Id.*] The District refers these families to thirteen agencies or organizations that provide services for non-English speaking families in particular. [*Id.*] The District offers and advertises classes and

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workshops at FRCs in both English and Spanish, and it offers translation and interpreter services in the language of registered guests for regularly scheduled classes or events through the Language Acquisition Department. [AR 16-17, ECF 2057-1, p. 377.] The District also offers classes on communication skills, and it has partnered with community organizations to offer classes and workshops on English language acquisition. [*Id.*, p. 380.]

10.   The District provides educational opportunities at FRCs at times that are convenient for families. For example, in January 2017, in response to a needs assessment, all four FRCs added evening hours on one night per week. [*Id.*, p. 378, AR 16-17, App VII-22, ECF 2065-2, pp. 27-28.]

11.   The District provides educational opportunities and information at FRCs about challenges that at-risk, struggling, and/or disengaged students may face. More information about the District's efforts in this area can be found in Section V of this Assessment.

12.   The District collaborates with local colleges and universities to provide parents with information about the college enrollment process and to provide an outreach event. The FRCs offer college and career readiness workshops and college enrollment literature, provide college enrollment information on the FRC Facebook page, and participate in District events supporting college enrollment. [AR 16-17, ECF 2057-1, p. 379.] FRC staff promote District events supporting college enrollment, including Focus on the Future, Tucson College Night, Tucson High School Resource Fair, DACA Resource Night at Rincon, ADELANTE, and the annual Parent University by advertising on the monthly calendars and the FRC Facebook page, provide promotional materials at the FRCs, and provide transportation and child care for families, and attending and working at the events. [*Id.*]

III.   The District's Other FACE Efforts Reinforce its Good Faith Commitment to Complying with Section VII of the USP.

The District's FACE efforts extend beyond those made to comply with the USP and FACE Plan. One example is the District's Title I compliance. In SY 16-17, the District budgeted for over $1 million in Title I spending for parent engagement efforts alone. These efforts are made largely though the Title I school community liaisons present at each of the District's schools. These liaisons train in family engagement at the beginning and midway points of the school year. [AR 15-16, ECF 1958-1, p. 140.] All Title I liaison training is derived from Title I requirements, which mandate the use of research-based best practices, relying in part on the work of Dr. Joyce Epstein, an expert in school, family, and community partnerships at Johns Hopkins University. [*Id.*] In addition, District staff attend major Title I conferences, such as the three-day October 2015 Title I Mega Conference where they learned about disengaged and at-risk student populations and effective ways to promote family engagement strategies. [*Id.*, p. 145.] In order to implement Title I family engagement strategies, a Continuous Improvement Plan ("CIP") is developed for each District school. CIPs provide academic family engagement action steps specific to the needs of the student populations at each school. CIPs outline action steps such as biweekly parent phone calls, quarterly parent meetings, parent training in Synergy, TUSD Stats, and other resources, provision of materials and instruction on how to best support academics at home, and the utilization of social media, such as Twitter, Facebook, and Snapchat, to reach out to parents and family engagement stakeholders. CIPs are reviewed by Parent Teacher Associations and School Councils, and their feedback is incorporated.

Further evidencing its commitment to FACE, the District has made great strides to engrain itself in the community by developing relationships with community partners. The Family Engagement and Community Outreach Department has increased its database of community partners from 45 in June 2015 to 176 in April 2017. [AR 16-17, ECF

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2057-1, pp. 26-27; AR 16-17 App. VII-31, ECF 2065-2, pp. 56-64.]   The department worked with these partners to schedule classes, workshops, and other offerings at the FRCs, link resources to families, and connect homeless, neglected, and delinquent youth to the support they need. [AR 16-17, ECF 2057-1, p. 380.]