

EXHIBIT A

Report on HR Procedures for Recruiting African American Professional Staff

This report identifies recruitment tools and procedures for recruiting African American professional staff, marketing strategies to accomplish that recruiting, and a continuing commitment to ensure that relevant human resources staff¹ are trained in the use of such tools, procedures, and strategies.

Current research provides a variety of tools, marketing models, and frameworks for recruiting African American professional staff – many of which are already in use within TUSD. For this report, the District organizes these tools and models into two general areas of focus: marketing models and strategies and recruitment strategies.² We contextualize these three areas under two strategic questions: how to get the attention of African American candidates (marketing models and strategies); and how to get African American candidates interested in, applying to, and hired for our district (recruitment strategies)? For each strategy below, the District includes a review of its existing recruitment practices and procedures in relation to the cited, research-based, recruitment tools and models aimed at recruiting African American teachers and administrators.

1. Marketing Models and Strategies.

Current marketing tools, models, and strategies for recruiting African American professional staff are designed to capture the attention and interest of African American candidates to want to consider, and apply to, TUSD. These include strategic advertising, strategic partnerships and presence, and outreach.

a. Strategic Advertising.

A key research-based strategy is to develop strategic advertising, designed to appeal to the specific demographic that the District is targeting for recruitment – in this case, African American professional staff.³ TUSD monitors its progress in hiring and placing diverse

¹ Relevant staff are those involved in marketing, recruitment, and hiring.

² See Greenberg Motamedi, Jason and Stevens, David. (2018)(“Motamedi & Stevens”) *Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color* (identifying a three-part HR practices framework for recruiting teachers of color: recruiting, selecting and hiring, and onboarding and retaining”). Available at: <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/human-resources-practices.pdf>; see also Leong, Melinda, Greenberg Motamedi, Jason, and Young Yoon, Sun. (2018)(“Leong, Motamedi & Sun”). *Common Practices for Recruiting, Training, and Retaining Bilingual and Diverse Teachers* (outlining three broad areas school districts have used to achieve high rates of recruitment, preservice program completion, hiring, and retention of bilingual and diverse teachers. These areas include marketing strategies (outreach; collaborative partnerships) and recruitment strategies (social and emotional supports, inclusive admissions, responsive curriculum, teacher induction and mentoring, and professional learning). Available at <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/common-bractices-bilingual.pdf>.

³ See Motamedi & Stevens (2018), suggesting districts “share information on job openings locally and across the country through social media, local news sources, town and district websites, career fairs, educator networks, institutions of higher education, etc.; and see Travis J. Bristol, Ph.D. (2015)(“Bristol”). *Recruiting and Retaining*

candidates and develops marketing materials and campaigns that target African American professionals, specifically, and highlight the many benefits of working at TUSD – including multicultural and culturally responsive working environments, New Teacher Induction, financial incentive opportunities (diversity incentives, magnet incentives, relocation stipend), and general benefits of living in Tucson/Southern Arizona.⁴ TUSD’s Human Resources department works with the Communications department as partners to create marketing materials, such as descriptive brochures, informative websites, and engaging videos (Leong, Motamedi, & Sun, 2018).

In an effort to reach African American candidates, TUSD advertises in places where African American candidates are apt to see the ad, targeting websites and publications designed for people of color. We ensure recruitment materials, websites, and job postings contain clear and consistent messaging about our commitment to diversity, inclusion, and non-discrimination. All job postings are mined specifically for opportunities to post on www.HBCUCareers.com and on websites of individual HBCUs via www.joinhandshake.com.

TUSD also advertises its Leadership Prep Academy, grow your own program (make the move), and teacher diversity stipend to current African American employees to encourage enrollment or participation. We have begun incorporating the teacher diversity stipend into our spring and fall equalization process and are working on internal marketing strategies that will allow us to better communicate our programs internally. These programs market to existing staff to improve intra-district diversity and to develop African American professional staff into African American administrators.

b. Strategic Partnerships and Presence.

To recruit teachers of color, the research literature suggests that districts should build relationships with faculty members and administrators from local and national institutions that enroll a diverse student body, including historically Black colleges and universities (HBCU) (Motamedi & Stevens, 2018). Districts can develop partnerships with local universities and teachers of color to actively recruit talented teachers into administrator preparation, especially those who have demonstrated a commitment to working in hard-to-staff schools.⁵

TUSD continues to work proactively to partner with African American teachers with high potential for leadership early in their careers and to provide opportunities for advancement. Though TUSD recognizes it has not had great success with recruiting directly with HBCUs, it also recognizes that strategic partnerships may prove fruitful in the future. The District will

Educators of Color, recommending districts enact “more robust marketing and recruitment strategies to actively pursue teachers of color.”

⁴ See *Id.*, finding that District’s that effectively recruit teachers of color use data to know who is underrepresented in the workforce and use this data “to create marketing campaigns that appeal to candidates of color, are specific to the position, and highlight the benefits the district has to offer.”

⁵ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

continue to target, collaborate, and partner with HBCUs that offer teacher education programs to maintain open lines of communication and convey our continued interest in hiring more African American teachers.

The District engages other strategic partnerships such as with the National Alliance of African American School Educators (NASBE). TUSD representatives attend NASBE conference each year to network and connect with a diverse group of faculty and administrators with the specific goal of building relationships that will lead to future hires of African American professional staff.

Districts that effectively recruit teachers of color often leverage “connectors” to extend outreach beyond individual networks, including other teachers of color or other community members who can use their broader networks to help develop relationships with communities of color.⁶ TUSD will continue to work with institutions to strengthen relationships with the African American community (including the NAACP, Urban League, and the Interdenominational Ministerial Alliance). TUSD also partners with Tucson’s largest employers such as Davis-Monthan Air Force Base, Raytheon, and the University of Arizona to access broader networks for recruiting.

Districts should also consider partnering with universities to cultivate a pipeline for African American teachers and supporting African American staff members to finish four-year degrees in areas focused on education and to consider teaching certification (Bristol, 2015). TUSD maintains and is strengthening its relationship with the U of A to build relationships with students who may not be considering teaching currently, but who may be open to the idea if provided more information and connections to African American educators.

2. Recruitment Strategies Beyond Marketing and Outreach.

Recruitment strategies include those directed at moving potential candidates from interest to application to hiring. Several research-based strategies can improve the chances that interested applicants will actually apply; other strategies improve the likelihood these candidates will be hired and remain at TUSD.

a. Early Posting and Hiring.

Research shows that hiring earlier in the year can result in more racially diverse teacher hires.⁷ For the past few years, TUSD has moved its hiring timelines to begin at the start of second semester in the winter, rather than in the spring as it has in prior years.

⁶ Motamedi & Stevens (2018); finding that “Districts that effectively recruit teachers of color also engage in ongoing, relationship-based recruitment. Teachers of color may be considering higher-paying careers outside of teaching. To recruit teachers of color, the research literature suggests that districts may wish to build personal relationships with students of color at institutions of higher education. ... Districts can form relationships during campus visits with potential candidates and through alumni calls to students, and they can invite candidates to school or district events to meet current teachers or educators with similar backgrounds.”

⁷ Carver-Thomas, D. (2018), *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute, acknowledging a “report detailing the Boston Public Schools (BPS) Human

b. High-Touch Recruiting.

Another effective tool cited by research is the use of “high-touch recruiting methods” (Carver-Thomas, 2018). This method involves actively prioritizing and following up with prospective applicants of color, building relationships with them, and offering them support. This has the effect of bringing more candidates into the profession who might otherwise be discouraged from applying. The District has engaged in this practice for several years to ensure that diverse candidates feel welcome and understand that they are valued in TUSD.

c. Financial Incentives.

Research shows that districts should not only seek to use, but should broaden, financial incentives (Bristol, 2015). The District offers a diversity stipend which, based on data, is available to African American teaching applicants at a high rate because they often add to the diversity of a school by increasing the percentage of African American teachers *and* reducing the percentage of Anglo or Hispanic teachers where those percentages are disproportionately high. The District also offers a relocation stipend of up to \$3000 to encourage out of state candidates to apply.

d. Grow Your Own Programs (GYOPs).

Districts should work to intentionally offer opportunities for paraprofessionals to “upgrade their skills” (Bristol, 2015), and to utilize GYOPs to recruit teacher candidates from nontraditional populations who are more likely to reflect local diversity and are more likely to continue to teach in their communities. TUSD collaborates with higher education institutions to incentivize non-certified staff to complete four-year degrees and to seek teaching certification through its GYOP. Several African American para-professionals have earned degrees and teaching positions through the help of these programs in TUSD. However, the District will continue to work to strengthen the numbers of African American staff utilizing this resource in the future.

e. New Teacher Induction Program (NTIP).

Districts can offer comprehensive induction to support beginning teachers of color in their first years of teaching. Induction often includes being matched with a veteran mentor teacher and can also include seminars, classroom assistance, time to collaborate with other teachers, coaching and feedback from experienced teachers, and reduced workloads (Carver-Thomas, 2018). These programs often include a formal induction process that offers instructional coaching, mentoring, and peer support (Leong, Motamedi & Sun, 2018).

The District implements an extensive new teacher induction program to support and retain African American teachers once hired. TUSD’s NTIP includes a teacher mentor with a

Capital Initiative (HCI), a hiring policy change initiated in 2014, showed that initiating hiring timelines earlier in the year resulted in more racially diverse teacher hires.”

reduced caseload of one mentor for every ten first year teachers in many cases or, at most, a caseload of one mentor for every fifteen new teachers. Additional site-based sheltering strategies are made available to support first year teachers at racially concentrated or underperforming schools.

f. Leadership Training.

In-service leadership training can also make a difference in teacher retention (Carver-Thomas, 2018). TUSD's Instructional Leadership Academy (ILA) provides training for school administrators so they can create work environments that encourage teachers of color to stay, and supports African American administrators who may be new administrators or new to Tucson to feel welcomed and supported. The District will continue to implement the Leadership Prep Academy (LPA) to identify African American professional staff with the potential for leadership.

g. Culture and Climate.

To attract and retain African American professionals to teach and serve as administrators, the district as a whole must prioritize equity as a value and implement responsive curriculum (Bristol, 2015), and provide social and emotional supports for African American professionals (Leong, Motamedi & Sun, 2018). TUSD, more than most other districts nationwide, has developed and celebrated a culture and climate dedicated to diversity, equity, multiculturalism, culturally responsiveness, and inclusion. District staff highlight these values and priorities in every effort to convey to African American professional candidates the welcoming culture and climate that exists in TUSD. This is a core value and strategy in TUSD's recruitment efforts.

h. Pre-College Initiatives.

Pre-college initiatives (cadet programs) targeting high school students can be effective in developing African American teachers and future leaders (Bristol, 2015). The District has attempted to develop successful high-school-based GYOPs and will continue to examine this strategy as a long-term possibility for growing African American professional staff.

i. Ongoing Monitoring and Adjustment.

The research recommends ongoing monitoring for evidence-based accountability, planning, and assessment. The TUSD Recruitment and Retention Advisory Committee meets quarterly to monitor efforts, make adjustments, and seek out new practices. This committee aids the District in articulating a clear vision and goals for increasing the number of African American professionals by collaboratively creating an evidence-based plan that includes ongoing and comprehensive evaluation, with procedures for data collection, reflection, and refinement.