EXHIBIT D

Tucson Unified School District

DIVERSITY PLAN FOR TEACHERS AND ADMINISTRATORS:

Transfer and Grow Your Own Programs

Human Resources

Renee Heusser, Director

Revised for 2020-2021

This Diversity Plan for Teachers and Administrators has two major parts.

1.   The first part is a Diversity Transfer Plan designed to encourage teachers and administrators to transfer from one District school to another, to improve the diversity at the receiving schools. A copy of the Diversity Transfer Plan is attached as Exhibit 1.

The Diversity Transfer Plan in turn has several exhibits:

Exhibit 1-1: Diversity Transfer Plan, Target Transfer Schools (Teachers) and Status Update

Exhibit 1-2: Job Description, Director of Diversity Recruitment and Inclusion Programs

Exhibit 1-3: School Site Administrator Reports (2019-20 and 2016-17 Comparison)

Exhibit 1-4: Diversity Transfer Plan, Target Transfer Schools (Administrators)

Exhibit 1-5: The study of the original Teacher Diversity Plan filed as ECF 2159-1, and presented here again pursuant to the Court's directives.

Exhibit 1-6: The recruiting plan for the Director of Talent Acquisition Recruitment and Retention, originally filed as 2221-1, now incorporated into the Diversity Transfer Plan, but presented here again pursuant to the Court's directives.

2.   The second part is a Plan for Improved Diversity Through Grow Your Own Programs. A copy of this Plan is attached as Exhibit 2.

The Plan for Improved Diversity through Grow Your Own Programs in turn has two exhibits:

Exhibit 2-1: LPA Syllabus.[1]

Exhibit 2-2: The study of Grow Your Own Programs originally filed as ECF 2159-3, now revised and updated, and presented here again pursuant to the Court's directives. This study formed the basis for the Diversity GYO Plan.

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[1] The syllabus for 2019-20 is attached. As of August 2020, the syllabus for the 2020-21 school years is still under development.

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EXHIBIT 1

**Revised Diversity Transfer Plan for
Teachers and Administrators**
Revised August 2020

I.   Introduction

The Unitary Status Plan states, "All District schools shall seek to have a racially and ethnically diverse staff" (USP Doc 1713 p. 20). "The educational rationale for this provision of the USP is that it is important for students to experience being taught by teachers of different races and for teachers of different races to work with their colleagues in sharing insights derived from having different cultural and social experiences" (Special Master's Report and Recommendation filed 2/19/19 p. 3).

As the Special Master points out in his 2016-17 Special Master Annual Report, "A fundamental problem confronting TUSD's efforts to increase the diversity of its teaching staff is that there is a nationwide teacher shortage. The dwindling supply of African American and Latino teachers also affects administrators since virtually all administrators come from the ranks of teachers. Moreover, Arizona ranks at the bottom among the states as attractive places for teachers to start their careers." [SMAR 2096 filed 2/27/18.] "TUSD has a difficult time competing for talent with districts that pay considerably more and that serve communities with much larger African American populations in the quality of life that goes with a large ethnic population." *Id.* However, the District continues to be committed to monitoring and promoting the diversity of its faculty and administrative teams, even in the face of those challenges.

In spring 2016, the District collaborated with the Special Master to develop the Teacher Diversity Plan (TDP), which identified 26 schools with staff disparities and set a goal of eliminating these gaps by SY2017-18. The TDP enumerated numerous strategies, including providing teacher incentives, professional advancement opportunities, and transfers.

During spring 2018, the District analyzed the results of the TDP and determined to continue the plan again in SY2018-19. The District decided that, in addition to offering incentives to teachers to move to target schools, the District would continue offering the annual incentive to teachers who moved in prior years, to incent them to stay at target schools.

The incentive programs in this Teacher and Administrator Diversity Plan are designed to encourage both teachers and administrators to voluntarily transfer to a school where their placement will improve diversity. The District implements the

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incentive over a three-year time period, asking transferees to make a three-year commitment to remain at the receiving school.

The District analyzed the path of the original cohort, which received a three-year stipend. Of the 24 Teacher Diversity Plan (TDP) teachers who completed the three-year commitment, 21 continued at their receiving school into the fourth year, despite no longer receiving a stipend. The three who did not stay left the District altogether for reasons unrelated to the school or the program (they did not merely transfer back to their original school, or move to another District school to get another stipend for another three year period).

The District draws three conclusions from this result, and from the operation of the program over the last three years, of importance to the design of the program on a going forward basis.

- First, the current stipend level is not so high that expiration of the stipend leads to mass departures from the target school after the expiration of the stipend period.

- Second, and relatedly, the three year commitment appears to be sufficient for teachers to establish roots at the school.

- Third, the continuous existence of the program is not leading to instability or gaming of the system through successive transfers. None of the teachers left to get another stipend; there does not seem to be any "revolving door" effect caused by the program.

The District is encouraged by this data and these conclusions. However, the District is cognizant of the importance of leadership and faculty stability. Accordingly, the District will continue to monitor that potential movement and search for appropriate responses to ensure stability in District schools.

The District specifically has reported on the original 26 target schools as identified by the Special Master as being in need of a more diverse staff. The District also provided data for the racial/ethnic composition of the faculty at all schools. During the three year course of the original program, the Special Master did not change the target schools, nor did the District unilaterally change them.

As the District moves forward in SY20-21, it has determined which schools to target for diversity improvement for the next three years, based on current

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statistics, and using the 15% rule established in the original TDP and excluding dual language schools as well as schools in which only one individual would change the status of the school. (*See* Exhibit 1-1: Target Schools 2019-22).

After three years, the District will conduct a new review of school diversity and will identify any schools that are in need of a more diverse staff. The District will select target schools.

Strategies to ensure teacher and administer diversity are discussed below and include hiring and recruitment, data tracking, direct personal outreach, and incentives.

II.   Central Staff Director of Diversity Recruitment and Inclusion Programs

The District has redefined the central staff, director-level position responsible for implementing and monitoring the Diversity Plan, the Director of Diversity Recruitment and Inclusion Programs [1], who will be responsible for a focused, directed effort to identify and recruit District teachers and administrators for its Diversity Transfer Plan and Grow Your Own (GYO) programs. (*See* Exhibit 1-2: Job Description: Director of Diversity Recruitment and Inclusion Programs). The Director will devote full time to these tasks, and will report to the head of the Human Resources department at the District. The functions of the position, as evidenced by the revised and enhanced job description, are much more detailed and focused on efforts to attract, retain, and encourage the growth of teachers and administrators of color. The Director's responsibilities are expanded to include developing and implementing the proactive Pathways program that extends recruitment to pathway positions for teachers and administrators of color.

III.   Teacher Diversity

A.   Teacher recruitment to improve diversity

Teacher recruitment among District schools is designed to proactively find and cultivate candidates to transfer into open positions that would improve diversity, and to identify voluntary opportunities to swap personnel between schools even in the absence of an open position. The process requires a deep and continuous understanding of the current diversity status of the teaching staff at District schools, use of that data to identify and reach out to potential transfer

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[1] This position was originally identified as Director of Recruitment and Talent Acquisition in the Supplemental Notice and Report of Compliance: Teacher Diversity Plan and GYO Programs, filed May 22, 2019. [ECF 2159-1.] In SY2019-20, the position was referred to as the Director of Talent Acquisition, Recruitment, and Retention.

candidates, and a personalized effort to persuade and incentivize teachers to transfer to improve the diversity of the teaching staff at the receiving school, without adversely affecting diversity at the sending school.

B.   School-by-school teacher diversity data:

The process begins with the Human Resources staff providing data to create a table of the racial and ethnic makeup of each school's teaching staff and the schools' specific receiving needs for improved diversity, sending capacities to improve diversity at other schools, and current open positions. The Director will update this table each month throughout the calendar year.

C.   Identifying potential transfer candidates:

1.   Using the table and HR data, the Director will keep a running list of "sending school" transfer candidates by race/ethnicity and teaching credentials to facilitate matching to open positions at other schools.

2.   The Director will develop an annual online survey to be sent to all teachers to explore their potential interest in transferring to improve diversity. The survey will include questions regarding what teaching conditions or incentives would increase interest in transferring (such as preferred grade level, another teacher transferring at the same time, working conditions), and to what schools they would consider transferring. The Director also will use survey responses to identify or prioritize candidates.

3.   The Director and teachers who have transferred to improve diversity will jointly develop additional referrals as well as success stories and testimonials that can be used to help recruit transfer candidates.

4.   The Director will use the HR data and geographic locations to identify potential "swap" school candidates, where the exchange of teachers would improve diversity at one or both of the schools.

D.   Direct personal outreach:

1.   The Director will organize regular email and/or telephone contact with potential transfer candidates to advise them of open positions that would improve diversity and inform them about the various incentives and advantages of transferring. The Director will follow up with direct personal contact as much as possible.

2.   To the extent practicable, the Director will organize and attend recruiting meetings for teachers at schools with significant sending capacity. The goal of the meetings will be to encourage candidates to apply for transfers by explaining the benefits of a diverse teaching staff, the District's diversity program, and the various incentives and advantages of transferring.

3.   The Director will meet with principals at schools with significant sending capacity to review the importance of diversity and the available incentives, and to encourage them to refer teachers as transfer candidates. To the extent practicable, the Director will facilitate meetings among principals or transfer candidates at potential "swap" schools to promote teacher exchanges between schools to promote a diverse teaching staff.

E.   District strategy to improve teacher diversity:

1.   Site incentives: Target school principals who, after July 1, recruit and hire a teacher whose presence reduces racial disparity will be granted $3,000 (per teacher) to use toward classroom supplies.

2.   Teacher incentives – Requested transfers: District teachers who seek to transfer to a target school and whose presence reduces racial disparities will receive a benefit package chosen from the incentive options below. Some of these items may be taxable. These include all of the same incentives are that were offered in the original Teacher Diversity Plan from 2016.

- $5,000 cash stipend, or
- $4,000 cash stipend and five additional planning days spread throughout the year, or
- $4,000 cash stipend and $2,000 National Board Certification support
- Reduced or modified teaching schedule (through the Master Teacher Team Initiative)
- Technology Package: laptop, bag, printer (for classroom use; may be taken home for
- professional use)
- National Board Certification support
- Master's degree support
- Professional Development (conferences and/or specific training)
- All qualifying transfers will be offered a two year contract.

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3.   Teacher incentives – Targeted recruiting to balance the diversity of teaching staff. In addition to teacher-initiated transfers, the District will actively recruit selected District teachers to transfer to schools where their presence will reduce racial disparity. The same incentives will apply to qualifying recruited transfers as to teacher-initiated transfers (see item 2, above). Additionally, the Director may work with the Executive Director of Human Resources to customize the incentive to best meet the needs of the transfer candidate.

4.   Teacher incentives – Targeted recruiting for underperforming schools: When an underperforming school has a vacancy, the Director will use data from the Assessment and Program Evaluation Department (A&E) to identify top District teachers with high-achieving students and invite the teachers to transfer to the underperforming school. The District will assign teachers to sites so that placement reduces any faculty racial disparity, if possible. The District will select teachers who have at least five years of teaching experience and a Highly Effective rating for at least two consecutive years. Participating teachers would select from teacher incentive options (see item 2, above).

5.   Beginning teachers: When there is a vacancy at a Racially Concentrated school with a three year history of performance above the District average, the District generally prefers to fill the vacancy with experienced, effective teachers. However, the District may place a beginning teacher at such a school when the placement will improve faculty diversity.

6.   Other school transfer requests: School transfer requests that reduce racial disparities will have priority and will be processed for approval on the next available board agenda. The District will not approve transfers that increase racial disparities in any school. Upon receiving a transfer request, the HR department will review the effect of the transfer on the diversity of that school. HR will inform the site administrator if the transfer will not be permitted, remind the administrator of the diversity requirement, and provide a new list of applicants.

7.   Reporting: After the fall and spring equalization process, the District will record the race and certification of the actual appointments in the target schools.

8.   Dual language program schools: Schools with a dual language program have not been included in the list of target schools, but the District will

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continue efforts to recruit and retain white and African American bilingual teachers in dual language program schools.

IV.   Administrator Diversity

A.   Current status of administrative diversity

Fifty-five of the District's 85 schools have only one administrator, so "within-school" diversity of administrative staff is not possible. Of the 30 schools with more than one administrator in SY2019-20, only seven had homogeneous teams. Three of these schools had white administrators (Alice Vail and Mansfeld middle schools and Safford K-8), and four racially concentrated schools had Hispanic administrators (Vesey and White elementary schools, Roskruge K-8, and Valencia Middle School). (*See* Exhibit 1-3 – School Administrators by Race-Ethnicity). <u>All schools were within one administrator of complying with the 15% rule</u>. Early data for SY2020-21 indicates that there are still seven schools out of 30 with homogeneous teams, though not the same seven as in SY2019-20. A list of Diversity Transfer Plan Target Schools for Administrators for SY2020-21 is attached as Exhibit 1-4. As in SY2019-20, only a few schools within the District are affected by an incentive plan and all seven schools were within one administrator of complying with the 15% rule. However, the District is committed to continuing to monitor the diversity of administrative teams and bring balance to the teams whenever and wherever possible.

B.   School-by-school administrator diversity data

The HR staff will provide data to create a table of the racial and ethnic makeup of each school's administrative staff and the schools' specific receiving needs for improved diversity, sending capacities to improve diversity at other schools, and current open positions. The Director will update this table every year and include it in the annual report.

Measurement of progress has a number of difficulties. First, the small number of administrators at most district schools means that the ±15% Rule to assess progress is not practical (indeed, for some school levels there is no combination of administrators that could ever meet that criteria). Further, the administrator transfer program is a <u>voluntary</u> program seeking transfers by <u>current</u> administrators from one District school to another, and thus must await a vacancy at a school that needs greater diversity. The small number of administrators in total means that any transfer program will show results more slowly for administrators than for teachers. Finally, any transfer of an administrator by definition leaves a

vacancy at the sending school, which then must be filled with another administrator, either internally or from outside the District (which risks the sending school falling out of balance).[2]

Given these practical issues, the District will measure progress by the percentage of schools with administrative <u>teams</u> (two or more administrators) that are diverse, meaning not all of the same racial or ethnic group. At present, 23 of the 30 administrative teams are diverse, approximately 77%. The District will work to increase this percentage. The goal is to reach and maintain a level such that 80% of administrative teams are diverse.

C.   Identifying potential transfer candidates:

Using the table and HR data, the Director will keep a running list of "sending school" transfer candidates by race/ethnicity and teaching credentials to facilitate matching to open positions at other schools.

D.   Direct personal outreach:

1.   The Director will organize regular email and/or telephone contact with potential transfer candidates to advise them of open positions that would improve diversity and inform them about the various incentives and advantages of transferring. The Director will follow up with direct personal contact as much as possible.

2.   The Director will work with HR leadership to ensure the racial/ethnic balance of school administrative teams is considered in the hiring process.

E.   District strategy to improve administrative diversity

1.   Recruiting administrators among District schools is designed to proactively find and cultivate candidates to transfer into open positions that could

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[2] For example, as noted elsewhere, the percentage of African American administrators at the District is already higher than the percentage of African Americans in the Tucson area, and higher than the state average for African American administrators. But the number of administrators at each school is so small that the transfer of an African American administrator from one District school to another is almost certain to leave the sending school less diverse, unless a newly hired African American administrator from outside the current ranks replaces the transferring African American. But though the District can recruit candidates who are African American, it obviously cannot simply hire an African American administrator because his or her predecessor was African American. Thus a transfer program can have the effect of simply moving people around, improving diversity at the receiving school, but reducing it at the sending school. The District believes that at the administrator level, diversity is more effectively improved by focusing on the recruiting for new hires, rather than transfer of a current administrator from one school to another. Nonetheless, the District will continue to recruit and incent transfers pursuant to this program.

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improve diversity, and to identify voluntary opportunities to swap personnel between schools even in the absence of an open position. The process requires a deep and continuous understanding of the current diversity status of the administrative teams at District schools, use of that data to identify and reach out to potential transfer candidates, and a personalized effort to persuade and incentivize administrators to transfer to improve the diversity of the administrative team at the receiving school, without adversely affecting diversity at the sending school.

       2.   The District strategy to avoid impeding school improvement or to support school improvement includes the following:

       a.   The District will not consider an administrator for a diversity transfer if that administrator has served at his/her current school for fewer than two years.

       b.   The District may retain a school's leadership team if that school earned an A or B rating, improved by a letter grade, or improved substantially within a grade band.

       c.   An effective principal or administrative team (as identified by District central leadership) who volunteers to transfer to an underperforming school will receive the incentives outlined in item 4, below.

       3.   Site incentives: Target school principals who, after July 1, recruit and hire an administrator whose presence balances the racial/ethnic makeup of the administrative team will be granted $3,000 to use in the school budget.

       4.   Administrator incentive – requested transfers: District administrators who seek to transfer with a three-year commitment to a target school and whose presence improves the racial/ethnic balance of the administrative team will receive a benefit package chosen from the incentive options below. Some of these items may be taxable.

- $4,000 annual cash stipend for three years; or
- $2,500 cash stipend and $2,500 Professional Development; or (conferences and/or specific training) stipend for three years
- The District will provide a one-year interim assignment of an additional certificated staff person to assist the administrative team of

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a receiving school, to assist in transition and improve academic instruction. The Director will actively recruit diverse certificated staff to fill that interim position as part of a GYO for leadership development.

5.   Administrator incentive - Targeted recruiting for diversity: In addition to administrator-initiated transfers, the District will actively recruit selected District administrators to transfer to schools where their presence will improve administrative diversity. The same incentives will apply to qualifying recruited transfers as to administrator-initiated transfers (see above). Additionally, the Director may work with the Executive Director of HR to customize the incentive to best meet the needs of the transfer candidate.

6.   Reporting: Every year in the annual report, the District will report the makeup of the administrative teams for all schools with more than one administrator.

The study of the original Teacher Diversity Plan, which served as the basis for development of the new Transfer plan for teachers going forward, was filed as ECF 2159-1, and is presented here again as Exhibit 1-5 pursuant to the Court's directives. The original recruiting plan for the Director of Talent Acquisition Recruitment and Retention (now titled the Director of Diversity Recruitment and Inclusion Programs), originally filed as 2221-1, is now incorporated into the Diversity Transfer Plan, but is presented here again as Exhibit 1-6 pursuant to the Court's directives.

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EXHIBIT 1-1

DIVERSITY TRANSFER PLAN
TARGET TRANSFER SCHOOLS (TEACHERS) AND STATUS UPDATE

Table A – 2016-17 Target Transfer Schools

2016-17 Target Transfer Schools by race/ethnicity of classroom teachers as of August 7, 2020	White	Af. Am.	Hisp	Asian /PI	Nat Am.	Total	White	Af. Am.	Hisp	Asian /PI	Nat Am.	Transfers Req
TOTAL	**1540**	**96**	**760**	**95**	**49**	**2540**	**61%**	**4%**	**30%**	**4%**	**2%**	
ELEMENTARY	**549**	**18**	**303**	**33**	**21**	**924**	**59%**	**2%**	**33%**	**4%**	**2%**	
							44-74%		18-48%			
Bloom	14	0	10	0	0	24	58%	0%	42%	0%	0%	0
Collier	7	0	0	0	0	7	100%	0%	0%	0%	0%	2
Dunham	10	0	2	0	0	12	83%	0%	17%	0%	0%	2
Fruchthendler	15	0	3	0	0	18	83%	0%	17%	0%	0%	2
Gale	16	0	4	1	1	22	73%	0%	18%	5%	5%	0
Henry	12	0	3	1	0	16	75%	0%	19%	6%	0%	1
Holladay	10	3	4	0	1	18	56%	17%	22%	0%	6%	0
Howell	14	1	2	1	0	18	78%	6%	11%	6%	0%	2
Hudlow	8	0	4	2	0	14	57%	0%	29%	14%	0%	0
Hughes	13	0	6	0	0	19	68%	0%	32%	0%	0%	0
Kellond	19	0	6	2	0	27	70%	0%	22%	7%	0%	0
Lineweaver	22	0	6	3	1	32	69%	0%	19%	9%	3%	0
Marshall	12	0	5	2	0	19	63%	0%	26%	11%	0%	0
Miller	13	0	13	0	0	26	50%	0%	50%	0%	0%	1
Myers/Ganoung	15	0	4	3	0	22	68%	0%	18%	14%	0%	0
Soleng Tom	12	0	5	0	0	17	71%	0%	29%	0%	0%	0
Steele	13	1	3	0	0	17	76%	6%	18%	0%	0%	1
Tolson	6	1	10	0	0	17	35%	6%	59%	0%	0%	2
Whitmore	14	0	3	1	0	18	78%	0%	17%	6%	0%	1
K-8	**224**	**26**	**200**	**26**	**11**	**487**	**46%**	**5%**	**41%**	**5%**	**2%**	
							31-61%		26-56%			
Booth/Fickett	24	4	6	6	0	40	60%	10%	15%	15%	0%	5
Dietz	19	3	5	0	0	27	70%	11%	19%	0%	0%	3
Miles	16	0	5	2	0	23	70%	0%	22%	9%	0%	2
Roberts/Naylor	22	3	11	3	1	40	55%	8%	28%	8%	3%	0
Safford	19	3	8	0	2	32	59%	9%	25%	0%	6%	1
MS	**239**	**22**	**91**	**20**	**5**	**377**	**63%**	**6%**	**24%**	**5%**	**1%**	
							48-78%		9-39%			
Alice Vail	36	0	5	1	0	42	86%	0%	12%	2%	0%	4
HS	**512**	**28**	**162**	**16**	**12**	**730**	**70%**	**4%**	**22%**	**2%**	**2%**	
							55-85%		7-37%			
University High	41	1	7	1	0	50	82%	2%	14%	2%	0%	0

TABLE B – 2020-21 NEW TARGET TRANSFER SCHOOLS
(All schools in the District with more than 1 teacher transfer needed for compliance with the 15% Rule)
Schools from the 2016-17 TDP List are showin in **Bold**

2020-21 New Target Transfer Schools by race/ethnicity of classroom teachers as of August 7, 2020	White	Af. Am.	Hisp	Asian /PI	Nat Am.	Total	White	Af. Am.	Hisp	Asian /PI	Nat Am.	Transfers Req
TOTAL	1540	96	760	95	49	2540	61%	4%	30%	4%	2%	
ELEMENTARY	549	18	303	33	21	924	59%	2%	33%	4%	2%	
							44-74%		18-48%			
Carrillo	7	0	10	2	1	20	35%	0%	50%	10%	5%	2
Collier	7	0	0	0	0	7	100%	0%	0%	0%	0%	2
Cavett	5	1	8	0	1	15	33%	7%	53%	0%	7%	2
Dunham	10	0	2	0	0	12	83%	0%	17%	0%	0%	2
Ford	13	0	3	0	0	16	81%	0%	19%	0%	0%	2
Fruchthendler	15	0	3	0	0	18	83%	0%	17%	0%	0%	2
Howell	14	1	2	1	0	18	78%	6%	11%	6%	0%	2
Manzo	7	0	12	0	0	19	37%	0%	63%	0%	0%	3
Tolson	6	1	10	0	0	17	35%	6%	59%	0%	0%	2
K-8	224	26	200	26	11	487	46%	5%	41%	5%	2%	
							31-61%		26-56%			
Booth/Fickett	24	4	6	6	0	40	60%	10%	15%	15%	0%	5
Borman	16	5	5	2	0	28	57%	18%	18%	7%	0%	3
Dietz	19	3	5	0	0	27	70%	11%	19%	0%	0%	3
Drachman	17	0	8	0	1	26	65%	0%	31%	0%	4%	2
Lawrence	10	0	2	6	0	18	56%	0%	11%	33%	0%	3
Miles	16	0	5	2	0	23	70%	0%	22%	9%	0%	2
MS	239	22	91	20	5	377	63%	6%	24%	5%	1%	
							48-78%		9-39%			
Alice Vail	36	0	5	1	0	42	86%	0%	12%	2%	0%	4
Magee	20	2	1	2	0	25	80%	8%	4%	8%	0%	2
HS	512	28	162	16	12	730	70%	4%	22%	2%	2%	
							55-85%		7-37%			
Rincon	57	1	4	1	0	63	90%	2%	6%	2%	0%	4

Table C – 2016-17 Priority Target Transfer Schools
STATUS UPDATE: SCHOOLS NEEDING MORE THAN TWO TEACHER TRANSFERS

2016-17 Target Transfer Schools not 1-2 teachers from +-15% teacher diversity std in 19-20	White	Af. Am.	Hisp	Asian /PI	Nat Am.	Total	White	Af. Am.	Hisp	Asian /PI	Nat Am.	Transfers Req
TOTAL	1540	96	760	95	49	2540	61%	4%	30%	4%	2%	
K-8	224	26	200	26	11	487	46%	5%	41%	5%	2%	
							31-61%		26-56%			
Booth/Fickett	33	4	10	7	0	54	61%	7%	19%	13%	0%	5
Dietz	19	2	5	0	0	26	73%	8%	19%	0%	0%	3
MS	239	22	91	20	5	377	63%	6%	24%	5%	1%	
							48-78%		9-39%			
Alice Vail	41	1	7	1	0	50	82%	2%	14%	2%	0%	5

The original Teacher Diversity Plan identified 26 target schools. As of August 7, 2020, only three of these schools need more than two teachers to meeting the ±15% standard, as shown in Table B, above. **All three schools will be priority, targeted transfer schools in SY2020-21 – prioritized for further diversity efforts.**

Booth-Fickett K-8
Booth-Fickett is five Hispanic teachers away from meeting the +-15% standard. It currently employs a relatively diverse set of teachers: 24 white (60%), four African American (10%), six Hispanic (15%), and six Asian/Pacific Islander (15%). To reach the 15% rule it must increase the number of Hispanic teachers from six to 11. Booth Fickett currently has four vacancies. Since the creation of the TDP (evolving to the DTP), Booth Fickett continues to offer teacher diversity incentives for transferring teachers that help diversify its staff. Beginning in SY2019-20, Booth-Fickett implemented a Revitalization Plan that included additional incentives to teachers being hired at, or continuing, at Booth-Fickett. The Director of Diversity Recruitment and Inclusion Programs will make recruiting for incentive transfers, and for teachers new to the District, for Booth Fickett top priority during SY2020-2.

Dietz K-8
Dietz is three Hispanic teachers away from meeting the +-15% standard. Dietz currently has 2 vacancies. To reach its diversity goal, Dietz must convince three Hispanic teachers to transfer to Dietz, or to hire three Hispanic teachers new to the District. The District will continue to offer incentives and strategies as outlined in the diversity plan. The Director of Diversity Recruitment and Inclusion Programs will make recruiting for incentive transfers, and for teachers new to the District, for Deitz and Vail, discussed below, second only to Booth Fickett during SY2020-21.

Vail MS

To reach its diversity goal, Vail must convince four teachers of color to fill any vacancies at Vail. Vail currently has three vacancies. The District will continue to offer incentives and strategies as outlined in the diversity plan. The Director of Diversity Recruitment and Inclusion Programs will make recruiting for incentive transfers, and for teachers new to the District, for Deitz and Vail second only to Booth Fickett during SY2020-21.

EXHIBIT 1-2

TUCSON UNIFIED
SCHOOL DISTRICT

UNIT: ADE
GRADE: 4
FLSA: Exempt

CLASSIFICATION TITLE
DIRECTOR - DIVERSITY RECRUITMENT AND INCLUSION PROGRAMS

SUMMARY
The Director of Diversity Recruitment, and Inclusion Programs will be responsible for effectively designing and coordinating the District's efforts in the recruitment of racially/ethnically diverse, qualified individuals to fill vacancies across the academic and business related functions. The Director will also be responsible for the design and implementation of the Distritct's Diverstiy Plan, which includes within-school teacher and administrator diversity, and Grow Your Own programs for teachers and adminstrators of color. By understanding the District's needs and developing effective relationships with internal as well as external customers, the Director of Diversity Recruitment and Inclusion Programs will be responsible for working closely with key partners to create and implement internal and external diversity recruiting strategies that will yield measurable results and will be responsible for all state, federal, and USP reporting requirements aligned with diversity talent management.

REPORTS TO: Executive Director of Human Resources

MINIMUM REQUIREMENTS
Bachelor's Degree in Human Resources, Business Administration, Public Administration, or a related field,
And
Four years of human resources, business, or management experience

Proven capability in utilizing a wide variety of recruiting methods and tools to source both active and passive candidates to fill current and future talent needs.

Demonstrated ability to develop and implement recruiting plans that identify current and future talent gaps to proactively source and develop robust talent pool pipelines in advance of need.

Experience with continuous improvement methods that result in simplifying, standardizing, and automating talent acquisition processes and practices.

Knowledge of applicable state and federal laws and regulations are required.

Excellent verbal and written communications skills required.

PREFERRED QUALIFICATIONS
Master's Degree in Human Resources, Business Administration, Public Administration, or a related field

ADDITIONAL REQUIREMENTS AFTER HIRE
FBI fingerprint background check required.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS
THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Administer methods, systems, and procedures to manage and maximize the efficiency of the District's diversity recruitment and retention functions, including developing policies and procedures, training supervisors, and ensuring that selection procedures comply with AA, EEOC, ADA, fingerprint, and state and federal certification laws.

Develop, plan, implement, and evaluate the District's diversity recruitment procedures and policies.

Administer and manage a focused, directed effort to recruit District teachers and administrators for the Teacher Diversity Program and Grow-Your-Own Administrator Programs.

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Monitor district data to manage the racial and ethnic makeup of each school's teaching staff. Monitor data to ensure the Applicant Tracking System (ATS) data is accurate and produces the necessary information for state and federal reporting on hiring demographics.

Proactively find and cultivate candidates to transfer between district sites for the purpose of improving diversity by developing an understanding of the current diversity status of the teaching staff at all schools within the district.

Act as principal advisor to district administrators, managers, and supervisors on issues related to diversity recruitment and retention.

Coordinate and review the District's outreach, recruitment and hiring, assignment, and retention efforts for the Teacher Diversity Plan and the Grow Your Own program.

Organize and attend recruiting meetings for teachers to explain the District's diversity program and visit site administrators at schools to review the importance of diversity.

Annually review previous year's diversity data and the effectiveness of past diversity recruiting and retention practices and use findings to inform future decisions.

Maintain a centralized electronic database of school by school teacher diversity data.

Provide data, reports, and narratives for all District diversity reporting needs, USP reporting, other relevant court orders and other information requests as needed.

Collaborate with other departments to gather, share, and maintain data and information for District USP related reporting.

Plan, coordinate and manage annual job fairs, internal and external recruiting events, and district representation at non-local recruiting events.

Track and report information on school-based administrators/certificated staff as required by the USP.

Adhere to all court orders, state and federal laws, and District policies and regulations.

Perform other duties as assigned.

MENTAL TASKS
Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS
Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS
Utilizes office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS
Indoor. Office environment. Exposure to noise. Contact with employees, students and public. May require in and out of state travel.

CONTROL, SUPERVISION
No supervisory responsibilities.

M:Comp and Class
New: 2/14
Rev: 4/14
Updated-change to Gr 4 from 4B, 12/16/16
Rev: 5/19, 03/2020, 8/2020

EXHIBIT 1-3

Race/Ethnicity of School Site Administrators - School Year 2019-20	White	Af. Am.	Hisp	Nat Am.	Asian /PI	Total	White	Af. Am.	Hisp	Nat Am.	Asian /PI
TOTAL	61	13	54	4	0	132	46%	10%	41%	3%	0%
ELEMENTARY	22	3	23	1	0	49	45%	6%	47%	2%	0%
							30-60%		32-62%		
Banks	1	0	0	0	0	1	100%	0%	0%	0%	0%
Blenman	1	0	0	0	0	1	100%	0%	0%	0%	0%
Bloom	0	0	1	0	0	1	0%	0%	100%	0%	0%
Bonillas	1	0	0	0	0	1	100%	0%	0%	0%	0%
Borton	0	0	1	0	0	1	0%	0%	100%	0%	0%
Carrillo	1	0	0	0	0	1	100%	0%	0%	0%	0%
Cavett	1	0	0	0	0	1	100%	0%	0%	0%	0%
Collier	0	1	0	0	0	1	0%	100%	0%	0%	0%
Cragin	0	1	0	0	0	1	0%	100%	0%	0%	0%
Davidson	1	0	0	0	0	1	100%	0%	0%	0%	0%
Davis	0	0	1	0	0	1	0%	0%	100%	0%	0%
Dunham	0	0	1	0	0	1	0%	0%	100%	0%	0%
Erickson	0	0	1	0	0	1	0%	0%	100%	0%	0%
Ford	1	0	0	0	0	1	100%	0%	0%	0%	0%
Fruchthendler	1	0	0	0	0	1	100%	0%	0%	0%	0%
Gale	0	0	1	0	0	1	0%	0%	100%	0%	0%
Grijalva	1	0	0	0	0	1	100%	0%	0%	0%	0%
Henry	1	0	0	0	0	1	100%	0%	0%	0%	0%
Holladay	0	1	0	0	0	1	0%	100%	0%	0%	0%
Howell	1	0	0	0	0	1	100%	0%	0%	0%	0%
Hudlow	0	0	1	0	0	1	0%	0%	100%	0%	0%
Hughes	1	0	0	0	0	1	100%	0%	0%	0%	0%
Johnson	0	0	1	0	0	1	0%	0%	100%	0%	0%
Kellond	1	0	0	0	0	1	100%	0%	0%	0%	0%
Lineweaver	0	0	1	0	0	1	0%	0%	100%	0%	0%
Lynn/Urquides	0	0	1	0	0	1	0%	0%	100%	0%	0%
Maldonado	0	0	1	0	0	1	0%	0%	100%	0%	0%
Manzo	0	0	1	0	0	1	0%	0%	100%	0%	0%
Marshall	0	0	1	0	0	1	0%	0%	100%	0%	0%
Miller	0	0	0	1	0	1	0%	0%	0%	100%	0%
Mission View	0	0	1	0	0	1	0%	0%	100%	0%	0%
Myers/Ganoung	1	0	0	0	0	1	100%	0%	0%	0%	0%
Ochoa	0	0	1	0	0	1	0%	0%	100%	0%	0%
Oyama	1	0	0	0	0	1	100%	0%	0%	0%	0%
Robison	0	0	1	0	0	1	0%	0%	100%	0%	0%

Sewell	1	0	0	0	0	1	100%	0%	0%	0%	0%
Soleng Tom	0	0	1	0	0	1	0%	0%	100%	0%	0%
Steele	1	0	0	0	0	1	100%	0%	0%	0%	0%
Tolson	1	0	0	0	0	1	100%	0%	0%	0%	0%
Tully	1	0	0	0	0	1	100%	0%	0%	0%	0%
Van Buskirk	1	0	0	0	0	1	100%	0%	0%	0%	0%
Vesey	0	0	2	0	0	2	0%	0%	100%	0%	0%
Warren	1	0	0	0	0	1	100%	0%	0%	0%	0%
Wheeler	0	0	1	0	0	1	0%	0%	100%	0%	0%
White	0	0	2	0	0	2	0%	0%	100%	0%	0%
Whitmore	1	0	0	0	0	1	100%	0%	0%	0%	0%
Wright	0	0	1	0	0	1	0%	0%	100%	0%	0%
K-8	**12**	**2**	**9**	**1**	**0**	**24**	**50%**	**8%**	**38%**	**4%**	**0%**
							35-65%		23-53%		
Booth/Fickett	1	1	0	1	0	3	33%	33%	0%	33%	0%
Borman	1	0	0	0	0	1	100%	0%	0%	0%	0%
Dietz	1	0	1	0	0	2	50%	0%	50%	0%	0%
Drachman	0	0	1	0	0	1	0%	0%	100%	0%	0%
Hollinger	1	0	1	0	0	2	50%	0%	50%	0%	0%
Lawrence	0	0	1	0	0	1	0%	0%	100%	0%	0%
Mary Belle McCorkle	1	0	1	0	0	2	50%	0%	50%	0%	0%
Miles	1	0	0	0	0	1	100%	0%	0%	0%	0%
Morgan Maxwell	0	0	1	0	0	1	0%	0%	100%	0%	0%
Pueblo Gardens	1	0	0	0	0	1	100%	0%	0%	0%	0%
Roberts/Naylor	2	0	0	0	0	2	100%	0%	0%	0%	0%
Robins	0	1	0	0	0	1	0%	100%	0%	0%	0%
Rose	1	0	1	0	0	2	50%	0%	50%	0%	0%
Roskruge	0	0	2	0	0	2	0%	0%	100%	0%	0%
Safford	2	0	0	0	0	2	100%	0%	0%	0%	0%
MS	**9**	**2**	**8**	**1**	**0**	**20**	**45%**	**10%**	**40%**	**5%**	**0%**
							30-60%		25-55%		
Dodge	0	1	0	0	0	1	0%	100%	0%	0%	0%
Doolen	1	0	1	0	0	2	50%	0%	50%	0%	0%
Gridley	1	0	1	0	0	2	50%	0%	50%	0%	0%
Magee	1	0	1	0	0	2	50%	0%	50%	0%	0%
Mansfeld	2	0	0	0	0	2	100%	0%	0%	0%	0%
Pistor	1	0	1	0	0	2	50%	0%	50%	0%	0%
Secrist	1	0	0	1	0	2	50%	0%	0%	50%	0%
Utterback	0	1	1	0	0	2	0%	50%	50%	0%	0%
Vail	2	0	0	0	0	2	100%	0%	0%	0%	0%
Valencia	0	0	3	0	0	3	0%	0%	100%	0%	0%

HS	16	5	14	1	0	36	44%	14%	39%	3%	0%
							29-59%		24-54%		
Catalina	2	0	1	0	0	3	67%	0%	33%	0%	0%
Cholla	1	2	1	0	0	4	25%	50%	25%	0%	0%
Palo Verde	2	1	0	0	0	3	67%	33%	0%	0%	0%
Pueblo	1	0	3	0	0	4	25%	0%	75%	0%	0%
Rincon	2	0	1	0	0	3	67%	0%	33%	0%	0%
Sabino	2	0	1	0	0	3	67%	0%	33%	0%	0%
Sahuaro	1	1	2	0	0	4	25%	25%	50%	0%	0%
Santa Rita	1	0	0	1	0	2	50%	0%	0%	50%	0%
Tucson	2	1	4	0	0	7	29%	14%	57%	0%	0%
University	2	0	1	0	0	3	67%	0%	33%	0%	0%
Alt (3)	**2**	**1**	**0**	**0**	**0**	**3**	**67%**	**33%**	**0%**	**0%**	**0%**
							52-82%		0-15%		
Mary Meredith	1	0	0	0	0	1	100%	0%	0%	0%	0%
Project More	0	1	0	0	0	1	0%	100%	0%	0%	0%
Teenage Parent Program	1	0	0	0	0	1	100%	0%	0%	0%	0%

2016-17 School Site Administrators Comparison Report

Race/Ethnicity of School Site Administrators - School Year 2016-17	White	Af. Am.	Hisp	Nat Am.	Asian /PI	Total	White	Af. Am.	Hisp	Nat Am.	Asian /PI
TOTAL	**61**	**13**	**54**	**3**	**1**	**132**	**46%**	**10%**	**41%**	**2%**	**1%**
ELEMENTARY	**28**	**3**	**22**	**1**	**0**	**54**	**52%**	**6%**	**41%**	**2%**	**0%**
							37-67%		27-57%		
Banks	1	0	0	0	0	1	100%	0%	0%	0%	0%
Blenman	1	0	0	0	0	1	100%	0%	0%	0%	0%
Bloom	0	0	1	0	0	1	0%	0%	100%	0%	0%
Bonillas	1	0	0	0	0	1	100%	0%	0%	0%	0%
Borton	0	0	1	0	0	1	0%	0%	100%	0%	0%
Carrillo	1	0	0	0	0	1	100%	0%	0%	0%	0%
Cavett	1	0	0	0	0	1	100%	0%	0%	0%	0%
Collier	0	1	0	0	0	1	0%	100%	0%	0%	0%
Cragin	1	0	0	0	0	1	100%	0%	0%	0%	0%
Davidson	1	0	0	0	0	1	100%	0%	0%	0%	0%
Davis	0	0	1	0	0	1	0%	0%	100%	0%	0%
Dunham	0	0	1	0	0	1	0%	0%	100%	0%	0%
Erickson	0	1	1	0	0	2	0%	50%	50%	0%	0%
Ford	1	0	0	0	0	1	100%	0%	0%	0%	0%
Fruchthendler	1	0	0	0	0	1	100%	0%	0%	0%	0%
Gale	1	0	0	0	0	1	100%	0%	0%	0%	0%
Grijalva	2	0	0	0	0	2	100%	0%	0%	0%	0%
Henry	1	0	0	0	0	1	100%	0%	0%	0%	0%
Holladay	0	1	0	0	0	1	0%	100%	0%	0%	0%
Howell	1	0	0	0	0	1	100%	0%	0%	0%	0%
Hudlow	1	0	0	0	0	1	100%	0%	0%	0%	0%
Hughes	1	0	0	0	0	1	100%	0%	0%	0%	0%
Johnson	1	0	0	0	0	1	100%	0%	0%	0%	0%
Kellond	1	0	0	0	0	1	100%	0%	0%	0%	0%
Lineweaver	0	0	1	0	0	1	0%	0%	100%	0%	0%
Lynn/Urquides	0	0	2	0	0	2	0%	0%	100%	0%	0%
Maldonado	0	0	1	0	0	1	0%	0%	100%	0%	0%
Manzo	0	0	1	0	0	1	0%	0%	100%	0%	0%
Marshall	0	0	1	0	0	1	0%	0%	100%	0%	0%
Miller	1	0	0	1	0	2	50%	0%	0%	50%	0%

Race/Ethnicity of School Site Administrators - School Year 2016-17	White	Af. Am.	Hisp	Nat Am.	Asian /PI	Total	White	Af. Am.	Hisp	Nat Am.	Asian /PI
Mission View	0	0	1	0	0	1	0%	0%	100%	0%	0%
Myers/Ganoung	0	0	1	0	0	1	0%	0%	100%	0%	0%
Ochoa	2	0	0	0	0	2	100%	0%	0%	0%	0%
Oyama	1	0	0	0	0	1	100%	0%	0%	0%	0%
Robison	1	0	0	0	0	1	100%	0%	0%	0%	0%
Sewell	1	0	0	0	0	1	100%	0%	0%	0%	0%
Soleng Tom	0	0	1	0	0	1	0%	0%	100%	0%	0%
Steele	1	0	0	0	0	1	100%	0%	0%	0%	0%
Tolson	1	0	0	0	0	1	100%	0%	0%	0%	0%
Tully	1	0	0	0	0	1	100%	0%	0%	0%	0%
Van Buskirk	0	0	1	0	0	1	0%	0%	100%	0%	0%
Vesey	0	0	2	0	0	2	0%	0%	100%	0%	0%
Warren	0	0	1	0	0	1	0%	0%	100%	0%	0%
Wheeler	0	0	1	0	0	1	0%	0%	100%	0%	0%
White	0	0	2	0	0	2	0%	0%	100%	0%	0%
Whitmore	1	0	0	0	0	1	100%	0%	0%	0%	0%
Wright	0	0	1	0	0	1	0%	0%	100%	0%	0%
K-8	**9**	**2**	**11**	**1**	**0**	**23**	**39%**	**9%**	**48%**	**4%**	**0%**
							34-54%		33-63%		
Booth/Fickett	1	1	1	0	0	3	33%	33%	33%	0%	0%
Borman	1	0	0	0	0	1	100%	0%	0%	0%	0%
Dietz	1	0	0	0	0	1	100%	0%	0%	0%	0%
Drachman	0	0	1	0	0	1	0%	0%	100%	0%	0%
Hollinger	1	0	1	0	0	2	50%	0%	50%	0%	0%
Lawrence	1	0	0	0	0	1	100%	0%	0%	0%	0%
Mary Belle McCorkle	1	0	1	0	0	2	50%	0%	50%	0%	0%
Miles	1	0	0	0	0	1	100%	0%	0%	0%	0%
Morgan Maxwell	0	0	1	0	0	1	0%	0%	100%	0%	0%
Pueblo Gardens	1	0	0	0	0	1	100%	0%	0%	0%	0%
Roberts/Naylor	0	0	1	1	0	2	0%	0%	50%	50%	0%
Robins	0	1	0	0	0	1	0%	100%	0%	0%	0%
Rose	0	0	2	0	0	2	0%	0%	100%	0%	0%
Roskruge	0	0	2	0	0	2	0%	0%	100%	0%	0%
Safford	1	0	1	0	0	2	50%	0%	50%	0%	0%

Race/Ethnicity of School Site Administrators - School Year 2016-17	White	Af. Am.	Hisp	Nat Am.	Asian /PI	Total	White	Af. Am.	Hisp	Nat Am.	Asian /PI
MS	8	3	7	1	0	19	45%	10%	40%	5%	0%
							30-60%		25-55%		
Dodge	1	0	0	0	0	1	100%	0%	0%	0%	0%
Doolen	1	0	1	0	0	2	50%	0%	50%	0%	0%
Gridley	1	1	0	0	0	2	50%	50%	0%	0%	0%
Magee	1	0	1	0	0	2	50%	0%	50%	0%	0%
Mansfeld	0	0	2	0	0	2	0%	0%	100%	0%	0%
Pistor	1	0	1	0	0	2	50%	0%	50%	0%	0%
Secrist	0	1	0	1	0	2	0%	50%	0%	50%	0%
Utterback	0	1	1	0	0	2	0%	50%	50%	0%	0%
Vail	2	0	0	0	0	2	100%	0%	0%	0%	0%
Valencia	1	0	1	0	0	2	50%	0%	50%	0%	0%
HS	14	5	13	0	1	33	42%	15%	39%	0%	3%
							27-57%		24-54%		
Catalina	1	1	0	0	0	2	50%	50%	0%	0%	0%
Cholla	2	1	1	0	0	4	50%	25%	25%	0%	0%
Palo Verde	2	0	0	0	1	3	67%	0%	0%	0%	33%
Pueblo	1	0	3	0	0	4	25%	0%	75%	0%	0%
Rincon	1	0	2	0	0	3	33%	0%	67%	0%	0%
Sabino	2	0	1	0	0	3	67%	0%	33%	0%	0%
Sahuaro	1	1	2	0	0	4	25%	25%	50%	0%	0%
Santa Rita	0	0	2	0	0	2	0%	0%	100%	0%	0%
Tucson	2	2	2	0	0	6	33%	33%	33%	0%	0%
University	2	0	0	0	0	2	100%	0%	0%	0%	0%
Alt (3)	2	0	1	0	0	3	67%	0%	33%	0%	0%
							52-82%		18-48%		
Mary Meredith	1	0	0	0	0	1	100%	0%	0%	0%	0%
Project More	0	0	1	0	0	1	0%	0%	100%	0%	0%
Teenage Parent Program	1	0	0	0	0	1	100%	0%	0%	0%	0%

EXHIBIT 1-4

DIVERSITY TRANSFER TARGET SCHOOLS FOR ADMINISTRATORS
2020-21

The following schools are only one administrator from 15% compliance in SY2020-21:

Vesey Elementary
White Elementary
Roskruge K-8
Safford K-8
Doolen Middle
Vail Middle
Mansfeld Middle
Catalina High

Three schools were on the transfer target schools for administrators list in SY2019-20,
but now have diverse administrative teams in SY2020-21:

Rincon High
Sabino High
University High

EXHIBIT 1-5

Tucson Unified School District

Teacher Diversity Plan for SY 18-19:

Results, Analysis and Conclusions

A. **Origin of The TDP**

USP § IV.E.2 directed the District to identify:

> "significant disparities (i.e., more than a 15 percentage point variance) between the percentage of African American or Latino certificated staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary School, Middle School, K-8, High School). The assessment of significant disparities shall also take into account the percentage of African American and Latino students on each school campus."

The USP did not contain any target or required reduction in schools with "significant disparities" or mandate forced transfers of teachers among schools to achieve the desired balancing. The District was directed to address disparities by enforcing hiring policies, additional targeted training, and voluntary transfers among schools.

The District did its initial assessment of disparities shortly after the USP was entered, reported the results, and has continued to report on the racial and ethnic composition of teachers and administrators at individual school sites.

In March, 2016, the Court ordered the District to develop a plan " to reduce by half by the beginning of the 2016-17 school year the number of schools in which there are existing racial disparities, as defined by the USP, among the teaching staffs." [ECF 1914, at 2.] The order required the plan to include the following practices:

> "1. School transfers by TUSD teachers shall not create or add to racial disparities in any school.
>
> 2. School transfer requests that contribute to the elimination of racial disparities shall have priority.
>
> 3. Incentives shall be used to motivate voluntary transfers. These incentives shall include, but not be limited to, financial incentives, reduction or modification of workload, and enhanced opportunities for professional advancement.
>
> 4. Beginning teachers may be assigned to schools at which students are achieving above the district average when such assignment will increase faculty diversity.
>
> 5. As necessary, the district shall actively recruit teachers to transfer to new schools when such transfers will bring about compliance with the relevant provisions of the USP." *Id.*

The order also directed the District to develop a plan to eliminate all significant disparities in 2017-18, using the practices outlined by the Court. Id.

B.   **Implementation and Results for SY16-17**

The District immediately implemented all of these items in the Court's order, including a set of incentives for voluntary transfers known as the Teacher Diversity Plan (TDP). A copy of the original Teacher Diversity Plan is attached hereto as Exhibit 1.

As noted in the TDP, the Special Master proposed that 26 schools that currently have "significant disparities" as defined in paragraph IV(E)(2) of the USP be the primary targets of this plan in SY2016-17, and the District adopted that proposal for the plan. These schools became the ones by which the success of the plan was measured.

The TDB included the following incentive elements, among others:

      1.   A one-time $3,000 stipend for a target school which hired a transfer who reduced the existing disparity.

      2.   A stipend of $2,500 per year for a two year commitment, to any teacher voluntarily initiating a transfer to a target school who reduced the existing disparity.

      3.   A stipend of $2,500 per year for a two year commitment, to any teacher identified in a targeted recruitment effort who agreed to transfer to a target school who reduced the existing disparity.

      4.   A Master Teacher Team pilot program, involving two teams of four highly rated teachers placed as a team, one team at an elementary school and one at a middle school, with each participating teacher getting a stipend of $6,000.

The Teacher Diversity Plan was widely disseminated to District teachers in the spring of 2016 during the period when teachers make decisions regarding the next teaching year.

As of March 1, 2017, the District assessed the results of the plan for the 16-17 school year. 44 teachers transferred and received the stipend, which exceeded the initial year goal of 20 to 25 teachers. Only 10 of the 26 target schools still had "significant disparities" in African American or Latino teaching staffs, as defined in the USP.[1] But even more importantly, a change of only 27 more teachers out of the 650 teachers at the target schools (only 4%) would have eliminated the remaining significant disparities. The District concluded that the TDP had met its goals for 16-17.

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[1] Raw data for target schools is attached hereto as Exhibit 2.

C.   Implementation and Results for SY17-18.

As a result of the success in SY16-17, and the relatively small number of teachers needed to complete the plan, only one major change was made for the plan for SY17-18. The amount of the stipend for voluntary transfers to a target school was doubled, from $2,500 per year to $5,000 per year, again with a two year commitment.

The TDP was again widely disseminated to District teachers in the spring of 2017 during the period when teachers make decisions regarding the next teaching year.

As of March 1, 2018, the District assessed the results of the plan for the 17-18 school year. This year, 22 additional teachers transferred and received the stipend, and 33 of the original cohort remained in the program. There were still ten of the 26 target schools that had "significant disparities" in African American or Latino teaching staffs, as defined by the USP. Although the TDP thus did not reach its goal of eliminating all disparities in target schools by 17-18, significant progress was made. The number of teachers that would have to change to eliminate all significant disparities at target schools dropped from 27 in 16-17 to 18 in 17-18. Half of the remaining 10 target schools were only one teacher away from eliminating significant disparities. Half of the remaining ten target schools had made progress over the prior year, reducing the number of teacher changes needed to eliminate significant disparities.

D.   Implementation and Preliminary Results for SY18-19.

The District's HR staff analyzed the results of the TDP for SY17-18. First, HR staff was concerned that unless the stipend was extended, a number of the remaining members of the cohort would seek to move. Accordingly, the decision was made to extend the stipend for the first cohort another year.

HR staff also considered increasing the stipend yet again, but decided not to increase the amount of the stipend. Even though the numbers of new teachers eligible for the stipend dropped from the prior year, the TDP program did not need many additional teachers: another year like SY17-18 would bring in more than enough teachers to achieve compliance in the target schools. Moreover, based on informal discussions with teachers and among the staff, it appeared that the stipend had attracted most of those willing to transfer to a target school. The cost of such an increase across the program (an increase would need to be made across the entire program to avoid negative consequences for paying "late-comers" more than those that signed up initially). The HR staff also considered that general increases in pay also would likely dampen the impact of an increase in the stipend this year.

Third, although the stipend was actually only one of a number of alternative benefits offered to participants in the program, all of the eligible teachers had chosen the stipend; none had

chosen the alternative benefit package. Accordingly, the decision was made to discontinue the alternative benefits package.

Finally, the HR staff concluded that although significant additional progress may be made through other traditional types of efforts at specific schools that have had persistent disparities (continued training and guidance from central HR staff), the general TDP incentive program has achieved close to its practical maximum effect.   Moreover, elementary schools often have very small teacher groups – some as few as ten, and many less than 25. Data for groups that small is likely to be (a) volatile from year to year as a result of small random changes in personnel, and (b) so small that no valid conclusions can be drawn. A change in one or two teachers at a small school, unless they are replaced with teachers of the same race or ethnicity, can have massive impact on percentages, with the result that schools bounce in and out of compliance from year to year. The District observed this phenomenon, both within and outside the target group of schools. HR staff is also concerned that in this small group setting, concern about meeting TDP targets may elevate race or ethnicity above acceptable levels of importance in hiring decisions, particularly given that there is no finding that the District has ever discriminated in the hiring of teachers.

The TDP was again widely disseminated to District teachers in the spring of 2018 during the period when teachers make decisions regarding the next teaching year.

The District has tabulated preliminary results of the plan for SY18-19, as of November 6, 2018. There were still 8 of the 26 target schools that had "significant disparities" in African American or Latino teaching staffs, as defined by the USP, which was a reduction from 10 schools in the previous year.   Nonetheless, once again, significant progress was made.   The number of teachers that would have to change to eliminate all significant disparities at target schools dropped again, from 18 in SY17-18 to 16 in SY18-19.   Three-quarters of the remaining eight target schools were only one teacher away from eliminating significant disparities. Three of the remaining schools continued to make progress, reducing the number of teacher changes needed to eliminate significant disparities. Two slid slightly farther away from compliance, and three stayed only one teacher away from compliance.

E.   **Preliminary Plan for SY19-20.**

The District plans to continue to offer the TDP incentives in SY19-20 (including retention stipends for existing cohorts of teachers), and focus on outreach and increased scrutiny of the voluntary transfer process, to preserve the gains made in the past years, and address schools with persistent disparities. As part of the budget process for SY19-20, the HR staff will evaluate the feasibility of other measures.

F.   **Administrators**

In its order dated September 6, 2018, the Court found that "the TDP should extend to administrators, not just teachers[.]"[2] [ECF 2123 at 40.] This had not been part of the Special Master's recommendation, and came too late to implement for SY18-19, as virtually all school administrative positions for SY18-19 had already been filled. However, for SY19-20, the District will evaluate the possibility of extending incentives to administrators to transfer from one school to another to improve the diversity of the staff. The District notes that of its 85 current schools, 52 have single-administrator staff, so "within-school" diversity of staff is not possible. In SY17-18, of the 33 schools with more than one administrator, 23 were two-person teams, six were three-person teams, three were four person teams, and one school had six administrators. That largest team, at Tucson Magnet High, consisted of three Hispanic, two African American and one White administrators – already quite diverse. Indeed, only ten of the 33 schools with more than one administrator had homogenous teams (4 White and 6 Hispanic) – the rest were already diverse. [ECF 2128-1, at 91-94.] Given this data, it is not clear that additional incentives will add much to the existing diversity of site-based administrative teams.

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[2] The Court may have been intending that incentives similar to those used in the TDP be used to encourage teachers to become administrators, but the TDP is a program designed to incent existing professionals to move around within the District to improve diversity at particular sites; GYO programs are designed to encourage teachers or others to become administrators. The District reports on existing GYO programs to encourage teachers to become administrators (and possible extensions of those programs to include hiring and retention stipends) in the GYO Report/Addendum, filed herewith.

EXHIBIT 1 to Exhibit 1-5

TUCSON UNIFIED
SCHOOL DISTRICT

PO Box 40400	**Human Resources Department**	Telephone: (520) 225-6035
1010 E. 10th Street		Fax: (520) 798-8683
Tucson, AZ 85719		www.tusd1.org

TEACHER DIVERSITY PLAN

By order dated March 25, 2016 (the "Order"), the District was required to "develop and implement a plan to reduce by half by the beginning of the 2016-17 school year the number of schools in which there are existing racial disparities, as defined by the USP, among the teaching staffs" and "to eliminate all significant disparities in 2017-18."

This document sets forth a Teacher Diversity Plan developed by the District in response to the Order, after consultation with the Special Master and plaintiffs.[1] The District believes that this plan will achieve the stated goals set forth in the Order.   The District has already begun implementation of many of the elements of the plan.

The Special Master proposed that 26 schools that currently have "significant disparities" as defined in paragraph IV(E)(2) of the USP be the primary targets of this plan in SY2016-17, and the District has adopted that proposal for this plan. These schools will be the ones by which the success of the plan will be measured.[2] Thus, the District's initial objective is to reduce the number of schools with significant racial disparities from 26 to 13 by the beginning of SY2016-17.

Nine schools that currently have "significant disparities" as defined in paragraph IV(E)(2) of the USP were identified by the Special Master as having faculty that are racially diverse. These schools have not been included in the list of target schools.[3]   The District will continue to seek and foster diversity at these schools, and will report to the Special Master on any proposed additions to the faculty that alter the current racial/ethnic percentages in teaching staff at the school.

The plan is to achieve its objective using the following methods:

1. **Site Incentives**: Principals at target schools who recruit and hire a teacher after July 1 whose presence reduces racial disparity will be granted $3000 (per teacher) to use toward classroom supplies. The estimated cost of this element of the plan for SY2016-17 is $84,000.

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[1] The District does not intend by this reference to imply that the Special Master or the plaintiffs are in agreement with all aspects of the plan, but only to note that the District requested comments and suggestions on a draft version of the plan, and took those comments and suggestions in adopting this final version of the plan.

[2] These "Group 1" schools are Bloom, Collier, Dunham, Fruchthendler, Gale, Henry, Holladay, Howell, Hudlow, Kellond, Lineweaver, Marhall, Miles, Miller, Myers-Ganoung, Hughes, Roberts-Naylor, Soleng Tom, Steele, Tolson, Whitmore, Booth-Fickett, Dietz, Safford, Vail, and UHS.

[3] These "Group 2" schools are Banks, Borton, Carrillo, Cavett, Manzo, Ochoa, Warren, C.E. Rose, and Morgan Maxwell.

TUCSON UNIFIED
SCHOOL DISTRICT

PO Box 40400	**Human Resources Department**	Telephone: (520) 225-6035
1010 E. 10th Street		Fax: (520) 798-8683
Tucson, AZ 85719		www.tusd1.org

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2.   **Teacher Incentives: Requested Transfers**: District teachers who seek to transfer to a target school and whose presence reduces racial disparities will receive a benefit package of $5,000, chosen from the incentive options below. Some of these items may be taxable.
   a.   Cash stipend
   b.   Reduced or modified teaching schedule (through the Master Teacher Team Initiative)
   c.   Technology Package; laptop, bag, printer (for classroom use; may be taken home for professional use)
   d.   National Board Certification support
   e.   Master's degree support
   f.   Professional Development (conferences and/or specific training)
All qualifying transfers will be offered a two year contract. The estimated cost of this element of the plan for SY2016-17 is $125,000.00.

3.   **Teacher Incentives – Targeted Recruiting For Diversity:** In addition to teacher-initiated transfers, the District will actively recruit selected District teachers to transfer to schools where their presence will reduce racial disparity. The same incentives will apply to qualifying recruited transfers as to teacher-initiated transfers (see item 2 above). The goal is to recruit 25 teachers across initiatives 2 and 3. The estimated cost of these elements of the plan is $125,000.

4.   **Teacher Incentives – Targeted Recruiting for Low-Achieving Schools:** When there is a vacancy at a low-achieving school, the District will identify top teachers in the District with high-achieving students using data provided by the Assessment and Evaluation Department (A&E) and invite them to transfer to the low-achieving school. In addition, teachers will be assigned to sites so that it reduces any faculty racial disparity, if possible. Teachers will be selected using teaching experience of at least five years and being rated Highly Effective for at least two years in a row. Participating teachers would select from teacher incentive options (see item 2 above). In addition, all selected and participating teachers would be offered a two-year contract. The goal is to recruit a total of 20 teachers to transfer to these sites. The estimated cost of this element of the plan is $100,000.

5.   **Beginning Teachers**: When there is a vacancy at a low-achieving school, the District generally prefers to fill the vacancy with experienced, effective teachers. However, the District may place a beginning teacher at such a school where it will improve faculty diversity. Should beginning teachers be placed in these schools, they will receive extra support as provided in the USP.

6.   **Professional Advancement Opportunity**: Master Teacher Team. The District will implement a Master Teacher Team pilot program, based on the Opportunity Culture Initiative supported by the Arizona Department of Education. The model of the plan is attached to this report.

TUCSON UNIFIED
SCHOOL DISTRICT

The pilot will involve two teams, one at an elementary school and another at a middle school. Each team will consist of four specially selected highly rated teachers. Teachers will be selected through an analysis of student data, teacher evaluations, and principal input. The District is committed to selecting teachers who will comprise a diverse team. Selected teachers would receive a $6,000 stipend and a modified or reduced workload. All selected and participating teachers would be offered a two-year contract.

Each team will be invited to participate in one of the models in the Opportunity Culture initiative that benefits the selected individual school sites (see Table 1 on pp. 5&6 of the Opportunity Culture Toolkit). The decision of what Opportunity Culture model to use at each site will be made by a group consisting of site leadership, central directors, and the master teacher team assigned to that school.

The estimated cost of this element of the plan for SY2016-17 is $568,000.

7.   **Other School Transfer Requests**. School transfer requests that reduce racial disparities will have priority. There will be no delay in processing any transfer request that eliminates the racial disparities at any Tucson Unified school site. These will be processed for approval on the next available board agenda. The District will not approve transfers by District teachers which increase racial disparities in any school. As transfer requests are received by the Human Resources Department, they will be reviewed and checked for the effect on the diversity of that school. The site administrator will be contacted and informed if the transfer will not be permitted. The administrator will be reminded of the diversity requirement and provided with a new list of applicants.

8.   **Reporting**: The District will report twice monthly the race and certification of the actual appointments in the target schools, and in certain additional schools.[4]

9.   **Dual Language Program Schools:** Schools with a dual language program have not been included in the list of target schools, but the District will continue efforts to recruit and retain Anglo and African American bilingual teachers in dual language program schools.

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[4] These schools are Banks, Borton, Carrillo, Cavett, Manzo, Ochoa, Warren, C.E. Rose, Morgan Maxwell, Bloom, Davis, Grijalva, Hollinger, McCorkle, Mission View, Pistor, Pueblo, Roskruge, Van Buskirk, White.

EXHIBIT 2 TO EXHIBIT 1-5

Race/Ethnicity of Classroom Teachers at Target School Sites - SY16-17 (March 1, 2017)	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.	Total	White	Af. Am.	Hisp.	Asian /PI	Nat. Am.
ELEMENTARY	**631**	**23**	**290**	**27**	**16**	**987**	**64%**	**2%**	**29%**	**3%**	**2%**
								0-17%	14-44%		
Bloom Elementary School	13	0	5	0	0	18	72%	0%	28%	0%	0%
Collier Elementary School	11	0	0	0	0	11	100%	0%	0%	0%	0%
Dunham Elementary School	13	0	0	0	0	13	100%	0%	0%	0%	0%
Fruchthendler Elementary School	15	0	1	0	0	16	94%	0%	6%	0%	0%
Gale Elementary School	16	0	4	1	0	21	76%	0%	19%	5%	0%
Henry Elementary School	16	0	1	1	0	18	89%	0%	6%	6%	0%
Holladay Magnet ES	15	1	4	1	0	21	71%	5%	19%	5%	0%
Howell Elementary School	13	3	2	0	0	18	72%	17%	11%	0%	0%
Hudlow Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Kellond Elementary School	21	0	5	0	2	28	75%	0%	18%	0%	7%
Lineweaver Elementary School	22	0	4	1	0	27	81%	0%	15%	4%	0%
Marshall Elementary School	13	0	3	3	0	19	68%	0%	16%	16%	0%
Miller Elementary School	13	0	15	0	0	28	46%	0%	54%	0%	0%
Myers/Ganoung Elementary School	18	0	4	1	0	23	78%	0%	17%	4%	0%
Sam Hughes Elementary School	12	1	3	0	0	16	75%	6%	19%	0%	0%
Soleng Tom Elementary School	16	2	4	0	0	22	73%	9%	18%	0%	0%
Steele Elementary School	16	0	3	0	0	19	84%	0%	16%	0%	0%
Tolson Elementary School	3	1	11	0	0	15	20%	7%	73%	0%	0%
Whitmore Elementary School	16	0	3	0	0	19	84%	0%	16%	0%	0%
K-8	**221**	**20**	**180**	**9**	**10**	**440**	**50%**	**5%**	**41%**	**2%**	**2%**
								0-20%	26-56%		
Booth/Fickett Magnet	42	4	5	2	0	53	79%	8%	9%	4%	0%
Dietz K-8 School	21	2	7	1	0	31	68%	6%	23%	3%	0%
Miles E.L.C.	18	0	6	0	0	24	75%	0%	25%	0%	0%
Roberts/Naylor K-8 School	20	3	9	0	3	35	57%	9%	26%	0%	9%
Safford K-8 Magnet	28	7	14	1	1	51	55%	14%	27%	2%	2%
MS	**243**	**13**	**73**	**7**	**2**	**338**	**72%**	**4%**	**22%**	**2%**	**1%**
								0-19%	7-37%		
Alice Vail Middle School	29	1	5	1	0	36	81%	3%	14%	3%	0%
HS	**520**	**23**	**148**	**13**	**12**	**716**	**73%**	**3%**	**21%**	**2%**	**2%**
								0-18%	6-36%		
University High School	44	0	5	2	0	51	86%	0%	10%	4%	0%

Race/Ethnicity of Classroom Teachers at Target School Sites - SY17-18 (March 1, 2018)	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.	Total	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.
ELEMENTARY	**619**	**24**	**303**	**29**	**20**	**996**	**62%**	**2%**	**30%**	**3%**	**2%**
								0-17%	15-45%		
Bloom Elementary School	13	0	9	0	0	22	59%	0%	41%	0%	0%
Collier Elementary School	8	0	2	0	0	10	80%	0%	20%	0%	0%
Dunham Elementary School	10	0	1	0	0	11	91%	0%	9%	0%	0%
Fruchthendler Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Gale Elementary School	14	0	5	1	0	20	70%	0%	25%	5%	0%
Henry Elementary School	14	0	3	1	0	18	78%	0%	17%	6%	0%
Holladay Magnet ES	14	2	4	1	0	21	67%	10%	19%	5%	0%
Howell Elementary School	13	3	2	0	0	18	72%	17%	11%	0%	0%
Hudlow Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Kellond Elementary School	20	0	5	0	2	27	74%	0%	19%	0%	7%
Lineweaver Elementary School	24	0	4	1	0	29	83%	0%	14%	3%	0%
Marshall Elementary School	13	0	3	3	0	19	68%	0%	16%	16%	0%
Miller Elementary School	14	0	15	0	0	29	48%	0%	52%	0%	0%
Myers/Ganoung Elementary School	18	0	5	1	0	24	75%	0%	21%	4%	0%
Sam Hughes Elementary School	13	0	4	0	0	17	76%	0%	24%	0%	0%
Soleng Tom Elementary School	15	2	3	0	0	20	75%	10%	15%	0%	0%
Steele Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Tolson Elementary School	5	1	8	0	1	15	33%	7%	53%	0%	7%
Whitmore Elementary School	16	0	2	1	0	19	84%	0%	11%	5%	0%
K-8	**21**	**16**	**192**	**12**	**9**	**444**	**48%**	**4%**	**43%**	**3%**	**2%**
								0-19%	28-58%		
Booth/Fickett Magnet	40	3	11	3	0	57	70%	5%	19%	5%	0%
Dietz K-8 School	19	2	8	1	0	30	63%	7%	27%	3%	0%
Miles E.L.C.	18	1	5	0	0	24	75%	4%	21%	0%	0%
Roberts/Naylor K-8 School	21	1	8	2	2	34	62%	3%	24%	6%	6%
Safford K-8	24	4	13	1	1	43	56%	9%	30%	2%	2%
MS	**261**	**16**	**76**	**9**	**5**	**367**	**71%**	**4%**	**21%**	**2%**	**1%**
								0-19%	6-36%		
Alice Vail Middle School	40	2	4	0	0	46	87%	4%	9%	0%	0%
HS	**539**	**23**	**165**	**11**	**11**	**749**	**72%**	**3%**	**22%**	**1%**	**1%**
								0-18%	7-37%		
University High School	46	1	6	2	0	55	84%	2%	11%	4%	0%

Race/Ethnicity of Classroom Teachers at Target School Sites - SY 2018-19 (as of 11.6.18)	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.	Total	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.
ELEMENTARY	**273**	**7**	**88**	**15**	**4**	**1024**	**27%**	**1%**	**9%**	**1%**	**0%**
								0-16%	14-44%		
Bloom Elementary School	16	0	8	0	0	24	67%	0%	33%	0%	0%
Collier Elementary School	7	0	2	0	0	9	78%	0%	22%	0%	0%
Dunham Elementary School	13	0	1	0	0	14	93%	0%	7%	0%	0%
Fruchthendler Elementary School	12	0	3	0	0	15	80%	0%	20%	0%	0%
Gale Elementary School	16	0	5	1	1	23	70%	0%	22%	4%	4%
Henry Elementary School	15	0	3	1	0	19	79%	0%	16%	5%	0%
Holladay Magnet ES	14	2	5	1	0	22	64%	9%	23%	5%	0%
Howell Elementary School	14	3	2	0	0	19	74%	16%	11%	0%	0%
Hudlow Elementary School	12	0	4	2	0	18	67%	0%	22%	11%	0%
Kellond Elementary School	20	0	6	0	2	28	71%	0%	21%	0%	7%
Lineweaver Elementary School	26	0	4	1	0	31	84%	0%	13%	3%	0%
Marshall Elementary School	12	0	3	3	0	18	67%	0%	17%	17%	0%
Miller Elementary School	14	0	13	0	0	27	52%	0%	48%	0%	0%
Myers/Ganoung Elementary School	17	0	5	3	0	25	68%	0%	20%	12%	0%
Sam Hughes Elementary School	14	0	4	0	0	18	78%	0%	22%	0%	0%
Soleng Tom Elementary School	16	1	3	0	0	20	80%	5%	15%	0%	0%
Steele Elementary School	12	0	5	2	0	19	63%	0%	26%	11%	0%
Tolson Elementary School	7	1	9	0	1	18	39%	6%	50%	0%	6%
Whitmore Elementary School	16	0	3	1	0	20	80%	0%	15%	5%	0%
K-8	**208**	**21**	**187**	**20**	**9**	**445**	**47%**	**5%**	**42%**	**4%**	**2%**
								0-20%	27-57%		
Booth/Fickett Magnet	34	4	7	6	0	51	67%	8%	14%	12%	0%
Dietz K-8 School	18	2	4	1	0	25	72%	8%	16%	4%	0%
Miles E.L.C.	17	1	6	0	0	24	71%	4%	25%	0%	0%
Roberts/Naylor K-8 School	22	2	11	2	1	38	58%	5%	29%	5%	3%
Safford K-8	24	4	12	1	1	42	57%	10%	29%	2%	2%
MS	**270**	**20**	**84**	**4**	**13**	**378**	**71%**	**5%**	**22%**	**1%**	**3%**
								0-17%	6-36%		
Alice Vail Middle School	40	1	5	0	0	46	87%	2%	11%	0%	0%
HS	**523**	**28**	**168**	**10**	**11**	**729**	**72%**	**4%**	**23%**	**1%**	**2%**
								0-17%	8-38%		
University High School	45	1	5	1	0	52	87%	2%	10%	2%	0%

Exhibit 1-6

Plan for Recruitment of Teachers for Diversity and Grow Your Own Programs

The District has designated a central-staff, director-level employee for whom a major responsibility will be a focused, directed effort to recruit District teachers for its Teacher Diversity Program and Grow-Your-Own Administrator Programs. Recruiting for these programs will be a major responsibility for the Director of Recruitment and Talent Acquisition. This document sets out an initial plan for recruitment for these programs.

A.   Teacher Diversity: Recruiting Teachers to Transfer to Improve Diversity

There are two principal functions involved in recruiting teachers to transfer among District schools to improve diversity: to proactively find and cultivate candidates to transfer when an open position presents an opportunity to improve diversity, and to seek voluntary "swaps" of personnel between schools even in the absence of an open position.   The process begins with a deep and continuous understanding of the current diversity status of the teaching staff at the schools around the district, the use of that data to identify potential transfer candidates, followed by direct outreach, and then a personalized effort to persuade and incent teachers to transfer to a school to improve the diversity of the teaching staff at the receiving school, without adversely affecting diversity at the sending school.

1.   School-By-School Teacher Diversity Data.

The process begins with the use of District HR data systems to create a table of the racial and ethnic makeup of each school's teaching staff, along with the school's specific receiving needs for improved diversity, its sending capacities to improve diversity at other schools, and current open positions at the school.   The Director will keep this table updated each month throughout the calendar year.

2.   Identifying Potential Transfer Candidates.

Using the table and HR data, the Director will keep a running list of "sending school" transfer candidates by race/ethnicity and teaching position, to allow matching to open positions at other schools.

The Director will develop an annual on-line survey, to be sent to all teachers, to explore potential interest in transferring to improve diversity, including questions regarding what teaching conditions or incentives would increase interest in transferring (such as preferred grade level, another teacher transferring at the same time, working conditions), and to what schools. Survey responses will also be used to identify or prioritize candidates.

The Director will also work with teachers who have transferred to improve diversity, to develop additional referrals, and also to develop success stories and testimonials that can be used to help recruit transfer candidates.

The Director will also use the data, and geographic locations, to identify possible "swap" school candidates, where the exchange of teachers would improve diversity at one or both schools.

3.   Direct Personal Outreach.

The Director will organize regular e-mail and/or telephone contact with transfer candidates to advise them of open positions which would improve diversity, and of the availability of the various incentives and advantages of transferring. The Director will follow up with direct personal contact as much as possible.

To the extent practicable, the Director will organize and attend recruiting meetings for teachers at schools with significant sending capacity, to explain the benefits of a diverse teaching staff, to explain the District's diversity program, the availability of the various incentives and advantages of transferring, and to encourage candidates to apply for transfers.

The Director will contact and visit principals at schools with significant sending capacity to review the importance of diversity and encourage principals to refer teachers as transfer candidates, and the incentives available. To the extent practicable, the Director will facilitate meetings among principals or transfer candidates at potential "swap" schools, to promote "swaps" between schools to promote diverse teaching staffs.

4.   Tools of Persuasion.

The District will continue to offer a stipend of $5,000 per year, for a period of three years, for candidates who transfer to improve diversity at the receiving school. The District may offer other incentives, including efforts to arrange dual transfers where possible so that two teachers can transfer together to a receiving school, more desirable grade or subject assignments, and additional incentives or working conditions that teachers identify in annual surveys relating to diversity transfers.[1]

B.   Grow Your Own Administrator Programs: Recruiting Minority Participants.

Individuals who serve as administrators in Arizona public schools must have a certificate from the Arizona Department of Education, as a principal, supervisor or superintendent.   This in turn requires a master's degree, three years of teaching experience, and specific coursework in administration of public instruction. The District is committed to providing pathways for current minority teachers and other employees who may be interested in becoming administrators.

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[1] The District initially offered a range of other incentives equivalent to the stipend, including technology packages, tuition assistance, and the like, but all transfer candidates to date have taken the stipend. The District will continue to offer equivalent incentives. The Special Master had suggested finding candidates close to retirement and raising salary instead of providing a stipend, reasoning that this does not cost the school district much but provides a significant benefit in increased retirement pay. However, this strategy does involve additional current pension funding costs to the District, would likely require changes in the collective bargaining agreement with the teachers' union, and may violate rules against "termination incentive programs" under the state retirement system, which can (and has) resulted in fines levied against the school district by the state retirement system. Accordingly, the District does not currently plan to implement this strategy.

1.   **Expansion of Current Grow Your Own Programs**

The District currently has its Leadership Prep Academy, and a program to provide tuition assistance for those enrolled in a master's program that will lead to an administrator's certificate at the University of Arizona.[2] The District is expanding the tuition assistance program to include enrollment in a master's program through Grand Canyon University, and also Northern Arizona University, both of which offer convenient but somewhat different paths and schedules to earn the master's degree.

2.   **Identification of Qualified Minority Participants.**

Using District HR data, the Director will assemble and regularly update a list of minority teachers and others in the District who already hold administrator certificates but are not currently employed in administrator positions in the District.

Using District HR data, data from teacher evaluations, and other sources of referral, the Director will assemble and regularly update a list of qualified minority teachers who may be candidates to work towards an administrator's certificate.

3.   **Direct Personal Outreach, Mentoring and Coaching.**

a.   <u>Minority Administrator Candidates</u>. For those minority employees who already hold administrator certificates, the Director will conduct regular e-mail and/or telephone contact to advise these candidates of open administrator positions, and encourage them to apply. The Director will follow up with direct personal contact as much as possible.

The director will also explore the feasibility of matching minority administrator candidates with existing administrators to serve as mentors for the decision to become an administrator, and guides for the process of applying for an administrator's position. The Director will also conduct a number of clinics and coaching sessions to assist for interested candidates with the application process, including interview skills coaching and formal resume construction.

b.   <u>Minority Teachers</u>. For those minority teachers who do not yet have an administrator's certificate, the Director will conduct regular e-mail and/or telephone contact to advise these candidates of the availability of the Leadership Prep Academy and tuition assistance programs, and to encourage them to participate.

The Director will conduct several meetings and information sessions to encourage minority teachers to enroll in the Leadership Prep Academy and/or tuition assistance programs, and invite minority administrators to attend and provide their own stories and paths as an encouragement to others.

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[2] These programs have been described in more detail in the District's annual reports and in its assessment of unitary status. This plan focuses on recruitment to enroll in the programs, not the programs themselves.

EXHIBIT 2

Revised Plan for Improved Diversity Through Grow Your Own Programs
Revised August 2020

I.   **Background and Context**

As the Special Master points out in his 2016-17 Special Master Annual Report, "A fundamental problem confronting TUSD's efforts to increase the diversity of its teaching staff is that there is a nationwide teacher shortage. The dwindling supply of African American and Latino teachers also affects administrators since virtually all administrators come from the ranks of teachers. Moreover, Arizona ranks at the bottom among the states as attractive places for teachers to start their careers." [SMAR 2096 filed 2/27/18]. "TUSD has a difficult time competing for talent with districts that pay considerably more and that serve communities with much larger African American populations in the quality of life that goes with a large ethnic population." *Id.*

Despite these disadvantages, and despite the national shortage of teachers, TUSD has been effective in teacher recruiting. Teacher vacancies at the start of the school year are declining at TUSD (see table below).

Teacher Vacancies				
Month	**SY2016-17**	**SY2017-18**	**SY2018-19**	**SY2019-20**
August	158	109	88	62
September	128	88	83	56
October	114	81	61	46
November	121	80	62	46
December	106	81	53	38
January	115	89	64	37
February	96	87	56	38
March	81	71	57	36
April	69	51	23	22
May	3	10	10	20

The District already employs African American and Hispanic teachers at a rate higher than would be expected, considering the teacher demographics of the United States and the state of Arizona, as reflected in the chart below. Moreover, the trend over the last four years at the District is towards increasing diversity.

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Percent of Teachers by Race and Ethnicity: 2011-12						
	Hispanic	White	AA	Asian	Haw/ Pacific Islander	Nat. Am.
United States	7.8%	81.9	6.8%	1.8%	.1%	.5%
Arizona	13.1%	80.1%	2.8%	1.7%	n.r.	1.3%
Tucson Unified School District						
2019-20	30.0%	61.9%	3.4%	2.9%	0.2%	1.6%
2018-19	29.0%	63.0%	3.4%	2.8%	0.3%	1.4%
2017-18	29.1%	64.2%	2.9%	2.0%	0.2%	1.5%
2016-17	28.1%	65.4%	3.0%	1.8%	0.2%	1.4%

However, while the District continues to utilize various GYO programs to combat the teacher shortage, the District will actively manage targeted recruitment to offer opportunities to Hispanic and African American staff and faculty to increase the number of Hispanic and African American teachers and administrators to the extent possible in support of the goals of the Teacher and Administrator Diversity Plan (TADP).

II.   Tucson Unified Grow Your Own Programs

The District offers a number of Grow Your Own Programs (GYO) to encourage, incent, and support individuals in becoming teachers in Tucson Unified. Generally, GYO programs may be adopted to respond generally to teacher shortages, generate particular types of teachers (e.g., math, bilingual, or exceptional education teachers), encourage teachers of particular underrepresented race/ethnicity, or target particular nascent teacher populations.

The Director for Talent Acquisition, Recruitment and Retention is responsible for targeted recruitment of Hispanic and African American staff for participation in the District's Grow Your Own programs to develop teachers of color (TOC) and administrators of color (AOC). The District classes these programs as either AOC or TOC programs, because of the intensive recruiting effort for these programs directed to African American and Hispanic candidates. Beginning in November 2019 and at least once each semester thereafter, the Director will invite Hispanic and African American staff identified as having the minimum requirements for a specific program (such as a bachelor's degree for the Make The Move programs, discussed below) to apply for that GYO program.

A. Make The Move

The District began a GYO program in SY2015-16, directed to Tucson Unified employees with a bachelor's degree, to support "making the move" to become a certified teacher in the District. The Make The Move program has four tracks: Exceptional Education (Ex Ed), Two-Way Dual Language, General Education, and, most recently, Roskruge Bilingual Endorsement. These programs provide tuition reimbursement during study, professional support and professional development opportunities, and additional hiring and retention stipends upon certification. Make The Move participants must attend professional development sessions related to the selected program (e.g., Ex Ed, TWDL). The Exceptional Education and Language Acquisition departments track the attendance for those professional development sessions.

1.   Make The Move – Exceptional Education (TOC)[1]

The Make The Move – Exceptional Education program is for any current District non-Ex Ed teacher or paraprofessional with at least a bachelor's degree who is interested in becoming an exceptional education teacher in the District. Participants who are accepted into the program must enroll in an Alternative Pathway program at a local college/university and obtain an Alternative Teaching Certificate in Special Education: Mild-Moderate.

As part of the program, participants will receive a one-time Make The Move hiring stipend ($5,000 for SY2019-2020) and tuition reimbursement for up to $5,000 over two years. The Make the Move – Exceptional Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing course work, and two years teaching on a Standard Special Education: Mild-Moderate Certificate. Participants will also receive additional stipends at the end of each year that they are in the program if they complete Ex Ed-focused professional development and stay in an Ex Ed teaching position during the course of the program.

2.   Make The Move – Two-Way Dual Language (TOC)

The Make The Move – Two Way Dual Language program is for any current District non-dual language teacher interested in becoming a Two Way-Dual Language

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[1] While any individual may apply for the Make the Move programs, those programs not innately designed to grow teachers of color qualify as growing TOCs through targeted recruitment of Hispanic and African American staff members by the Human Resources director and staff.

Teacher in Tucson Unified. Applicants who are recommended for the program must take and pass the Spanish Proficiency Exam and add the Provisional Spanish Bilingual Endorsement to their teaching certificate. The Provisional Spanish Bilingual Endorsement is good for three years and is nonrenewable. Once accepted into the program, the participants must in enroll in the Bilingual Education (Spanish) program at a local college/university to obtain the Full Spanish Bilingual Endorsement within three years and teach in a Two-Way Dual Language classroom. As part of the program, participants will receive a Two Way-Dual Language recruitment and retention stipend of $5,000 for each year that they are in the program. The Make The Move – Two Way Dual Language program is a four-year commitment. Participants also are eligible for tuition reimbursement for up to $5,000 over three years.

3.   Make The Move – General Education (TOC)

The Make The Move – General Education program is for any current District non-certified staff member with at least a bachelor's degree who is interested in becoming a general education teacher in Tucson Unified and doesn't meet the requirements for the other Make The Move programs. Participants who are accepted into the program must enroll in an Alternative Pathway program at a local college/university and obtain an Alternative Teaching Certificate in the area in which they plan to teach. As part of the program, the participants will receive a Make the Move hiring stipend ($5,000 for SY2019-20) and tuition reimbursement for up to $5,000 over two years. The Make The Move – General Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing coursework toward certification and two years teaching on a Standard Teaching Certificate. Participants also will receive additional stipends at the end of each year that they are in the program if they complete professional development and stay in a teaching position during the course of the program.

4.   Make The Move – Roskruge Revision (Bilingual Endorsement) (TOC)

New for SY2019-20, The Make The Move – Roskruge Revision is for current teachers at Roskruge who do not currently hold a Spanish-Bilingual Endorsement or English as a Second Language (ESL) Endorsement and want to commit to be a part of the Roskruge revision to becoming a bilingual school. Applicants who are recommended for the program must obtain either a Provisional Spanish-Bilingual or Provisional ESL Endorsement, depending on if they are a Spanish or English counterpart in the Two Dual-Language Program. Both the Provisional Spanish

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Bilingual and Provisional ESL Endorsements are good for three years and are nonrenewable. Accordingly, those individuals with expiring certifications also are accepted into the program. Once accepted, the participants must enroll in the respective Bilingual Education (Spanish) or ESL programs at a local college/university to obtain the Full Spanish-Bilingual Endorsement or Full ESL Endorsement within three years and teach in the Two-Way Dual Language program at Roskruge. As part of the program, participants will receive the Two-Way Dual Language recruitment and retention stipend of $5,000 for each year that they are in the program. The Make The Move – Roskruge Revision program is a four-year commitment. Participants also are eligible for tuition reimbursement for up to $5,000 over three years.

B. Teacher Cadet: (TOC)

The District's Mexican American Student Services (MASSD) and Career & Technology Education (CTE) departments have partnered through an intergovernmental agreement with the University of Arizona (UA) College of Education to offer a teacher education program, EachONE/TeachONE, for high school juniors. The purpose of the program is to increase high school student interest in the teaching/education professions and increase the number of students matriculating to university/college/community college education programs, thereby developing teachers of color. For this Grow Your Own initiative, MASSD and CTE staff recruit high school juniors, targeting bilingual Mexican American/Latinx students. The UA students work with these high school juniors to develop and implement culturally sustaining lesson plans for elementary and middle school students to be facilitated in Academia Huitzilin (Saturday Academy) sessions. CTE covers UA fees for high school students and the UA presents them with instruction and certificates of completion (upon successful completion of the program).

MASSD staff initiated a pilot of this program during SY2018-19 with six Pueblo High School students. Academia Huitzilin certified academic tutors mentored the high school students to help them facilitate lessons to elementary students in grades 3-5. Parents opted into the Saturday Academy, which ran from November through May, with students participating from 10am to 1 pm.

The program will continue in SY2019-20 and staff hope to expand it to another high school in the future. (*See* Exhibit 1). Currently, the MASSD staff is recruiting students for this program at both Pueblo and Cholla high schools.

C. Arizona Teaching Fellows (TOC)(AOC)

The Arizona Teaching Fellows program works in conjunction with the UA College of Education to help selected participants acquire their bachelor's degrees (TOC) or Masters of Education (AOC), with the promise of employment with the District and financial assistance through the program. The financial assistance begins when the participants begin their student teaching with the District and ends once they complete their student teaching. After graduation, if they are placed in a teaching position (depending on availability of the position), they will continue to receive financial support in the form of a stipend.

D. Master's Cohort in Educational Leadership (AOC)

The District has entered into intergovernmental agreements with Arizona universities, including the University of Arizona, Grand Canyon University (GCU), and Northern Arizona University (NAU), to allow Tucson Unified teachers to work to obtain their master's degrees at a reduced cost[2]. The agreement with NAU allows the university to use District facilities in which to hold classes after District hours, providing District teachers access to personalized instruction rather than only an online program through NAU.

E. Leadership Prep Academy (AOC)

The Leadership Prep Academy (LPA) cultivates the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. The LPA includes working sessions spread out over the academic year, along with regular meetings to network with District, business, and community leaders. (*See* Exhibit 2-1, LPA Syllabus). Additional features include:

- Individual assessments and advice to help participants build upon their leadership styles and areas of strength;
- Interactive workshops with national experts that bolster critical leadership competencies;
- Informative presentations on topics such as media relations, innovation, and finances; and
- Networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments.

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[2] The reduced costs vary by university and each teacher may select the program that best fits the teacher's needs.

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The Interstate School Leaders Licensure Consortium (ISLLC) standards for leadership guide each academy session, and the Assistant Superintendents serve as instructors.[3]

In SY2019-20, the District focused on expanding its targeted recruitment for Hispanic and African American applicants. The application deadline is October 14, 2019.

F. Grow Your Own Programs in Exploratory or Development Stages

1.   UA/District CRC Teacher Pathways – Semillas del Pueblo

In partnership with the District, the UA Department of Education – TTE is developing a multi-layered approach to address the need for more Culturally Relevant Course (CRC) teachers. The UA program, Semillas del Pueblo: Developing MAS Teachers, Building Community, recently received funding for a three-year initial trial in which UA College of Education undergraduate students who have expressed an interest in ethnic studies curricula and methodology will mentor Tucson Unified students who also have expressed a possible interest in teaching CRC courses. Current CRC teachers would serve as the District/site contact for the Semillas program and help recruit Tucson Unified students for this mentoring program. The Director of Culturally Relevant Pedagogy and Instruction will be briefed periodically on the progress and needs of the program. This program consists of a three-pronged approach to address the need for additional CRC teachers.

a.   First Prong

In the first prong, the UA undergraduates are employed to mentor the District high school students.

One possibility being explored is that the UA undergraduate students would work with District CRC teachers to facilitate the development of courses to address the interests of the high school students, perhaps through a 21st century program. This afterschool opportunity also would be an opportunity for the UA students to mentor and build relationships with these students.

 Ideally, these UA undergraduate students would come from the same barrio/communities of the sites they serve. This engenders a sense of responsibility

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[3] There are ten ISLLC standards by which the LPA was organized: 1. Shared Mission, Vision, and Core Values; 2. Ethics and Professional Norm;, 3. Equity and Cultural Responsiveness; 4. Curriculum, Instruction, and Assessment; 5. Support for Students; 6. School Personnel; 7. Professional Community for Teachers and Staff; 8. Family and Community Engagement; 9. Operations and Management; and 10. School Improvement.

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and service to their communities. The high school students ideally would be interested in continuing this community investment and are planning to attend college and serve as CRC teachers as well.

b.   Second Prong

The second prong is focused on the UA identifying graduates or nearly graduated college seniors who wish to teach CRC courses in the District. Once they are identified and enrolled in the program, the UA facilitates the acquisition of a provisional teaching certificate that can be used to secure teaching positions in the District (ideally in teaching CR courses). The Semillas program provides pre-service training and coursework for eventual certification for teaching in Arizona. The District and the UA have agreed on conditions for employment upon completion of the teacher certification process at the UA. Concurrently, these provisionally certificated teachers will receive training provided by the District's Culturally Responsive Pedagogy and Instruction Department to all CRC teachers.

c.   Third Prong

The third prong of this program seeks to secure an institutionally recognized certificate for teaching ethnic studies in the K-12 setting. The logistics for this third prong are still in negotiation internally at the UA.

d.   Summary

The District feels that this program is a great long-term strategy toward fulfilling the need for teachers with an ethnic studies background to teach Culturally Relevant Courses. In addition to creating a teacher pathway for ethnic studies or culturally relevant courses, this program has associated benefits to the District. Selected Tucson Unified high school students will receive mentorship from college undergraduates for no additional cost to the District. Research in the field of mentorship indicates this type of guidance contributes to positive academic and holistic outcomes for students. Furthermore, a teacher certification in culturally relevant curriculum and responsive pedagogy allows current teachers to affirm their background in the area of ethnic studies methodology. While this program is fully funded for three years, program sponsors are committed to securing funding to ensure its long-term viability.

2.   Leadership Development

The District is exploring pathways for creating leadership development opportunities for teachers. For example, if an administrator selects the TADP transfer incentive of an interim classified position to support the administrator at a

receiving TADP school, this would be an opportunity for leadership development for that teacher. The Director would actively recruit African American and Hispanic teachers for this leadership development opportunity.

The District plans to explore other such opportunities, creating a network of various methods for individuals to demonstrate his/her leadership potential.

The original study of Grow Your Own programs at TUSD, which formed the basis for the plan going forward, was filed in December, 2018, at ECF 2159-3. That study, updated and revised, is presented here as Exhibit 2-2, pursuant to the directives of the Court.

G. Pathways to Administrative Positions

The Pathways program is designed to identify and develop a broader and more diverse base of qualified applicants for leadership positions in TUSD. Through Pathways, TUSD will seek out and prepare individuals with leadership potential from entry level positions (particularly African American teachers) through identified and viable career paths leading to administrative positions. Pathways is a proactive program aimed at strengthening the qualifications, skills, and readiness of African American and Hispanic teachers (and other staff) to develop a broader and deeper pool of well-qualified African American and Hispanic applicants to apply for pathway positions that will lead to a future administrative position, or to apply directly for administrative positions.

Identification of Viable Career Pathways in TUSD

By the end of the first semester each year, Human Resources staff will survey existing school and central administrators. HR will analyze this information to identify common career paths to leadership positions, and to create and maintain a list of career paths leading to school and central administrative positions. These career paths can include moving from a classified position to a certificated position (or other in-school position), then moving from a certificated position (or other in-school position) to a pathway position. Or, moving from a pathway position into an administrative position. Pathway positions include, but are not limited to: Principal designee; MTSS facilitator or lead; restorative and positive practices facilitator (RPPF); Dean of Student; Magnet Coordinator; PLC team leader; or Curriculum Service Provider (CSP).

Identification of Potential Leaders

During the second and third quarters of each school year, the Human Resources department will identify African American and Hispanic teachers, paraprofessionals,

or other staff with leadership potential. Human Resources, particularly through the District's Recruiter, will proactively reach out to potential leaders following a personalized, outreach and recruitment effort to identify and align the interest and needs of each individual in becoming a well-qualified candidate for a pathway leadership position. This personalized outreach will mirror the personalized outreach and recruitment that occurred in 2019-20 for the Leadership Prep Academy, and will include the following methods to recruit from among all African American and Hispanic teachers and other staff:

- self-identification
- referrals from supervisor or colleague
- results of personal contact or surveys designed to identify future leaders
- reviews of resume or application to flag prior leadership positions in school or in the workplace (e.g. student government or student organization positions participation in site discipline team, MTSS team, or PLC)
- applications to the Leadership Prep Academy or other GYO programs from staff members who ultimately were not accepted or did not otherwise participate in the programs
- other methods, as developed

Connecting Potential Leaders with Leadership Pathways

Based on information gathered from staff communication with each identified potential leader about their interests, needs, skills, qualifications, and other pertinent information, the individual will be placed into one or more of the following components of the Pathways leadership development process:

1. Pathway Exploration

This component is designed primarily for potential leaders with a desire to grow in their career, but who may not know their specific interest or who have limited or no qualifying certifications or experience.

Participants will explore the broad list of viable career pathways in TUSD, facilitated by the District Recruiter who may also facilitate group discussions or other means of exploration. Pathway exploration will include job description reviews, book study, research review, certification review, and/or conversations with existing administrators who served in pathway positions, or employees currently serving in pathway positions.

The goal is to move participants in this component to component 2: mentoring and shadowing employees currently working in identified pathway positions.

2. Mentoring and Shadowing Identified Pathways

This component is designed primarily for potential leaders with ambition to develop their careers, an awareness of a specific area of interest (curriculum, student interventions, professional learning, behavior and discipline, etc.), and some qualifying certifications or experience.

Participants will be paired with persons in existing leadership pathway positions, or with existing leaders who utilized particular pathways to obtain their leadership position. Pairings will result in opportunities for one-on-one mentoring, group mentoring, and shadowing to provide multiple methods for potential leaders to gain insight into the requirements, functions, daily challenges, and required skills for pathway positions that match their goals and interests. District staff will also assist participants in acquiring necessary certifications and/or experience. The goal is to move participants in this component to component 3: readiness to apply for a pathway or administrative position.

3. Applying for a Pathway or Administrative Position

This component is for potential leaders with the appropriate qualifications and experience, which may include existing employment in a pathway position, who are prepared to apply for pathway or administrative positions. Human Resources will work to notify participants when relevant positions become open and provide assistance through the application process, as appropriate.

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EXHIBIT 2-1

LEADERSHIP PREP ACADEMY

The Leadership Prep Academy includes working sessions spread out over the academic year, along with regular meetings to network with district, business, and community leaders.
Additional features include:

- Individual assessments and advice to help participants build upon their leadership styles and areas of strength;
- Interactive workshops with national experts that bolster critical leadership competencies;
- Informative presentations on topics such as media relations, innovation, finances
- Networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments

Dates	Events
October 23	**Defining Your Leadership Brand** Cultivate your leadership style and build a community with LPA cohort throughout all sessions. In these sessions, you will identify your preferred leadership style-including strengths and areas - and learn how to leverage the strengths and challenges of others. The concept of "leading in place" will be a focus, and you will have the opportunity to delve deeply into understanding yourself and others by engaging with a variety of assessment profile tools and working through a case study. Icebreaker- 3 truths about yourself - Homework- John Kotter's Leading Change Chapter 1: Transforming Organizations: Why Firms Fail *This chapter summarizes eight reasons why change initiatives fail.* Chapter 2: Successful Change and the Force that Drives It *This chapter summarizes an eight-stage process for creating major change.*
November 13	**Strategic Planning in K-12 Education** This session will focus on developing a framework for a strategic tactics from TUSD strategic plan. You will have the opportunity to analyze the current TUSD culture and readiness to change, identify change initiatives, conduct a stakeholder analysis, and develop a plan to cultivate a coalition and reduce resistance. **Book Review-** John Kotter's Leading Change Chapter 1: Transforming Organizations: Why Firms Fail *This chapter summarizes eight reasons why change initiatives fail.* Chapter 2: Successful Change and the Force that Drives It *This chapter summarizes an eight-stage process for creating major change.*

LEADERSHIP PREP ACADEMY

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	o Homework- John Kotter's Leading Change Chapter 3: Establishing a Sense of Urgency *The chapter discusses sources of complacency and then highlights ways to push up urgency levels.* Chapter 4: Creating the Guiding Coalition *The second step in the eight-stage process is all about garnering a team of powerful and influential people to support the change and push it through*
December 11	**Being the Best Applicant** Here are some tips for finding the best hires for your school. We will also ensure you know how to apply for the next level and what will make your application and interview stand out. **Book Review:** Chapter 3: Establishing a Sense of Urgency *The chapter discusses sources of complacency and then highlights ways to push up urgency levels.* Chapter 4: Creating the Guiding Coalition *The second step in the eight-stage process is all about garnering a team of powerful and influential people to support the change and push it through* o Homework- John Kotter's Leading Change Chapter 5: Developing a Vision and Strategy *Vision is usually associated with leadership and as Kotter implies in this chapter, a clear and easy to understand vision, which is communicated effectively, is essential to any change initiative. Why vision is essential, the nature of an effective vision and creating the vision are topics dealt with. Rather interesting are the example of effective and ineffective visions illustrated in the chapter.* Chapter 6: Communicating the Change Vision *Kotter offers some ways to communicate a vision effectively such as keeping it simple, using metaphors, analogies and examples, using many different forums, repeating and leading by example*

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- Interactive workshops with national experts that bolster critical leadership competencies;
- Informative presentations on topics such as media relations, innovation, finances
- Networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments

January 29	**Solving Problems Through Design Thinking**
	
	Learn the power of design thinking to create innovative solutions! In this session, you will learn about the problem-solving process, biases that impact our ability to make quality decisions, and pathways to solve complex organizational problems.
	
	Book Review:
	Chapter 5: Developing a Vision and Strategy
	Vision is usually associated with leadership and as Kotter implies in this chapter, a clear and easy to understand vision, which is communicated effectively, is essential to any change initiative. Why vision is essential, the nature of an effective vision and creating the vision are topics dealt with. Rather interesting are the example of effective and ineffective visions illustrated in the chapter.
	Chapter 6: Communicating the Change Vision
	Kotter offers some ways to communicate a vision effectively such as keeping it simple, using metaphors, analogies and examples, using many different forums, repeating and leading by example
	    o Homework- <u>John Kotter's Leading Change</u>
	    Chapter 7: Empowering Employees for Broad-Based Action
	    Removing structural barriers, aligning organisational systems to the vision and dealing with troublesome managers are ways discussed to help empower employees.
	    Chapter 8: Generating Short-Term Wins
	    This chapter looks at the usefulness of short-term wins, nature of short-term wins and role of short-term wins among other topics. The aim of the chapter is to highlight how short-term wins can have positive effects on change programmes.

LEADERSHIP PREP ACADEMY

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- Networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments

February 12	**Solving Problems Through Design Thinking**
	
	Learn the power of design thinking to create innovative solutions! In this session, you will learn about the problem-solving process, biases that impact our ability to make quality decisions, and pathways to solve complex organizational problems.
	Book Review:
	Chapter 7: Empowering Employees for Broad-Based Action
	Removing structural barriers, aligning organisational systems to the vision and dealing with troublesome managers are ways discussed to help empower employees.
	Chapter 8: Generating Short-Term Wins
	This chapter looks at the usefulness of short-term wins, nature of short-term wins and role of short-term wins among other topics. The aim of the chapter is to highlight how short-term wins can have positive effects on change programmes.
	    o Homework- John Kotter's Leading Change
	    Chapter 9: Consolidating Gains and Producing More Change
	    Short-term wins should increase credibility of the guiding coalition and that credibility should be used to bring in more change by changing systems, structures and policies that align with the change process, bringing people on board who can further promote the change and using new themes, projects and people to give the change more momentum.
	
	    Chapter 10: Anchoring New Approaches in the Culture
	    This chapter emphasizes the importance of culture and why it is important for culture change to come first when implementing change programmes.

March 4	**Leadership in Action Workshop** Network with leadership from across district to discuss topics crucial to TUSD growth, such as K12 finances, communication strategies, and policy. Guests: Finance, Comminutions, and Legal. **Book Review:** Chapter 9: Consolidating Gains and Producing More Change

LEADERSHIP PREP ACADEMY

The Leadership Prep Academy includes working sessions spread out over the academic year, along with regular meetings to network with district, business, and community leaders.
Additional features include:

- Individual assessments and advice to help participants build upon their leadership styles and areas of strength;
- Interactive workshops with national experts that bolster critical leadership competencies;
- Informative presentations on topics such as media relations, innovation, finances
- Networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments

		Short-term wins should increase credibility of the guiding coalition and that credibility should be used to bring in more change by changing systems, structures and policies that align with the change process, bringing people on board who can further promote the change and using new themes, projects and people to give the change more momentum.
		
		Chapter 10: Anchoring New Approaches in the Culture
		This chapter emphasizes the importance of culture and why it is important for culture change to come first when implementing change programmes.
		
		    o Homework- John Kotter's Leading Change
		    Chapter 11: The Organization of the Future
		    The organization in today's world is one that faces unprecedented and rapid change. As such, 21st century organizations can't operate with 20th century mindsets. Kotter offers some ideas about what the 21st century organization should look like.
		
		    Chapter 12: Leadership and Lifelong Learning
		    Kotter uses three examples to illustrate leaders who grew and became better through lifelong learning. He argues that successful leaders are those who never stop learning and growing. Ultimately, he believes that these are the types of leaders needed to run organizations operating in the kind of environment that 21st century organizations now face.

March 18		**Leadership in Action Workshop** Network with leadership from across district to discuss topics crucial to TUSD growth, with current TUSD Principals and Assistant Principals. **Book Review:** o Homework- John Kotter's Leading Change Chapter 11: The Organization of the Future *The organization in today's world is one that faces unprecedented and rapid change. As such, 21st century organizations can't operate with 20th century mindsets. Kotter offers some ideas about what the 21st century organization should look like.*

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April 15	**Organizational Effectiveness** In this final session, you will build on the skills you have acquired to assess and improve organizational effectiveness, as well as manage long-term projects and initiatives.
April 29	**Celebrating Leadership and Recognition** Recognition is valuable and important to building the team! In this session, you will learn about recognition and we will also celebrate your development as leaders.

EXHIBIT 2-2

Tucson Unified School District

Grow-Your-Own Programs:

Review of Current Programs, Analysis, and Conclusions (Revised)

Human Resources

Renee Heusser, Director

2019-2020

This revised report reviews Tucson Unified's Grow Your Own (GYO) programs, analyzes the results of the programs, reviews GYO programs in other districts, surveys the current literature on such programs, and draws conclusions for improving Tucson Unified's programs.

Generally, GYO programs are designed to encourage, incentivize, and support individuals in becoming teachers in the sponsoring school district. GYO programs may be adopted to respond generally to teacher shortages, generate particular types of teachers (e.g., math, bilingual, or exceptional education teachers), encourage teachers of a particular underrepresented race/ethnicity, or target particular nascent teacher populations. Tucson Unified primarily desires to increase the representation of African American and Hispanic teachers and administrators, but at the same time hopes to minimize the impact of the general nationwide teacher shortage on District students.

To address the GYO program's primary purpose, the District conducts targeted recruitment of African American and Hispanic teachers and administrators for these programs. A director-level Human Resources staff member is responsible for identifying, inviting, and supporting potential candidates for these programs to increase the representation of teachers (TOC) and administrators (AOC) of color.

I.   GYO PROGRAMS AT TUSD

A.   Make the Move

The District began a GYO program in SY2015-16, directed to its employees with a bachelor's degree, to support "making the move" to become a certified teacher with Tucson Unified. The program has four tracks: Exceptional Education, Two-Way Dual Language (TWDL), General Education, and, most recently, Roskruge Bilingual Endorsement. These programs provide tuition reimbursement during study, professional support and professional development opportunities, and additional hiring and retention stipends upon certification. Make The Move participants must attend professional development sessions related to their program (e.g., Ex Ed, TWDL). The Exceptional Education and Language Acquisition Departments track the attendance for those professional development sessions.

1.   Exceptional Education (TOC).

The Make The Move – Exceptional Education program is for any current District non-Ex Ed teacher or paraprofessionals with at least a bachelor's degree who is interested in becoming an exceptional education teacher in the District. Participants who are accepted into the program must enroll in an Alternative Pathway program at a local

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college/university and obtain an Alternative Teaching Certificate in Special Education: Mild-Moderate.

As part of the program, participants will receive a one-time Make The Move hiring stipend ($5,000 for SY2019-20) and tuition reimbursement for up to $5,000 over two years. The Make the Move – Exceptional Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing course work, and two years teaching on a Standard Special Education: Mild-Moderate Certificate. Participants also will receive additional stipends at the end of each year that they are in the program if they complete Ex Ed-focused professional development and stay in an Ex Ed teaching position during the course of the program.

Make The Move 15-16 Cohort

School Year	# of participants
15-16 SY	5
16-17 SY	4
17-18 SY	4
18-19 SY	4
Retention Rate from SY16 to SY17	80%
Retention Rate from SY17 to SY18	100%
Retention Rate from SY18 to SY19	100%

Make The Move 16-17 Cohort

School Year	# of participants
16-17 SY	12
17-18 SY	11
18-19 SY	9
Retention Rate from SY17 to SY18	92%
Retention Rate from SY18 to SY19	82%

Make The Move 17-18 Cohort	
School Year	# of participants
17-18 SY	3
18-19 SY	3
19-20 SY	2
Retention Rate from SY18 to SY19	100%
Retention Rate from SY19 to SY20	67%

Make The Move 18-19 Cohort	
School Year	# of participants
18-19 SY	4
19-20 SY	3
Retention Rates from SY19 to SY 20	75%

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Make The Move 19-20 Cohort	
School Year	# of participants
19-20 SY	3

2.   Two-Way Dual Language (TOC)

This program offers current Tucson Unified teachers who already have attained their Arizona teaching certification an opportunity to obtain the Spanish-Bilingual Endorsement from the Arizona Department of Education. The benefits include reimbursement for the Spanish Proficiency exam costs and a stipend of an additional $5,000 per year for three additional years after attaining the bilingual endorsement. Participation data from all cohorts are shown below.

Make The Move 17-18 Cohort	
School Year	# of participants
17-18 SY	3
18-19 SY	3
19-20 SY	2
Retention Rate from SY18 to SY19	100%
Retention Rate from SY19 to SY20	67%

Make The Move 18-19 Cohort	
School Year	# of participants
18-19 SY	4
19-20 SY	3
Retention Rates from SY19 to SY 20	75%

Make The Move 19-20 Cohort	
School Year	# of participants
19-20 SY	3

3.   General Education (TOC)

This program was introduced in SY2017-18 school year and focused on Student Success Specialists who had a bachelor's degree. The Make The Move – General Education program is for any current District non-certified staff member with at least a bachelor's degree who is interested in becoming a general education teacher in Tucson Unified and doesn't meet the requirements for the other Make The Move programs. Participants who are accepted

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into the program must enroll in an Alternative Pathway program at a local college/university and obtain an Alternative Teaching Certificate in the area in which they plan to teach. As part of the program, the participants will receive a Make the Move hiring stipend ($5,000 for SY2019-20) and tuition reimbursement for up to $5,000 over two years. The Make The Move – General Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing coursework toward certification and two years teaching on a Standard Teaching Certificate. Participants also will receive additional stipends at the end of each year that they are in the program if they complete professional development and stay in a teaching position during the course of the program.

Make The Move 17-18 Cohort	
School Year	# of participants
17-18 SY	4
18-19 SY	4
19-20 SY	4
Retention Rate from SY18 to SY19	100%
Retention Rate from SY19 to SY20	100%

Make The Move 18-19 Cohort	
School Year	# of participants
18-19 SY	2
19-20 SY	2
Retention Rate from SY19 to SY20	100%

Make The Move 19-20 Cohort	
School Year	# of participants
19-20 SY	0

4.   Roskruge Revision (Bilingual Endorsement) (TOC)

Introduced in SY2019-20, The Make The Move – Roskruge Revision is for current teachers at Roskruge who do not currently hold a Spanish-Bilingual Endorsement or English as a Second Language (ESL) Endorsement and want to commit to be a part of the Roskruge revision to becoming a bilingual school. Applicants who are recommended for the program

must obtain either a Provisional Spanish-Bilingual or Provisional ESL Endorsement, depending on if they are a Spanish or English counterpart in the Two Dual-Language Program. Both the Provisional Spanish Bilingual and Provisional ESL Endorsements are good for three years and are nonrenewable. Accordingly, those individuals with expiring certifications also are accepted into the program. Once accepted, the participants must enroll in the respective Bilingual Education (Spanish) or ESL programs at a local college/university to obtain the Full Spanish-Bilingual Endorsement or Full ESL Endorsement within three years and teach in the Two-Way Dual Language program at Roskruge. As part of the program, participants will receive the Two-Way Dual Language recruitment and retention stipend of $5,000 for each year that they are in the program. The Make The Move – Roskruge Revision program is a four-year commitment. Participants also are eligible for tuition reimbursement for up to $5,000 over three years.

Make The Move 19-20 Cohort	
School Year	Participants
19-20 SY	6

B.   Arizona Teaching Fellows (AOC) (TOC)

Arizona Teaching Fellows works in conjunction with the University of Arizona (UA) College of Education to help selected employees acquire their bachelor's degrees with financial support and the promise of employment with the District. Participants receive the following stipends: $1,000 upon beginning the UA program, $1,800 throughout student teaching, $400 upon completing the first year of teaching, $600 for the second, and $1,000 for the third. The District selected sixteen employees for the inaugural cohort in SY2018–19.

Arizona Fellows 18-19 Cohort	
School Year	# of Participants
18-19 SY	16
19-20 SY	10
Arizona Fellows 19-20 Cohort	
School Year	# of Participants
19-20 SY	17

Six fellows graduated from the program: Five from the Teach Arizona Secondary Master's program and one from the Mild Moderate Special Education Master's program. Two fellows were hired as teachers in the District (Sahuaro High and Gridley Middle schools). One fellow is in the process of getting her certification to teach Early Childhood Ex Ed (Marshall

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Elementary School). One fellow was hired in another district because the desired position was not available in Tucson Unified. One fellow moved to another state after graduation, but initially accepted a position at Tucson High School. One fellow was hired in a non-teaching classified position with the District Refugee Services.

C.   Leadership Prep Academy (AOC)

The Leadership Prep Academy (LPA) cultivates the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. The LPA includes working sessions spread out over the academic year, along with regular meetings to network with District, business, and community leaders. (*See* Exhibit 1, LPA Syllabus). Additional features include:

- Individual assessments and advice to help participants build upon their leadership styles and areas of strength;

- Interactive workshops with national experts that bolster critical leadership competencies;

- Informative presentations on topics such as media relations, innovation, and finances; and

- Networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments.

The Interstate School Leaders Licensure Consortium (ISLLC) standards for leadership guide each academy session, and the Assistant Superintendents serve as instructors.[1]

In SY2019-20, the District focused on improving its targeted recruitment for Hispanic and African American applicants. The application deadline is October 14, 2019.

	Number of LPA Participants					
	African American	Hispanic	Asian/Pacific Islander	White	Native American	Total
SY18-19	3	9	0	12	0	25[2]
SY17-18	1	9	2	22	2	36
SY16-17	4	13	0	9	0	26
SY15-16	1	4	0	5	0	10
SY14-15	2	7	1	12	0	22

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[1] There are ten ISLLC standards by which the LPA was organized: 1. Shared Mission, Vision, and Core Values; 2. Ethics and Professional Norms; 3. Equity and Cultural Responsiveness; 4. Curriculum, Instruction, and Assessment; 5. Support for Students; 6. School Personnel; 7. Professional Community for Teachers and Staff; 8. Family and Community Engagement; 9. Operations and Management; and 10. School Improvement.

[2] While 25 individuals began the program, one white and one Hispanic participant did not complete it.

The District implemented a Leadership Development Academy in SY2016-17 to assist all Governing Board-approved new central and site administrators in transitioning to their new roles. While ambitious, this program was discontinued after leadership changes determined that individualized support from Assistant Superintendents and their own sites would best meet the needs of these new administrators.

D. Master's Cohort in Educational Leadership (AOC)

The District expanded its Master's Cohort program beyond that offered through the UA by entering into intergovernmental agreements with two more Arizona universities—Grand Canyon University (GCU) and Northern Arizona University (NAU)—to allow District teachers to work to obtain their master's degrees at a reduced cost[3]. The agreement with NAU allows the university to use District facilities in which to hold classes after District hours, providing District teachers access to personalized instruction rather than an online program.   This program will be targeted with intensive recruitment for administrators of color in the current year

| | Number of Master's Cohort Participants | | | | | | |
	AA	H	A/P.I.	W	N.A.	Undis-closed	Total
SY 18-19	0	2	1	2	0	0	5
SY17-18	0	2	0	1	0	0	3
SY16-17	0	0	1	4	0	0	5
SY15-16	0	5	0	8	0	1	14
SY14-15	3	6	0	1	0	1	11

E.   Teacher Cadet (TOC)

The District's Mexican American Student Services (MASSD) and Career & Technology Education (CTE) departments have partnered through an intergovernmental agreement with the UA College of Education to offer a Teacher Education program entitled EachONE/TeachONE for high school juniors. The purpose of the program is to increase high school student interest in the teaching/education professions and increase the number of students matriculating to university/college/community college education programs, thereby developing teachers of color (TOCs). As a Grow Your Own initiative, MASSD and CTE staff recruit high school juniors, targeting bilingual Mexican American/Latinx students. The UA students work with these high school juniors to develop and implement culturally sustaining lesson plans for elementary and middle school students to be facilitated in Academia Huitzilin (Saturday Academy) sessions. CTE

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[3] The reduced costs vary by university and each teacher may select the program which best fits the teacher's needs.

covers UA fees for high school students and the UA presents them with instruction and certificates of completion (upon successful completion of the program) from the University.

MASSD staff initiated a pilot of this program during SY2018-19, with six Pueblo High School students. Academia Huitzilin certified academic tutors mentored the high school students to help them facilitate lessons to elementary students in grades 3-5. Parents opted into the Saturday Academy, which ran from November through May, with students participating from 10 am to 1 pm.

The program will continue in SY2019-20 and staff hope to expand to another high school in the future. The MASSD staff is recruiting students for this program at both Pueblo and Cholla high schools.

II. Review of Other Programs

The programs in the following table were identified through citations in the literature, a review of websites of similarly situated districts, and a Google search, "Grow Your Own," to find programs that districts self-identify as GYO.

School District	District's Specific GYO Program
Denver Public Schools (DPS)	**Para to Teacher**: Paraprofessionals in DPS continue to work full time while earning a bachelor's degree and teaching certificate in four years. Funding is provided by a 2016 voter-approved mill levy and community donors. The DPS paraprofessional pool is about 65 percent people of color. DPS partners are Guild Education, Western Governor's University, University of Colorado Denver, and The University of Northern Colorado. In 2016-17, Gary Community Investments (https://www.garycommunity.org/) provided $91,550 to DPS Foundation as seed money for the program. The application is through Guild Education (https://www.guildeducation.com/partners/dps). **EdConnect**: High school students enroll in and receive college credit for introductory teaching courses in pedagogy and social justice.
Fresno Unified School District	**Teacher Pipeline:** Prospective teachers participate in a continuum of teacher development programs:

	Teacher Academy: High school students enroll in teaching courses and intern as teaching aids in summer school classrooms. Participants are eligible for paraprofessional employment after graduation and are given priority consideration in the Pipeline to Teaching programs. **Para Academy:** Paraprofessional employees enroll in courses applicable to their degrees in cohorts and receive stipends upon successful completion of the courses. **Transition to Teaching:** College graduates enroll in a one-year credential program in which they prepare for the CBEST and CSET, substitute teach, receive a stipend, and are guaranteed three-year employment upon completion. **Student Teacher Candidacy:** University seniors join a cohort of teacher candidates, student teach, receive free CBEST and CSET prep, and receive priority consideration for hiring. **Fresno Teacher Residency:** College graduates receive teaching credential from Fresno State, apprentice in a classroom, receive a $11,500 stipend, and are guaranteed employment. **Internship:** University students work as salaried teachers as they attend a partnering university's credential courses.
Mesa Unified School District (MPS)	**Grow Your Own Teachers**: MPS high school graduates who pursue teaching degrees receive funding for college textbooks and supplies. The program is conducted in partnership with Mesa Community College schools. The program is for current MPS Instructional Assistants. A list of scholarships that participants can apply for can be found at: http://www.mpsaz.org/hr/matters/files/tl3c_scholarships_ay14-15.pdf.
School District of Osceola County Florida	**Future Teachers Academy**: High School students receive a scholarship to study teaching at Valencia College and University of Central Florida and are guaranteed employment in the district after graduation.
Chicago Public Schools	In 2004, the Logan Square Neighborhood Association (LNSA) and Action Now formed a coalition with several other community organizations to pursue a policy solution to the teacher retention crisis. Specifically, they wrote and successfully advocated for the Grow Your Own Teacher Education Act, which institutionalized the LNSA's

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	approach to teacher recruitment. This brought in a state-funded $1.5 million planning grant. In 2005, legislators allocated an additional $3 million in funding that went statewide to eleven consortia of community groups, school districts, and either two- or four-year universities. The program explicitly targeted community members who specifically wanted to teach in their neighborhood public schools but could not afford college. Unfortunately, in 2015, GYO Illinois faced a budget impasse when the state's budget crisis began, leaving only one program standing at Northeastern Illinois University in Chicago. The success of this ten-year effort is the presence of "120 GYO teachers in 88 schools teaching more than 2,000 students" (http://www.growyourownteachers.org).
North Kansas City School District	**Grow Your Own (pilot)**: High school students who want to pursue teaching with hands-on experience sign up for college coursework and receive two years of tuition-free community college.
Virginia Beach Public Schools	**Virginia Teachers for Tomorrow**: High school students enroll in dual credit teaching courses and become eligible for the Future Teacher Award, a guarantee that the district will hire the winner upon graduation from college.
Lawrence Township Metropolitan School District (Indianapolis)	**District Based Alternative Certification**: Paraprofessionals maintain their current job and complete coursework for certification at the School of Education at Indiana University-Purdue University Indianapolis over eighteen months.
Houston Independent School District	**Teach Forward Houston**: Graduating high school students receive a fellowship, providing tuition support to earn a BS in teaching from the College of Education and return to teach at the district upon graduation.
La Crosse School District (Wisconsin)	**Grow Our Own - Teacher Diversity**: Community members receive a scholarship covering all tuition and fees from the University of Wisconsin La Crosse to receive their bachelor's degree and teaching

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	license. Paraprofessional employees are able to keep their jobs as they participate.
Raytown School District (Missouri)	**Grow Your Own**: Graduating high school students receive a total of $10,000 over a four-year period while earning a degree and teaching certificate, are guaranteed to be hired in the district upon graduation, and receive loan forgiveness after four years teaching in the district.
Lincoln County School District (Oregon)	**Teacher Education Pathway**: Community members participate in a four-year program. In the first two years, participants keep their jobs as they earn their associate's degrees at the local community college. In the third year, participants carpool to or watch online lectures at Western Oregon University, and in the fourth year they teach in Lincoln County School District with preferential treatment for post-graduation hiring.
Roanoke County Public Schools	**Teachers for Tomorrow**: High school students enroll in teaching courses, which include weekly visits to elementary schools and Head Start programs.
Grand Prairie Independent School District (Texas)	**Strong Teachers Day One**: College graduates enroll in a six-month alternative certification program wherein they are paid to student teach and commit to teach in the district for at least three years after graduation.
Duplin County School District (North Carolina)	**Minority Teachers Scholarship-Loan**: Five graduating high school students receive a yearly $5,000 scholarship to enroll in a teaching program. **Minority Teacher Assistant's Stipend**: Teaching assistants working towards certification earn a $3,000 stipend.
Niagara Falls City School District	**Grow Your Own**: Two district alumni or employees earn a scholarship to study teaching at the College of Education at Niagara University.

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Cassville R-IV School District (MO)	**Future Teachers of America:** High school students enroll in the club where participants can learn basic teaching skills through an online library of video lectures and practice those skills mentoring elementary school students struggling in reading. **Teach and Train:** High school students enroll in a dual credit introductory teaching course and, once completed, participate in a year-long teaching internship in the district.
Center School District (MO)	**Center Professional Studies:** High school students enroll in this career pathway program, which includes dual credit. Students take a college and career exploration course in grade 9, a psychology and sociology course in grade 10, a child development course in grade 11, and an introduction to the teaching profession course in grade 12.
Columbia Public Schools (MO)	**EdX Intern Program:** High school students intern in summer school classrooms.
Fort Zumwalt School District (MO)	**Grow Your Own Teachers Program:** Graduating high school students receive a forgivable $3,000 loan per semester in exchange for agreeing to teach in the district after graduation.
Parkway Schools (MO)	**Spark!:** High school students enroll in immersion teaching courses at the elementary school and can receive dual credit at three Missouri universities.
Denton (Texas ISD	The Teach Denton program starts with K-12 students and began in 2014 in partnership with North Central Texas College and Texas Women's University. Teachers in any grade level can nominate students "who exhibit natural teaching qualities like empathy or a willingness to help classmates." Students accepted into Teach Denton participate in different campus activities that are put on by the campus liaison for the program. At the high school level, the program operates an internship class teaching basic pedagogical concepts, spending time with teachers at Denton ISD elementary and middle school campuses to gain experience in the classroom. College credit at NCTC or TWU is available for the internship course. Teaching scholarships are available to Teach Denton students through TWU.

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	(https://www.dentonrc.com/news/growing-their-own-denton-isd-s-teach-denton-program-named/article_8ebe5776-aa98-53f9-a43d-2e16bd643c53.html)
Various Districts in the Mississippi Delta	**Educational Leader Cohort Program:** Delta State University partnered with local districts to actively recruit future administrators from among teachers who had demonstrated a commitment to work in hard-to-staff schools for a principal training program. Half of the recruits each year are African American.

III. Review of Literature

The following reviews the academic literature related to Grow Your Own programs, summarizing each article and identifying district-level best practices.

A.   Angela Valenzuela, *Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches*, **Intercultural Development Research Association (2017).**

Valenzuela's article is "an overview of the research on Grow Your Own (GYO) educator programs as a strategy for states and district [sic] to employ to help recruit and retain teachers of color." Specifically, the article discusses (1) the lack of minority teachers in primary and secondary schools; (2) the differences between pathways, pipelines, and partnerships; (3) the difference between GYO and traditional teacher-preparation models; and (4) specific GYO-program types that both increase the number of minority teachers and ensure that those teachers are "critically conscious leaders."

Although the literature often uses them interchangeably, pathways and pipelines emphasize different dimensions of GYO programs. Pathways connote a program's emphasis on shepherding students of color into the teaching profession to overcome teacher shortages. Pipelines connote a program's emphasis on bridging the gaps between the various stages in teacher development (e.g., between high school graduation and college enrollment) to overcome the tendency of once-interested individuals to get sidetracked on their way to certification. In any case, pathways and pipelines are most successful when they involve community partnerships (e.g., k-12 school districts with universities) and deliberately foster prospective teachers' race consciousness and perception of teachers as agents of change.

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Valenzuela finds that although most teacher-preparation models teach the importance of diversity and social justice, GYO programs (or GYOPs) better advance these goals because they recruit from the communities they profess to serve. Similarly, Valenzuela maintains that a partnership is only truly GYO if it emphasizes recruiting diverse teachers more than recruiting "top teachers."

Valenzuela divides and ultimately subdivides the universe of GYO programs into four categories, as seen across the bottom of the figure, below.
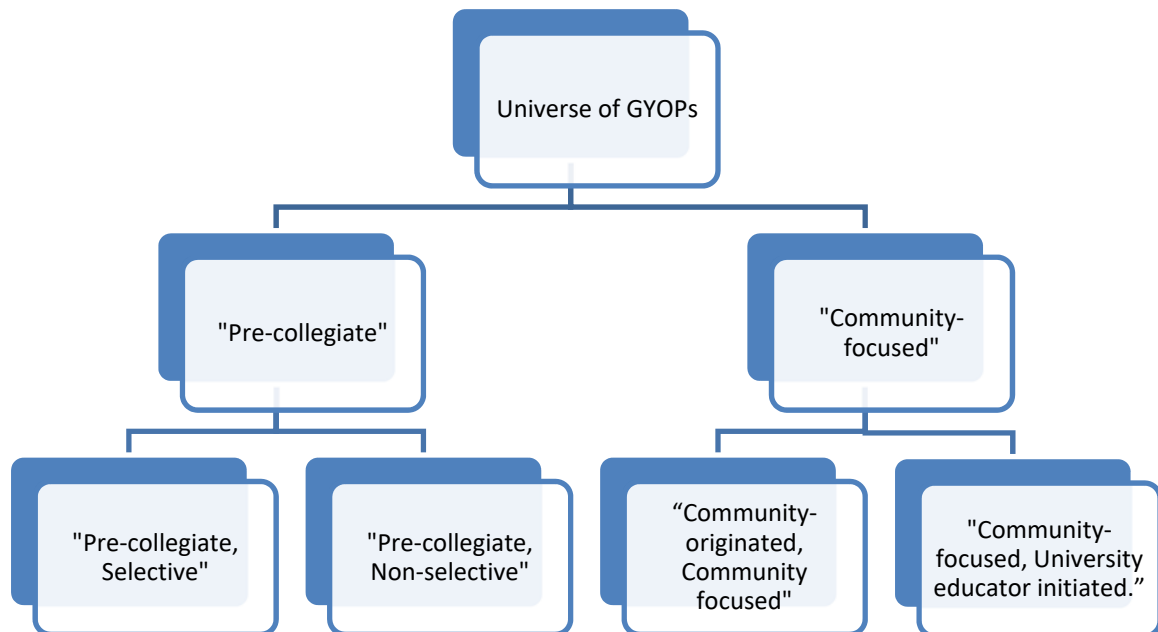
Whereas both "pre-collegiate" pathways recruit exclusively from K-12 students, "pre-collegiate selective," unlike "pre-collegiate, non-selective" further limits its recruits to high-achieving K-12 students. Similarly, whereas both "community-focused" pathways seek to prepare teachers who will be "agents of change in service to their communities," "community-originated, community focused" programs are initiated by community organizations, while "community-focused, university educator initiated" programs are initiated by teacher educators.

Valenzuela concludes that GYO programs, and research on them, are too much in their infancy to accurately compare program effectiveness. Still, she concludes some best practices are emerging: include a social justice mission in programs, train teachers to be race conscious, and have close ties to the community.

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Conra D. Gist et al., *Examining Grow Your Own Programs Across the Teacher Development Continuum; Mining Research on Teachers of Color and Nontraditional Educator Pipelines*, **Journal of Teacher Education (2018).**

This article is a literature review of "GYO programs focused on recruiting local TOC [Teachers of Color] through community-focused and precollegiate pipelines." Its premise is that TOCs "possess a form of 'community cultural wealth' [CCW] that imbues them with 'an array of knowledge, skills, [and] and abilities' to effectively teach Black and Brown youth." The article synthesizes data sources related to these two types of pipelines from1996 to 2016 and defines how GYO programs recruit, prepare, and retain TOC.

The authors derive five "implications" from their findings. First, the best GYO programs for TOC value their CCW and offer "curriculum and pedagogy tailored to tap their cultural wealth." Second, successful GYO partnerships emphasize job placement for program graduates. Third, there is dearth of research on how to best recruit, prepare, and retain TOC, and on how these teachers impact student learning. Fourth, there is a dearth of research on how to fund GYOs; what is clear is that GYO pipelines without diversified funding often dry up when a single funding source disappears. Fifth, to further develop GYO models, current GYO programs need to get together and compare their programs on a deeper level than the shallow program descriptions currently offered in the literature.

Jonelle Adams & Alexandra Manuel, *Grow Your Own Teachers: Enhancing Educator Pathways to Address Teacher Shortage and Increase Diversity*, **State of Washington Professional Educator Standards Board (2016).**

In this article, the State of Washington Professional Educator Standards Board reviewed existing programs nationwide to ultimately recommend that the state adopt a statewide GYO initiative based on cross-sector partnerships. The board offered the following district-level strategies as part of an overall GYO blueprint:

- Districts will need to take the lead and build partnerships to customize teacher preparation to meet the district's need.
- Engage district Human Resources in professional development to address teacher shortages and develop a GYO pipeline.
- Recruit highly skilled immigrants and career changers who can provide the needed candidates for district programs that provide "learning how to teach while teaching" either as a resident intern or teacher of record.

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- Provide GYO professional development for districts and preparation providers to explore and share best practices for creating GYO programs.
- Establish local GYO policies and advisory boards to provide oversight and guidance.
- Establish school board-level policies to support GYO programs and clarify commitments to educator workforce.
- Develop data supports to help track and evaluate the results of the GYO initiative.
- Provide testing support to candidates of alternative route pathways and Recruiting Washington Teachers (RWT) students for admission and completion of education preparation programs.
- Establish a work group to review testing policy and barriers impacting underrepresented populations entering the profession.

Grow Your Own! A Resource Guide to Creating Your Own Teacher Pipeline, Office of Educator Quality, Missouri Department of Elementary and Secondary Education (2016).

The Missouri Department of Elementary and Secondary Schools' Office of Educator Quality created a resource guide for Missouri schools to use in creating their own GYOs. The Office outlined the "steps to construct a Grow Your Own model":
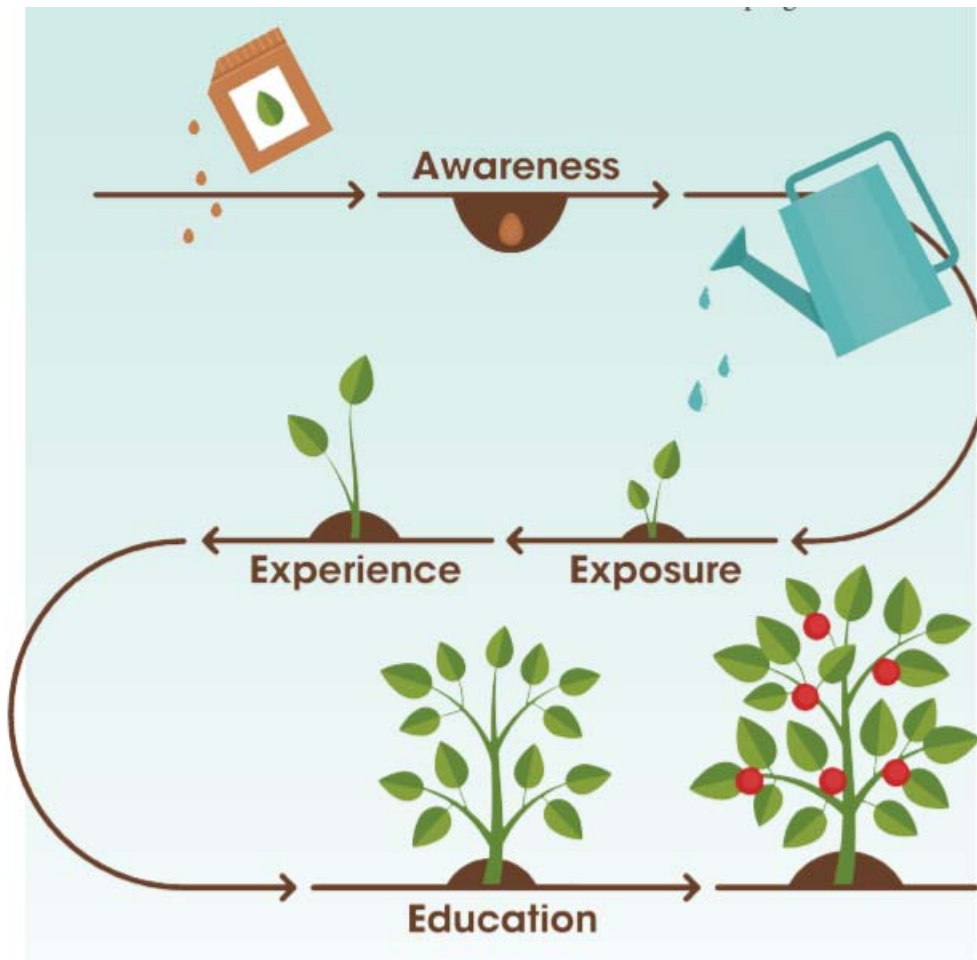
At the Awareness level, districts "build a base of support among educators and key stakeholder in [the] community about a Grow Your Own teacher pipeline." At the Exposure level, districts "expose students at all levels (elementary, middle, and high school) to the benefits of being a teacher." At the Experience level, districts "cultivate authentic early learning experiences for middle and high school students with aspirations or dispositions to become educators." Finally, at the Education level, districts "prepare aspiring teacher candidates for a four-year education degree program."

And the office identified "key aspects of Grow Your Own" for districts to remember as they implement each step, as shown in the figure, below.

Financial Incentives to Teach
- Full or partial scholarships (private and public sources)
- Forgivable loans (private and public sources)
- Federal loan forgiveness programs (Title I schools)
- District benefits packages

Culture of Collaboration
- Public school districts
- Area colleges and universities
- Community partnerships/business sponsorships
- State education agency

Curriculum Design and Delivery
- Introductory education coursework (middle school and high school)
- Dual credit - A+ Program
- Cultural Competence Modules: *Rural and Urban Settings*
- Standards-based learning experiences: *Educators Rising, Teacher Cadets, CAPS - Teaching and Learning Strand*

Positive Promotion of Education Careers
- Enhance image of the education profession
- District-focused recognition of educator achievements
- Recruit untapped talent as early as middle school

Workforce Development Initiative
- Reduce critical shortage areas
- Educator training and development
- Workforce stabilization and diversification
- Specialized preparation (SPED/ESL/STEAM, urban ed.)

Success of Existing GYOs
- Illinois Grow Your Own (statewide initiative)
- Ft. Zumwalt (SPED, MA and SC subject areas)
- Community Foundation of the Ozarks (Ozark region)
- Cassville (rural remote community)

Early Field Experience and Exposure
- Junior teaching assistants
- High school tutors at the elementary and middle school levels
- College of Education campus visits
- Education-themed career fairs at high schools
- Summer internships for high school juniors and seniors
- Substitute teaching/student-teaching opportunities

Community Building
- Former student's desire to give back and teach at home
- Sense of community pride
- Strong relationships between staff and students

***Building a Strong and Diverse Teacher and Principal Recruitment Pipeline,* Coalition for Teaching Quality (2016).**

In addition to strategies for increasing teacher diversity, The Coalition for Teaching Quality offers three strategies for recruiting principals. First, "modernize recruiting practices and analytics for matching principals with schools." Districts can use online screening tools to weed out candidates "who are not intrinsically motivated to lead schools" and "expand the diversity of the candidate pool." Second, "provide assistant principals with increased responsibilities and professional development." Districts can avoid pigeonholing assistant principals as disciplinarians and increase their instructional leadership "through on-going, targeted professional development that will motivate them to become a principal." Third, "expand grants and loan forgiveness opportunities for prospective assistant principals and principal[s]." Because becoming a school administrator requires advanced degrees, too many prospective school leaders choose careers with lower entry costs; financial aid can help sustain would-be principals.

APA Consulting, *Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado***, prepared for the Colorado Department of Education (December 16, 2014).**

The Colorado Department of Education (CDE) hired APA Consulting to prepare this report in response to Colorado legislation requiring the CDE to study and strategize how to better recruit and retain high-quality minority teachers in Colorado schools.

APA Consulting used a mixed-methods approach. First, it developed a set of initial research questions to guide what data it would collect and how to analyze it. Second, from the data, it synthesized the emerging themes. And third, from the themes, it offered recommendations for how key parties could better recruit and retain high-quality minority teachers. The emerging themes and recommendation relevant to district GYO programs were as follows:

- K-12 programs are regarded as successful in recruiting teaching candidates, but not necessarily candidates of color.
- K-12 programs rely on strong relationships. First, the relationship between advisors and students is essential as they consider teaching as a career. Second, the relationships between high schools and colleges are essential to help young adults not fall off the pathway during transitions.
- K-12 programs often rely on grant funding, but this is a weak business model for creating long-lasting relationships.
- Programs recruiting college graduates avoid the costs of paying for college and focus on finding candidates with interest in teaching.
- Alternative certification programs' primary benefit is reducing the cost of entering the profession by allowing the participants to keep their full-time jobs while obtaining the requisite education in teaching.
- Operating its own teacher preparation programs, in collaboration with local universities, allows Denver Public Schools to control who is recruited and how they are trained.

Amaya Garcia, *Building A Bilingual Teacher Pipeline: The Portland Public Schools and Portland State University Dual Language Teacher Partnership***, New America (September 2017).**

Garcia's article is the second in a series of articles examining new ways to prepare bilingual teachers. The series highlights specific programs in specific districts designed to develop their own bilingual teachers to show the diversity of models available to implement these programs successfully. This article specifically highlights Portland Public

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Schools and Portland State University's Dual Language Teacher Partnership, an alternative pathway to certification that allows participants to work as teachers while pursuing an education degree and license.

Garcia notes several takeaways from observing the program. First, this model requires little to no change to policy, state law, and licensure. Instead, the key element of success for this model is having an administrator to help participants navigate the pathway to certification. Second, participants see themselves as agents of change, motivated to ensuring that traditionally underserved students have better access to quality education. Third, the program is addressing an oft-neglected need to provide student services to help non-white students navigate historically all-white institutions.

Dixie McCollum, *A Mixed Methods Study Identifying Reoccurring Themes in Policies and Processes in Grow Your Own Teacher Recruitment and Retention Programs* (Dec. 2011) (EdD dissertation, University of Missouri-Columbia)

McCollum provides a historical overview of GYO programs. The earliest program McCollum identifies is from the Fort Worth School District in 1988. This program focused on helping the district's non-teaching employees become teachers through paid time off to attend class and bonuses for completing twelve credit hours. Programs began to proliferate across the country in the 1990s. As an example, McCollum cites Vail Unified School District's efforts in 2006 to recruit its own teachers from the ranks of its classified staff by collaborating with Pima Community College to offer classes on its high school campuses and pay participants' college tuition. Finally, McCollum finds that the "research consistently pointed out there is simply not adequate information available on specific recruitment and retention strategies employed by states and districts." McCollum's own research was limited to observing commonalities between five programs and asking the directors for their perceptions of best practices.

Strategies for Addressing Critical Teacher Shortages, Hanover Research (April 2016).

Hanover Research summarizes existing strategies to address teacher shortages. GYO programs are one such strategy. The article paints a picture of inconsistent research on GYO effectiveness: "A small body of research and program evacuations suggest that some state- and district-wide grow your own programs have successfully retained their trainees . … However, other reports suggest that grow your own programs have struggled to meet recruitment goals, retain participants, and in some cases manage their finances."

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***The Grow Your Own Collective: A Critical Race Movement to Transform Education*
(Policy Brief) GYO Collective (July 2018).**

"This article extends the focus on recruitment and retention by proposing a model that recognizes the need to counter the educational context of white supremacy through Grow Your Own (GYO) programs." The article's author, GYO Collective, is a collective of education-related professionals and scholars formed in 2016.   Its purpose is to study and support GYO programs with a Critical Race Theory (CRT) framework.

 CRT applied to GYO programs, according to the authors, has four key tenets. First, "[r]acism is everywhere and all the time." Second, "[t]he purpose of schools is to silence students and educators of color. Third, "White interests attempt to colonize every effort that centers students or educators of color." And fourth, "[n]urturing, valuing, and centering the perspectives of students and educators of color are the way to transform the first three tenets."

The authors offer several recommendations. First, "central to effective recruitment is the notion of partnering with local community organizations that are familiar with target populations." Second, offering GYO programs off campus is a "way[ ] of decentering the racially hostile campus climate that university-based programs reflect." And third, very few programs account for all four developmental stages, so best practice is to incorporate both high school- and college-based programs.

González et al., *Grow Your Own Special Programs: Contributing More Than Diversity*, Midwest & Plains Equity Assistance Center, (2018)

González et al., offer background on the achievement gap, discuss how it is exacerbated in the special education context, and examine how GYOs can reduce it. The authors conclude that GYOs must deal with three inherent tensions:

- How to design programs that meet the needs of nontraditional students, who, because of their age, careers, and familial responsibilities, are not "able to focus on school as their main priority."
- How to comply with state standards without failing historically underserved students: "state requirements such as basic skills and/or professional knowledge exams can also act as barriers for students that have been out of formal education programs for extended periods of time, did not go through the US educational systems, or speak a language other than English as their dominant language (Skinner, 2010). In these situations, even with additional language or tutoring supports, some students find these standardized barriers insurmountable and are sometimes counseled out of GYO programs (Hunt, Gardner, & Hood, 2011; Skinner,

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2010). High stakes exams are a historical remnant of using culturally biased exam mechanisms to exclude certain students in the name of evidence."

- How to streamline the path to special education while still providing the extra training and support special ed teachers need.

The authors "firmly believe that although GYOs are a promising path for advancing equity in special education, completion rates cannot be the singular marker of success. GYOs not only overcome a teacher shortage, they increase the Community Cultural Wealth: "an 'array of knowledge, skills, abilities and contacts possessed and utilized by Communities of Color to survive and resist macro and micro-forms of oppression."

Dan Brown, *The Grow-Your-Own Game Plan*, 75 Educational Leadership 8 (May 2018).

Brown, a GYO program consultant, provides a GYO game plan, outlining the roles of the key stakeholders: state education agencies, district, colleges of education, teachers' unions, and regional allies (e.g. chambers of commerce). The following are the roles that Brown recommends for district-level players:

- **Superintendent**: supports the whole teams' efforts.
- **Teacher-quality Office:** "guide program-related professional development."
- **Career & Technical Education Office:** "maintain administrative components like keeping the work-based learning industry-aligned."
- **Human Resources Office**: hire GYO program graduates and provide other incentives.
- **Career Centers:** implement teacher academies and build pathways to undergraduate studies with partner universities.

Although he concedes, "one size never fits all in education," Brown is convinced that the best GYO programs give participants hands-on experience working with students: "Lived experience is the most valuable clay for molding a person's identity as a committed future educator—and the strongest armor against the discouragement they inevitably will face in the profession."

Peter Swanson, *Georgia's Grow-Your-Own Teacher Programs Attract the Right Stuff*, 3 High Sch. J. 94, 119-133.

Swanson's study analyzes 262 participants in a Georgia GYO, "Future Educators of America" (FEA). The study is motivated by what Swanson sees as a lack of evidence for the effectiveness of GYO programs in reducing teacher shortages. Piggybacking on other scholarly work indicating (a) that passionate teachers score similarly on the Holland vocational personality test, and (b) that "individuals begin to crystallize vocational

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preference between ages 14 and 18," Swanson sought to see if FEA participants, too, had those traits. Swanson's goal was to uncover whether the GYO was actually targeting potential teachers. Swanson found that they did.

More than just confirming the GYO's effectiveness at attracting young people with personalities compatible for teaching, the findings show that vocational tests can be effective tools in selecting GYO participants. Swanson urges that FEA directors work to get participants in both classrooms (to get field experience) and on school-of-education campuses (to get participants thinking about studying teaching in college).

Finally, Swanson cautions against exclusively recruiting GYO participants with high grade point averages. His study showed little correlation between grade point average and personality aptitude for teaching. Perhaps, he theorizes, passion can more than compensate for native intelligence in producing successful teachers.

> **Erika Hunt, et. al.,** *Illinois Grow Your Own Teacher Education Initiative: Formative Evaluation and Preliminary Recommendations***, Center for the Study of Education Policy Illinois State University (prepared for Illinois Board of Education (October 2011).**

This article is a "formative evaluation report" on sixteen Illinois GYO programs. After identifying emerging patterns, the authors recommend that GYO programs should:

- begin with a needs assessment from projected teacher vacancies and target GYO candidates that fill the revealed needs.
- provide participants support at each benchmark in their training to ensure participants continue to progress.
- partner with other institutions (e.g., district-level projects with universities).
- define intended outcomes and evaluate actual outcomes to improve the project.
- continually look for additional funds from various sources to provide participants with financial aid, scholarships, stipends, etc.

> **Dorothy Hines and Kayla Mathis,** *Regional Specific Incentives for Teacher Recruitment and Retention***, North Carolina Department of Public Instruction, Financial and Business Services Internship Program (July 2007).**

Hines and Mathis evaluate existing efforts across North Carolina to recruit and retain teachers in both rural and urban schools. The authors find that successful high school GYO programs provide career education and collaborate with universities and the greater community. They recommend recruiting sophomores to enroll in online education courses

(partnered with the university) as juniors and earn credit as teaching aids in local elementary and middle schools as seniors.

Preparation Through Partnership: Strengthening Tennessee's New Teacher Pipeline, TN Dep't of Educ. (April 2017).

Premised on the conviction that successful teacher pipelines require strong partnerships between school districts and educator preparation providers, the authors analyze current efforts and make recommendations for how to strengthen these partnerships to ensure Tennessee schools have enough high-quality teachers. Their recommendations are summed up in the figure, below.

A Roadmap for District and Teacher Preparation Programs to Build and Sustain Strong, Bold Partnerships[11]

INITIATION STAGE

1 Districts should understand their talent pipeline and discuss these needs with teacher preparation programs.

2 Partners should set the initial vision and goals together, with a focus on relationship-building and trust.

3 Partners should align on rubrics and key expectations for program graduates.

4 Partners should commit to sharing and looking at data together to drive action.

IMPLEMENTATION STAGE

5 Partners should jointly select and train mentor teachers and strategically place candidates.

6 Partners should ensure coursework matches clinical experiences and district language.

7 Partners should communicate and meet frequently.

8 Partners should spend more time in schools together.

CONTINUOUS IMPROVEMENT STAGE

9 Partners should be open to change and regularly step back to honestly discuss progress and challenges.

10 Partners should ensure that district needs drive shifts in teacher preparation programs' pipelines, structures, and systems.

Grow Your Own Teachers Initiatives Resources, Texas Comprehensive Center at American Institute for Research (Jan 2018).

The authors review the literature to answer six GYO-related questions posed by the Texas Education Agency:

> **Why are districts and states adopting Grow Your Own teacher programs?**

The majority of teachers tend to work in schools near their hometowns, indicating that localized Grow Your Own efforts may have merit. The majority of teachers also tend to teach in schools that are similar to those they attended as students, which may negatively impact the quality or quantity of teacher candidates for lower performing schools. Grow Your Own programs, developed in partnership between university-based teacher education programs and local high schools, encourage high school students to consider becoming teachers. Although these programs may differ in their scope and emphasis, many have similar components; they include college visits and college readiness skills and promote the teaching profession by tutoring younger children.

What evidence of success for Grow Your Own teacher programs exists?

Little research or literature exists on the success of Grow Your Own programs. Most of the information available comes from specific program evaluations, which focus on providing recommendations for continuous improvement, or from anecdotal evidence provided in promotional publications. The available research suggests that many Grow Your Own programs focus on recruiting adults from the local community and face challenges based on the academic preparation of the Grow Your Own candidates. Programs that focus on recruiting high school students to the profession have shown more success. The cost-benefit of these programs for districts is unclear.

What motivates teachers to enter or exit the teaching workforce?

Many teachers join the teaching workforce because they have a desire to serve or because they enjoy working with children. However, teachers often cite burdensome paperwork or workloads and poor compensation as reasons for leaving. New teachers often prefer to teach in districts close to their hometowns and are more likely to apply to schools with student populations that reflect their own backgrounds. Concerns about safety, perceptions of low pay, a lack of

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opportunities for advancement, and the difficulties facing education in general are barriers to entering the profession. Teachers cite strong principal leadership, supportive colleagues, and autonomy as reasons they stay in the profession.

At what point would an intervention be most likely to encourage someone to consider the teaching profession?

Studies suggest that high school recruitment programs may be more effective than programs targeting adults to move into teaching. Partnerships between K–12 schools and institutions of higher education, including community colleges, are important for teacher recruitment. Community colleges are particularly important entry points for minority teachers.

What factors are most powerful in motivating future teachers of color?

The research shows that the diversity of the teaching workforce is critical for many reasons. Teachers of color who reflect minority students have positive effects on minority student achievement, advanced-level course enrollment, college attendance rate, retention, and school attendance. Though teachers of color also show greater commitment to high-need student populations, they are underrepresented in the teaching workforce and generally have higher rates of attrition than white teachers. In general, minority students have lower college matriculation rates, reducing the pool of potential teacher candidates. Programs targeting high school minority students to become teachers should consider the nuanced reasons these students may be attracted to teaching, the supports they need to complete a preparation program successfully, and the school culture and support that promote retention.

What factors are most powerful in motivating future teachers in rural areas?

Grow Your Own teacher programs are promising solutions for hard-to-staff rural districts because the teacher candidates are accustomed to a rural lifestyle and have community ties.

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> Emphasizing that teacher candidates will have the opportunity to serve students from the same community may be a successful recruitment strategy.

Beth Greiger & Megan Rosenberg, *Recruiting Washington Teachers: 2017 – 2018 Annual Report*, Professional Educator Standards Board (2018).

Greiger and Rosenberg produced an annual report evaluating Washington State's GYO pilot program, Recruiting Washington Teachers (RWT). The authors sought to answer how well the program was meeting its three goals/objectives: (1) increase diversity in the teacher workforce by recruiting diverse RWT participants; (2) close the opportunity gap by providing an effective curriculum; and (3) diminish the teacher shortage by increasing the percentage of students attending college and studying teaching. The following charts summarize the respective results.

1. **Percentage of People of Color in the School Population by Grantee and Subgroup**
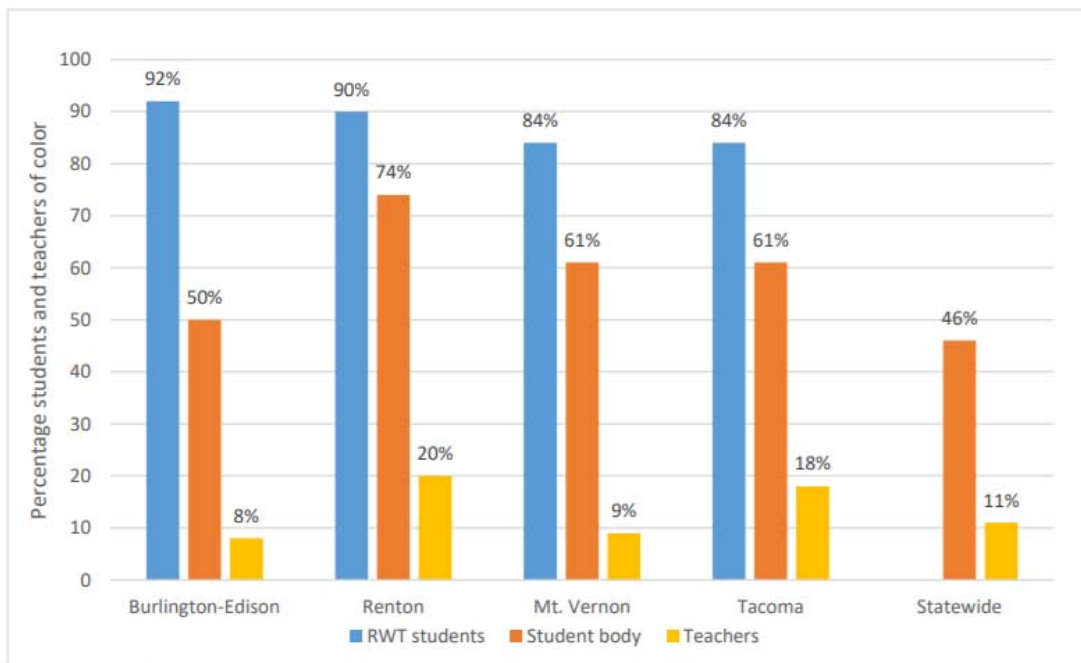
Source: OSPI State Report Card, 2018; RWT learning laboratory progress reports, 2018

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2. Program Components

Students were asked to indicate to what extent the following Teacher Academy program components have helped support them in achieving their academic and career goals.

Program component	Total N=*88-92		
	Not at all or Slightly	Moderately	Quite a bit or A great deal
Classroom field experience/practicum	11%	20%	68%
The course itself (curriculum, content)	20%	24%	59%
Advising (working one-on-one with the Teacher Academy teacher to discuss your goals and how to achieve them)	21%	23%	56%
College campus visits	22%	20%	58%
Summer Academy N=18	17%	33%	50%

*Data reported accounting for nonresponse
Source: RWT student survey, 2018

3. College Plans

Students were asked if they were/are considering a career in teaching, before joining the Teacher Academy vs. at the end of the school year

N=90
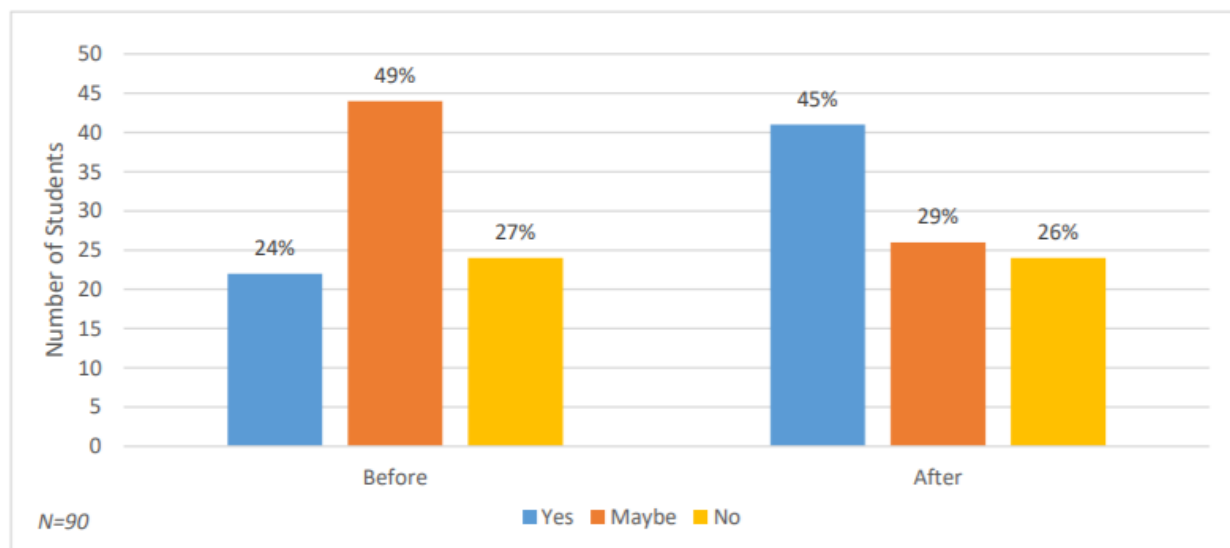
Source: RWT student survey, 2018

IV. Conclusions

A. Current District Efforts

Tucson Unified is making significant efforts along three GYO pathways: 1) cultivating students' interest in the teaching profession with its array of course offerings; 2) growing its own certified teachers from the ranks of its non-certified employees; and 3) growing its own leaders from the ranks of its certified employees.

Tucson and the state of Arizona both have an African American population of 5 percent. However, African Americans account for 16 percent of the District's non-site administrators and 11 percent of the site administrator's positions. The percentage of African American and Hispanic administrators has increased for the past three years. The data are shown in the table and graph below.

Non-Site Administrators

	White		Black		Hispanic		Asian or P.I.		American Indian	
	N	%	N	%	N	%	N	%	N	%
Tucson		45.5%		5.0%		42.6%		3.0%		2.9%
State		54.9%		5.0%		31.4%		3.8%		5.3%
District										
SY 2013-14	28	54.9%	9	17.6%	12	23.5%	0	0.0%	2	3.9%
SY 2014-15	23	51.1%	8	17.8%	13	28.9%	0	0.0%	1	2.2%
SY 2015-16	32	57.1%	10	17.9%	14	25.0%	0	0.0%	0	0.0%
SY 2016-17	32	61.5%	7	13.5%	13	25.0%	0	0.0%	0	0.0%
SY 2017-18	26	56.5%	7	15.2%	12	26.1%	0	0.0%	1	2.2%
SY 2018-19	23	53.5%	7	16.3%	12	27.9%	0	0.0%	1	2.3%
SY 2019-20*	23	54.8%	6	14.3%	12	28.6%	0	0.0%	1	2.4%
*As of 9/19/19										

Site Administrators

	White		Black		Hispanic		Asian or P.I.		American Indian	
	N	%	N	%	N	%	N	%	N	%
Tucson		45.5%		5.0%		42.6%		3.0%		2.9%
State		54.9%		5.0%		31.4%		3.8%		5.3%
District										
SY 2013-14	69	53.5%	8	6.2%	50	38.8%	0	0.0%	2	1.6%
SY 2014-15	62	48.8%	8	6.3%	54	42.5%	0	0.0%	3	2.4%
SY 2015-16	66	50.0%	9	6.8%	54	40.9%	0	0.0%	3	2.3%
SY 2016-17	60	45.5%	13	9.8%	54	40.9%	1	0.8%	4	3.0%
SY 2017-18	58	43.9%	13	9.8%	56	42.4%	1	0.8%	4	3.0%
SY 2018-19	60	45.1%	14	10.5%	55	41.4%	0	0.0%	4	3.0%
SY 2019-20*	58	44.3%	14	10.7%	55	42.0%	0	0.0%	4	3.1%
*As of 9/19/19										

B. Key takeaways from the survey and the literature

Our survey revealed three categories of GYO programs across districts nationwide: 1) programs in which high school students enroll in coursework or in-class internships; 2) programs in which graduating high school students receive financial incentives to study teaching, often made contingent on returning to teach in the district; and 3) programs in which district employees, and sometimes adult community members, are given financial incentives to continue their education in education. Noticeably few districts have programs in more than one of the categories.

Several themes repeatedly popped up in the literature. First, although the literature agrees on the importance of reducing the teacher shortage with diverse recruits, there is very little scholarly research on the effectiveness of GYO programs in accomplishing this. What evidence exists is mostly anecdotal.

Second, the little evidence there is suggests that the most effective GYO programs involve district-university partnerships. Before graduation, districts can offer introductory coursework and, most importantly, hands-on experience for high schoolers teaching in elementary and middle school classrooms. At graduation, districts (working with the university and private donors) can provide financial aid for students to study education in college and make it contingent on the students returning to teach in the district upon certification.

Third, cultural awareness and administrative support can go a long way to keep diverse participants on the pathway to teaching. Transition points along the pathway—like that between high school graduation and college—are when participants are most susceptible to dropping out. Step-by-step instruction from dedicated counselors can help participants navigate administrative hurdles along the way. And helping participants understand their role in advancing social justice can provide the motivation to carry them through to certification, and ultimately, employment in the district.

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V. Strategies for Moving Forward

The District will continue to support existing GYO programs and develop new partnerships with Arizona colleges and universities to enhance the Make The Move programs. After noticing there are a limited number of paraprofessionals who already have their bachelor's degrees, the District is exploring partnerships to support those with associate's degrees in working toward a Bachelor's of Education.

The District is currently working with the University of Arizona to develop a culturally relevant curriculum (CRC) pathway through university work and will begin tracking recruiting effectiveness in that area.

The District also is exploring pathways for creating leadership development opportunities for teachers.

The District will continue to monitor its GYO programs and make adjustments or modifications to improve their effectiveness in increasing the representation of teachers and administrator of color.