



## BTG / Quarterly Update

Pinellas County Schools created the Bridging the Gap strategic plan to guide its work in closing the achievement gaps between black students and their non-black peers. The district garnered input from teachers, parents, and community members in developing a plan in 2016-17 that includes ambitious data targets and action steps as part of its aspirational goal of eliminating or greatly narrowing the gaps between black and non-black learners within 10 years.

The plan outlines gaps across six goal areas:

- **Goal 1:** Graduation Rate
- **Goal 2:** Student Achievement
- **Goal 3:** Advanced Coursework
- **Goal 4:** Student Discipline
- **Goal 5:** ESE Identification
- **Goal 6:** Minority Hiring

### Equity with Excellence for All / Belief Statement

Pinellas County Schools is committed to ensuring equity and excellence for all learners with the ambitious goal of eliminating or greatly narrowing the achievement gap within 10 years between black and non-black learners. The district is fully committed to this work as a way of expressing its beliefs and commitment to diversity throughout the school system through fostering a growth mindset, ensuring culturally inclusive lessons and materials, celebrating all learners and families, and hiring a workforce that is representative of the students we serve. The District and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all the necessary resources to support innovative solutions in meeting the aspirational targets outlined in this plan.

### Bridging the Gap Plan / Purpose

The Bridging the Gap (BTG) Plan will continue to be revised to include bold initiatives to affect substantive changes in the way we engage, enrich, and empower our teachers, children, and families to meet high expectations for all learners. The plan will be reviewed annually and updated accordingly. It is important to note that the data utilized for baseline measures are from the 2015-16 school year, with the 2016-17 school year considered a planning year, and the 2017-18 school year identified as the first year of implementation.

## Summary Report to the Board and Community

- **Pinellas County Schools is committed to reporting its progress to the community each year by compiling an end-of-year report that addresses each of the six goal areas.** That report is posted to the district website.
- **This Quarterly Board Report is designed as a brief update to the community on the progress of the key BTG action steps across each of the six goal areas.**
  - Note: Data updates will be provided each quarter as data are available, though the summative data across all six goals and the district's key findings and recommendations for next steps will only be provided via the annual report.



### **Equitable Outcomes / Current Health Crisis**

In light of the challenges brought on by the COVID-19 health crisis, the district's work in support of equitable access and outcomes continues to shift to support students and families during these unusual times.

#### **Quarter 3 Update:**

- Students continued to return to face-to-face instruction during Quarter 3, moving from 51% of students on campus (face-to-face) in the fall to 72% on campus by January and 80% by March. The percentages for black students attending school in person versus online are similar to the district's population by race.
- The district continued its new PCS Connects initiative to provide laptop computers to all students. The district has provided computers to all students in grades four through nine and will expand by two grades each year until all students in grades 1-12 have a device and hot spot if needed. In the 2021-22 school year all students in grades 3-10 will have devices that may be taken home or left at school each day. The use of digital devices will be integrated into the instructional day for content delivery, research, creativity, innovation and collaboration and be utilized to expand learning beyond the classroom.
- As part of the PCS Connects initiative, students are being offered unique opportunities to learn beyond the school day via the district's new Level Up enrichment series. Students across grade levels now have access to opportunities to expand their learning through virtual museum tours, STEM activities, and SAT prep courses.
- The district also initiated a unique before-school Extended Learning Program for students in grades 4 and 5 to address the COVID slide in mathematics. This action was coupled with device distribution to all students in grades 4 and 5. These actions are critical steps to increasing supports and resources for math skill development.
- Targeted webinars were offered to families to support at-home and in-person learning. Online opportunities for families included webinars on literacy supports and tools, understanding student data, and knowing your community resources. Community groups were involved to promote the webinars to families of black learners.
- Schools moved forward with state testing requirements by providing students an opportunity to test on campus in keeping with state requirements and local safety guidelines. Though state testing was offered, students were provided a hold harmless provision as outlined in the state's executive order(s).
- Summer Bridge was expanded with bus transportation provided to make programming as accessible to students and families as possible. Additionally, all Transformation Zone schools extended their Summer Bridge day to ensure that all students' needs are met. Registration to date has been robust. Schools reached out to families to encourage summer enrollment to combat possible learning loss brought about by the pandemic. The district has also expanded enrichment programming.



### Key Action Steps / Progress Update

#### BTG Goals 1-3: Graduation Rate / Academic Achievement / Advanced Coursework



#### Implementing Culturally Relevant Instructional Practices in all Classrooms / Progress Update

#### Quarter 3 Updates / Teaching and Learning:

- The Teaching and Learning division continued its Curriculum Task Force review of curriculum materials with a focus on K-12 English and Social Studies courses. The task force ensures that as curriculum is adopted all of our students see people like themselves (gender, age, race, religion, socioeconomic status and other demographic categories) as well as people not like themselves in the texts they read.
- A key action of the BTG Plan is underway in targeting supports for black learners in grade 3 who need additional intervention in reading. The Teaching and Learning team implemented an in-school, small group instruction model specifically for black students to increase third grade proficiency. This *accelerated learning* model includes the teacher introducing a key lesson/skill, helping students to practice, and then formatively assessing student progress in the standard(s). The cycle is reintroduced each week, tailored to student progress.

#### Equity Training / Update:

The district's equity training opportunities continued throughout the 2020-21 school year, with many of the trainings shifting to virtual options. Opportunities align to the three key areas critical to improving teacher practice and classroom community.

- **Equity Champions / Mindset:** Developing cultural competence by recognizing the historical, cultural, social, and racial barriers that can influence beliefs and biases and impact learning.
- **AVID's Culturally Relevant Teaching:** Developing curriculum, lessons, and activities that include specific, intentional, and practical strategies to engage, challenge, and support diverse learners.
- **PBIS / Restorative Practices:** Developing equity-centered practices that impact school climate and culture to intentionally build classroom community and a stronger sense of belonging for all learners.

#### Equity Champions / Mindset

- The district now has 515 teachers and leaders trained and credentialed as Equity Champions.
- **As of Quarter 3**, the School Board, Superintendent, and district Executive Leadership Team members also took part in the equity training as part of their professional growth and commitment to reducing achievement gaps.
- The district equity team offers a variety of trainings to deepen faculty and staff understanding of inequality, prejudice, and racism. Those include: *Courageous Conversations: Beyond Diversity* training, and a local Heritage Hike in partnership with the African American Heritage Association.



School-based Equity Champions partner with school and district equity leaders in developing a robust equity toolkit to align the following areas for improvement:

- Improved Instruction
- Systems Change
- Equity Leadership
- Culture and Climate

#### AVID's Culturally Relevant Teaching training:

- The district adopted the AVID training protocol in the Spring of the 2017-18 school year with the ambitious goal of training all teachers (approx. 7,500) over 3-5 years.
  - **As of Quarter 3**, the district had trained 2,756 teachers, or approximately 40% of all teachers in the district.

#### BTG Goal 2 Action Update / Reading Recovery program

- **The district's first-year implementation of Reading Recovery in 2019-20 showed promising results.** The program is designed to support struggling readers in 1st Grade and includes intensive training for teachers and one-on-one support for children. The students receive a half-hour lesson each day for 12-20 weeks with a specially trained Reading Recovery teacher.
  - **First-Year Impact (2019-20):** Across 12 PCS elementary schools, 89 students were chosen to take part in the Reading Recovery supports (66% of students in the program were black). Pre- and post-data were available for 79 of the original 89 students. Of those 79 students, 66 began the year at a pre-kindergarten reading level and 13 were at a kindergarten level. As of second semester, none of the students were at a pre-kindergarten level, 40 had advanced to a kindergarten level, 32 scored at a 1st grade level, and 7 had moved beyond 1st grade.
- **The program has expanded in 2020-21 to 14 district schools.**
  - **Schools:** *Bay Point, Bear Creek, Campbell Park, Fairmount Park, Frontier, Gulfport, High Point, Lakewood, Maximo, Melrose, Ponce De Leon, Sandy Lane, Seventy-Fourth Street, Woodlawn.*
- **During Semester 1**, 134 students (82 of whom are black) were receiving direct support from the reading program teacher. An additional 356 students received supports in reading groups with strategies specific to the students' deficits.
  - **By the end of Semester 1**, 72% of the 82 black students in the program reached a first-grade reading level after arriving into first grade at a kindergarten or Pre-K level. Once a student shows adequate grade-level skill, he or she is exited from the intervention and other students are added in.

#### Program Notes:

- Reading Recovery teachers are also leading school-based training sessions for other teachers at the schools.
- District reading specialists are using *Behind the Glass* sessions to improve the district's coaching supports with literacy coaches.



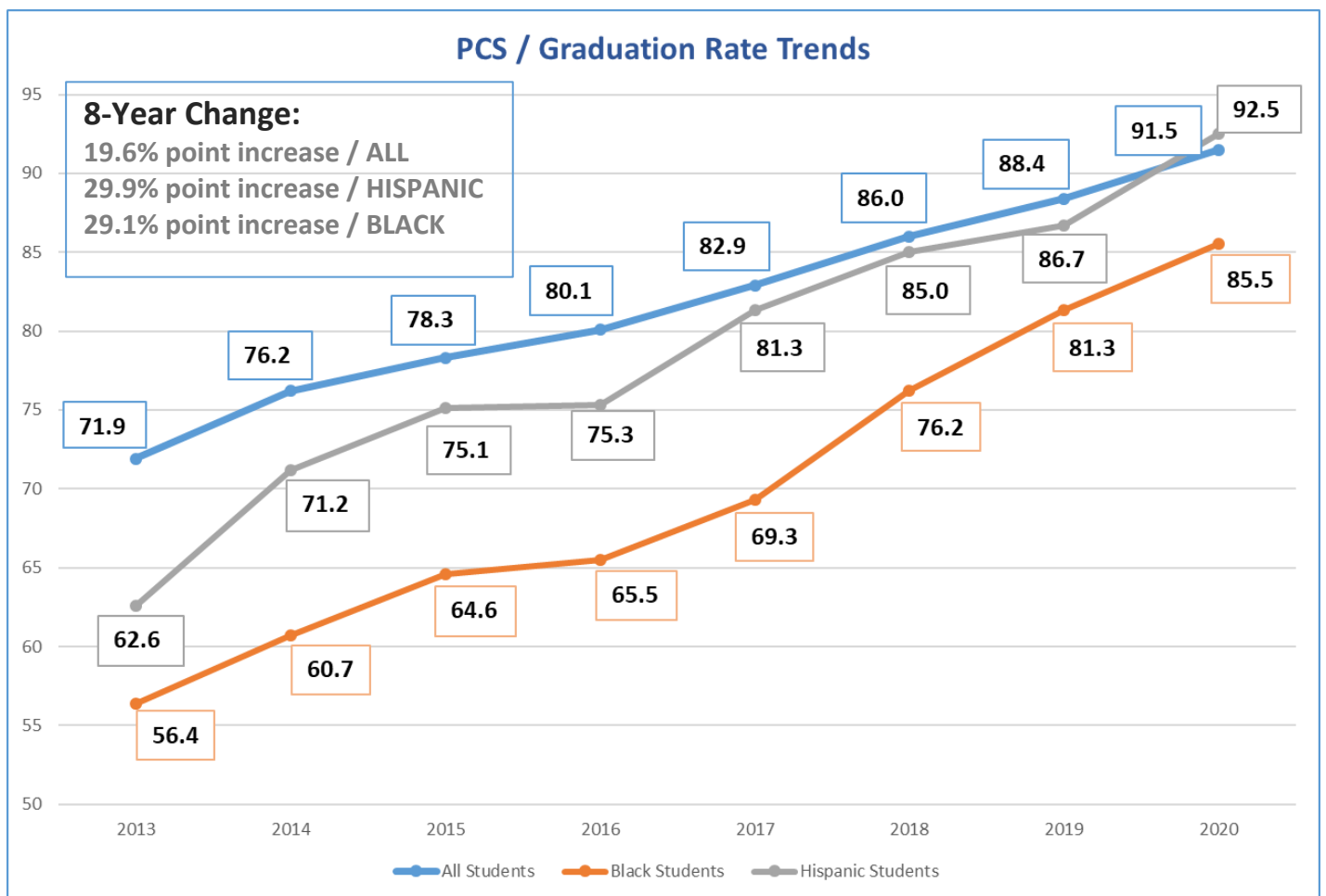
### Goal 1: Data Update / Graduation Rates

- On January 7, 2021, the Florida Department of Education released graduation rates for the state and districts for the 2019-20 graduating class.
- The district continued its impressive gains in its graduation rates, reaching 91.5% for all graduates and 85.5% for black graduates (see graph below). These are both the highest totals in district history.
- With the increase in black graduation rate, the district also continued its steady improvement in reducing the achievement gap between black and non-black graduates (now down to 7.2 percentage points from a previous gap of 17.9 percentage points in the BTG’s baseline year of 2015-16).

### Quarter 3 / GOAL 1 Update:

- Virtual meetings were held during Quarter 3 with seniors who were not-on-track to graduate due to low grade point averages (GPAs) and/or insufficient credits. PCS staff analyzed each student’s records and ensured they were in the proper credit recovery courses.

Figure 1. BTG / Goal 1 / Graduation Rate Trends



Source: FLDOE state graduation rate file. Compiled by AAR. January 2021.



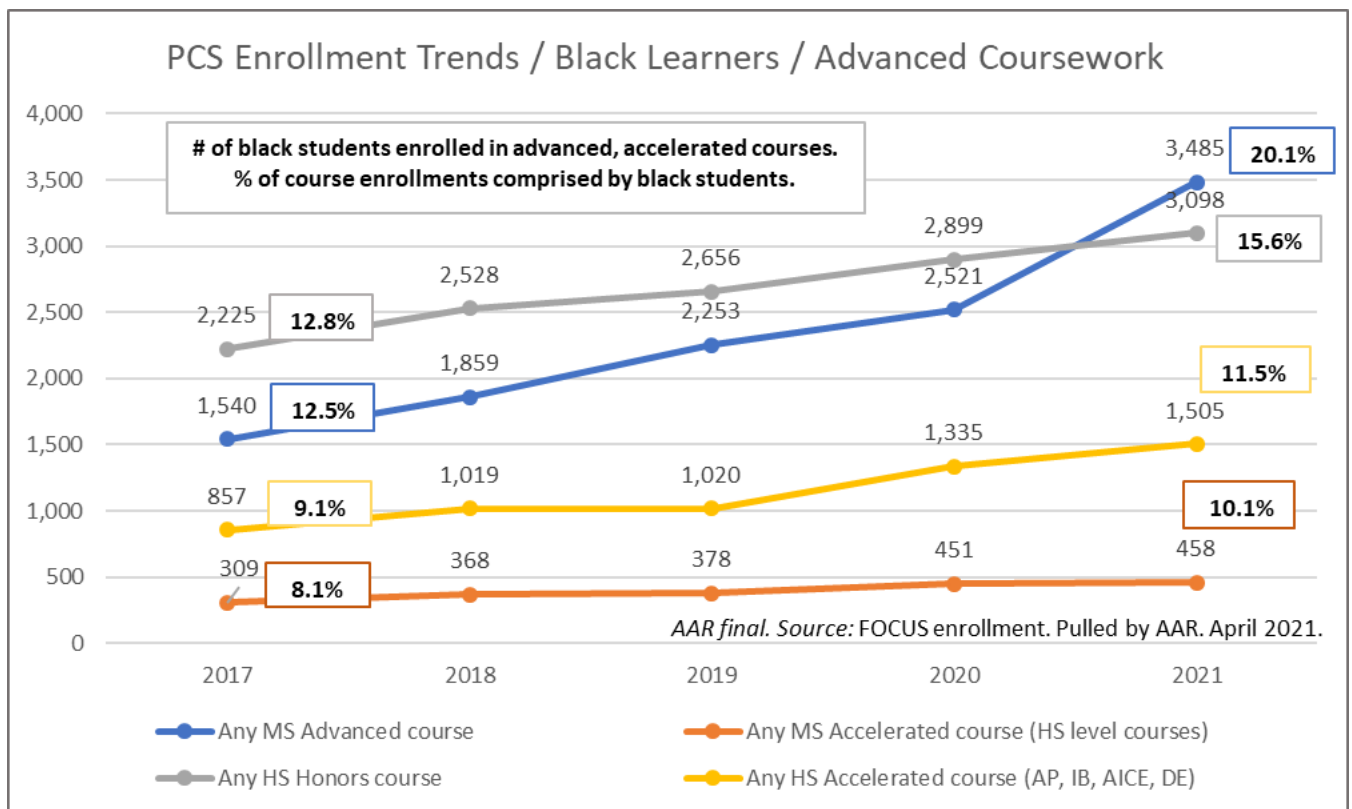
### Goal 3: Data Update / Advanced Coursework



#### Advanced Coursework / Open Access to College Readiness Testing / Gifted / Progress Update

- Expanded data use across the Goal 3 action steps is resulting in increased identification of black students for placement into advanced courses (see graph below). The district has seen impressive increases and narrowing of enrollment gaps across all types of courses, from middle school advanced classes to Advanced Placement (AP) and Dual Enrollment. *See graph below.*
- Steps to increase black student participation in advanced coursework include early identification of gifted and talented learners and open access to advanced courses in middle school. Additionally, district tracking systems have improved, including the development of a color-coded accelerated course report that has resulted in a more efficient course registration process, including a timeline for master scheduling and embedded checkpoints for accelerated registrations. This includes the district's strategic use of the AVID elective (Advancement Via Individual Determination) to support students who are new to advanced coursework and need additional study and organizational skills.

Figure 2. BTG / Goal 3 / Enrollment Trends





### Additional Goal 3 Progress Updates / College Readiness Access

#### PSAT / SAT

- The district has been consistent in offering free, on-campus access to all students to the PSAT and SAT. Since the district began its SAT School Day in March of 2017, there has been considerable progress in providing access to college readiness measures to students of color:
  - Since 2017, a 70% overall increase in SAT participation is evident among all students.
    - 102% for Hispanic/Latino students
    - 82% for Black students
    - 55% for White students

**As of Quarter 1**, the district again offered PSAT testing on campus to all 8<sup>th</sup> and 9<sup>th</sup> graders despite the challenges from the current health crisis. The test was offered as an option for those who chose to take part. **As of Quarter 2**, all 10<sup>th</sup> graders were also offered the test.

**As of Quarter 3**, all black learners in Grades 11 and 12 who needed a college-ready score were offered an on-campus SAT in March. As well, the Elevating Excellence team put together a three-tiered SAT support plan for 11th-grade students that begins with virtual instruction for Math and Evidenced-Based Reading and Writing (EBRW) lessons through a Canvas course. The lessons are focused on both testing strategies and topics with which our Elevating Excellence students tend to need additional support.

#### Gifted Screening

**As of Quarter 3**, 1,261 black elementary school students have been screened for gifted services per the actions outlined in the BTG Plan (24% of all students screened). Despite the obstacles presented by the ongoing pandemic, gifted screening has continued.

### Key Action Steps / Brief Update

#### Goal 4: Student Behavior / Discipline Disparity



#### Behavior policies, practices / Training on PBIS-Restorative Practices / Progress Update

#### PBIS

- **Despite a summer delay due to the COVID-19 health crisis, the district moved forward in the fall of 2020-21 to train the lead PBIS coordinators at each school on discipline structures aligned to the key elements of Positive Behavioral Support and Intervention (PBIS).** The new PBIS training has a culturally responsive, restorative focus and was transitioned to a virtual format as part of a districtwide re-refresh of PBIS. A designated assistant principal is leading school teams through a revision of schoolwide behavior plans and protocols aligned to each school's unique school community.
  - **As of Quarter 2**, each school coordinator has been trained by state PBIS experts on the process for data review and collaboration among staff and students in establishing supportive structures and systems.
  - **As of Quarter 3**, schools began their end-of-year review of PBIS implementation efforts and discipline data debriefs to inform their actions ahead of summer planning sessions.



### Restorative Practices

- **The district continued its investment in trainers, training materials, and timelines for implementing restorative practices.** The district has entered its third full year of implementation. Each school has developed a team that is dedicated to this work. The teams began their work in the Summer of 2017 as part of a three-day workshop titled Introduction to Restorative Practices.
- **In 2018-19**, the district began its first year of full implementation of restorative practices and began the process of training every teacher in the district in cooperation with the International Institute for Restorative Practices (IIRP). By the end of the school, nearly every teacher in the district had been trained. A district survey issued to all teachers showed that nearly 70% of teachers had embraced the use of restorative practices and believe they were adequately trained.
- **As of 2019-20**, every school had a certified restorative practices trainer on site. As turnover in schools occurred, ongoing training sessions were scheduled for schools to prepare additional certified trainers. A complete resource site was also developed for schools around restorative practices, including materials that schools can use to set goals, reflect on best practices, and engage staff and students in these new strategies.
- **In 2020-21**, the district contracted with the International Institute for Restorative Practices (IIRP) to provide additional, intensive training for 20 district schools. That training was implemented successfully in the fall and will continue throughout the school year.
  - **Through Quarter 3:** Each of the 20 schools have taken part in the following (virtually):
    - **Restorative Justice Conferencing training / formalized / intensive / a lead facilitator trained from each school;**
    - **Principals Professional Learning Community (PLC) / principal collaboration on best practice;**
    - **Six intensive training sessions with IIRP coaches / school teams taking part.**
  - **District schools that are not among the pilot 20 schools were invited to take part in six webinars as part of the ongoing restorative practices training. Those webinars included refreshers on using the social discipline window and affective statements.**
  - **District MTSS specialists (partnering with Area Superintendents) have also embedded restorative practices discussions and examples into their monthly area meetings.**

### Goal 4: Data Update: / Out of School Suspensions (OSS)

#### Quarter 3 Discipline Data / Update:

- **The district's discipline data trends for both referrals and suspensions (OSS) show significant decreases as expected during the first and second quarters of 2020-21.** Due to the COVID-19 health crisis, many students are receiving their instruction virtually (through MyPCS Online or Pinellas Virtual School) and on-campus enrollments are lower. This does not allow year-to-year and quarter-over-quarter reviews to be comparable .





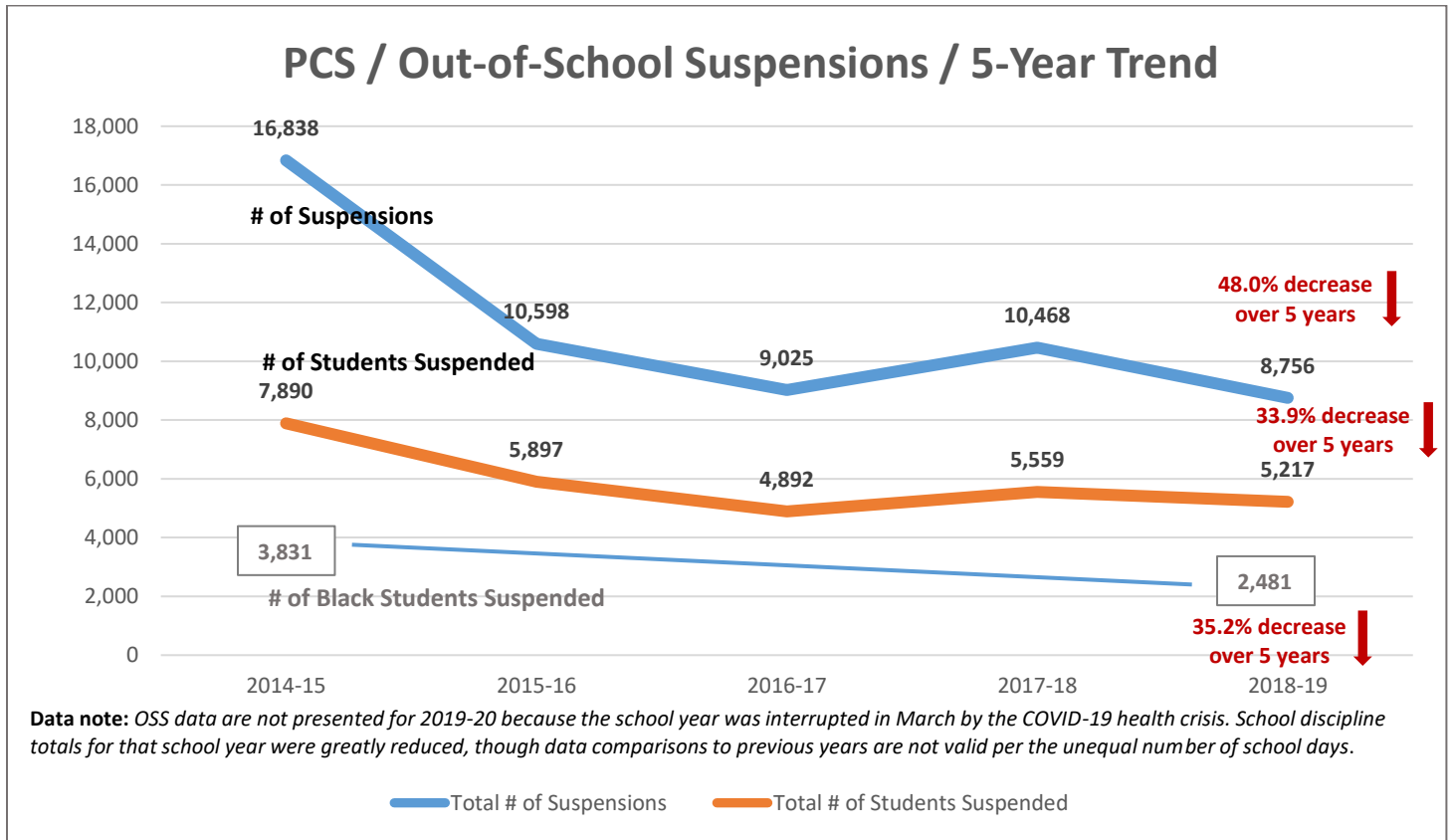
## Bridging the Gap / Pinellas County Schools

### Quarter 3 Update / 2020-21

- **As an example**, among all PCS students, there were 5,564 out-of-school suspensions (OSS) through Quarter 3 of last year (2019-20) and only 1,790 this year (a 67.8% decrease). Similarly, the number of suspensions of black students through Quarter 3 was 3,029 last year (2019-20) compared to 965 this year (a 68.1% decrease).
- **To make equitable comparisons between school years**, the district measured the Quarter 3 discipline totals in 2019-20 (prior to transition to remote instruction due to COVID-19) to Quarter 3 of the previous school year. In doing so, the total number of out-of-school suspensions (OSS) and total number of students suspended among all students and black students had decreased considerably last year compared to the previous year, though the disparity gap between black and non-black students was similar. *See data tables below.*
- **The district's Equity Team continues to work with the district's research division to garner feedback from teachers, staff, and administrators on school discipline processes, alternatives to suspension, and new ideas to support students who are off-task.** Focus groups were conducted last year (2019-20) at six district middle schools and feedback continues to be utilized as alternative consequences and/or interventions are developed to keep students on-task, engaged and social-emotionally supported. The focus groups are aligned with continued efforts to consider restorative approaches to discipline and to seek input from teachers and staff as to what strategies might be most effective.
  - **In 2020-21**, 12 additional schools were identified for visits and feedback from school staff on improved discipline processes and procedures. That work will continue into second semester and end-of-year debriefs with school teams are scheduled in May and June.
- **The district continues to monitor out-of-school suspensions for black students to meet its goal of eliminating OSS for non-violent infractions such as skipping, missed detention, tardies and minor bus infractions.**
  - **Through Quarter 3 of 2020-21**, 13 suspensions were given for these non-violent offenses (about 1% of all suspensions issued).



Figure 3. BTG / Goal 4 / OSS Trends



Source: FOCUS discipline records. Pulled by AAR. June 2019.

Table 1: OSS Data Comparison / Quarter 3 to Quarter 3

PCS / OSS / Thru Quarter 3 / Update / 2020-21										
thru Q3	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
2019-20	1,530	1,057	3,029	1,794	634	444	49	36	318	194
2020-21	561	459	965	760	170	145	16	13	74	61
Change	-969	-598	-2,064	-1,034	-464	-299	-33	-23	-244	-133
	-63.3%	-56.6%	-68.1%	-57.6%	-73.2%	-67.3%	-67.3%	-63.8%	-76.7%	-68.6%

Source: FOCUS discipline records. Pulled by AAR. April 2021.

- Data caution: District discipline data trends are being impacted by the current health crisis, making comparisons from quarter-to-quarter and year-over-year more difficult at this time. With many students receiving instruction virtually, there were fewer students are on campus during the 2020-21 school year which may have impacted district referrals and suspensions.**



### Key Action Steps / Progress Update

#### Goal 5: ESE Identification (EBD)



#### EBD Data review / Early Intervening Services / Progress Update

- **The district has seen a steady decline in the number of black students assigned to the ESE designation of Emotional / Behavioral Disability (EBD),** and the number and percentage of new black eligibilities has also dropped. The district's number of black students who are EBD was at 255 at the end of the 2019-20 school year, down from 427 in the baseline year of 2015-16 (a 40% decrease). The number of new EBD eligibilities identified across all PCS schools has dropped as well, a decrease of 75% since the baseline year from 20 black students in 2015-16 to 5 in 2019-20. **As of Quarter 3 of 2020-21,** the numbers continue to trend positively.
- **Intensive problem solving on behavioral intervention and additional training for school-based staff** is occurring consistently with district behavior specialists in support of early intervention.
  - **Through Quarter 3 of 2020-21:**
    - All School-Based Behavior Specialists have now completed the 40 hours of Registered Behavior Technician coursework. District ESE staff are seeing positive results in how behavior specialists assess and intervene with students who are exhibiting behaviors of concern. Additionally, some support and administrative staff have also completed the coursework for a total of 93 participants at this point.
    - Two District Behavior Specialists have completed the rigorous Board Certification and passed the exam. The remaining specialists are on track to complete the training and certification this school year.
    - District staff are also seeing a decrease in the number of supports and requests by schools specifically to address behavior needs as compared to last year.
  - As of Quarter 2, District Behavior Specialists have received school support requests for the following:
    - 116 for individual students / functional behavioral assessment (FBA) support / Tier 3
    - 123 for group supports / Tier 2
    - 25 for Positive Behavioral Intervention and Supports (PBIS) strategies
    - 15 for Whole Staff Training
- As of the fall of 2020-21, the new Insights to Behavior program was underway at 13 pilot schools. The staff at the target schools are taking part in the training that outlines research-based classrooms structures and behavior management strategies. The schools are: *Bear Creek ES, Calvin Hunsinger, Carwise MS, Dunedin ES, Largo MS, McMullen Booth ES, New Heights ES, Nina Harris, Northeast HS, Pinellas Park MS, Safety Harbor MS, St. Petersburg HS, and Tarpon Springs ES.*
- **The Exceptional Student Education (ESE) Department continues to work collaboratively with the district data departments in creating improved eligibility data reports.** The reports are reviewed and compared to ensure accuracy of the data and coding.
- **The district reviews every student with a primary eligibility of EBD** at the student's annual IEP meeting.



## Bridging the Gap / Pinellas County Schools

### Quarter 3 Update / 2020-21

- **As of Quarter 1**, 8 black students transferred into Pinellas County Schools who already had an EBD designation. **As of Quarter 2**, 4 black students with an EBD designation transferred to PCS. Those students are being re-evaluated per the process outlined in the BTG Plan.
- **Within Quarter 3**, no additional students transferred to PCS with an EBD designation.
- **The district has assigned four additional district intervention specialists to specifically support early intervening services at high minority schools.** Additional support and training for schools from behavior specialists is also available as needed. This new way of work emphasizes the critical need to establish high-quality general education intervention procedures. The goal is to reduce identification of students found eligible.

**As of Quarter 3**, 13 district schools were receiving this direct support.

#### **Goal 5 / New Action:**

The district ESE department is set to engage in a new advanced behavioral intervention through the Practical Functional Analysis/Skills Based Training program. The depth and breadth of new training(s) as outlined in the BTG Plan has shown to be related to decreases in referrals and subsequent EBD designations.



### Key Action Steps / Progress Update

#### Goal 6: Minority Hiring



#### Improved Processes / Hiring of a Minority Recruitment Team / Progress Update

#### BTG Goal 6 Action Update / Call Me MISTER Program

- Despite the ongoing health crisis, the district is moving forward with its Call Me MISTER program that is similar to the successful program at Clemson University. The program identifies black males in high school and supports them as they matriculate to college. The district is also moving forward with its new Teacher Cadet program as outlined in the BTG Plan. The program identifies future black educators among current PCS students.

**As of Quarter 2**, the district has partnered with the USF St. Petersburg campus to grow a pipeline of black male high school students interested in a career in elementary and middle grades education.

**As of Quarter 3**, the district continued its “grow your own” pipeline as follows:

- **AVID presentations ‘Careers in Education’:** HR specialists visited four district high schools (Boca Ciega, Countryside, Largo, and Palm Harbor University) to speak with students about careers in education. The presentation included possible job opportunities, scholarship/grant opportunities, and previews of local universities that have colleges of education.
- **Call Me MISTER:** The partnership with the University of South Florida is progressing. Currently, three MiSTERS have been confirmed for admission to the USF-St. Pete campus for Fall 2021. MiSTERS will receive tuition assistance, professional development, student teaching opportunities with PCS, and an advanced contract binder (job offer) upon completion of the program.

**As outlined in the BTG Plan, the district continues to employ a Manager of Talent Acquisition and additional hiring specialists to focus on minority hiring and filling critical shortage areas.** The team has taken critical steps to support recruitment and retention of minority candidates. Those include:

- Building strong relationships with current minority candidates in keeping the candidate pool “warm.”
- Reducing the hiring manager’s time by recommending the most qualified candidates for an interview and facilitating recommendations for hire.
- Rebranding PCS marketing materials to reflect the diversity of the Pinellas County community.
- Providing frequent “check ins” with 1<sup>st</sup> year teachers in support of improved retention.
- Conducting weekly reviews of black applicants via Search Soft software. Continuing to reach out, provide guidance on certification, etc. Tracking number of applicants, fully certified applicants, and hire status.
- Conducting virtual outreach to meet and recruit black teachers through both urban education and traditional programs (HBCUs).



## Bridging the Gap / Pinellas County Schools

### Quarter 3 Update / 2020-21

**Table 2. Human Resources / Virtual College Visits / Spring 2021 (HBCUs noted)**

School		Date
Troops to Teachers Career Fair	Virtual	Thursday, January 21, 2021
BYU-Idaho STEM Career Fair	Virtual	Thursday, February 11, 2021
<b>Ft. Valley State University (HBCU), Ft. Valley, GA</b>	<b>Virtual</b>	<b>Monday, February 15, 2021</b>
COE SPC Open House	Virtual	Thursday, February 18, 2021
Troops for Teachers Virtual Fair	Virtual	Wednesday, February 24, 2021
New College of Florida	Virtual	Thursday, February 25, 2021
Colleges of Central Florida Virtual Employer Expo	Virtual	Thursday, February 25, 2021
University of FL, Gainesville, FL	Virtual	Wednesday, March 3, 2021
Central Pennsylvania Teacher Recruitment Day	Virtual	Tuesday, March 9, 2021
FGCU Education Career Fair	Virtual	Wednesday, March 10, 2021
<b>Savannah State University (HBCU), Savannah, GA</b>	<b>Virtual</b>	<b>Wednesday, March 10, 2021</b>
AAEE Virtual Fair	Virtual	Thursday, March 11, 2021
Spring 2021 USF Virtual Career Fair TBA	Virtual	Friday, March 12, 2021
Michigan Teacher Recruitment Day	Virtual	Tuesday, March 16, 2021
<b>FAMU (HBCU), Tallahassee, FL</b>	<b>Virtual</b>	<b>Wednesday, March 17, 2021</b>
<b>Bethune Cookman (HBCU), Daytona Beach, FL</b>	<b>Virtual</b>	<b>Wednesday, March 17, 2021</b>
University of Georgia, Athens, GA	Virtual	Thursday, March 18, 2021
<b>FFMT - Recruitment &amp; Symposium, Tampa, FL</b>	<b>Virtual</b>	<b>Saturday, March 20, 2021</b>
NSU Psychology, Neuroscience, Education, and Non-Profits Fair	Virtual	Monday, March 22, 2021
TCU College of Education Interview Day	Virtual	Tuesday, March 23, 2021
Georgia Southern University, Statesboro, GA-Education Career Fair	Virtual	Wednesday, March 24, 2021
PERC, Monroeville, PA	Virtual	Wednesday, March 24, 2021
Cross College Alliance Virtual Reverse Career Fair 2021	Virtual	Thursday, March 25, 2021
UCF 2021 Education Virtual Career Fair	Virtual	Friday, March 26, 2021
USFSP 2021 Virtual Career Fair	Virtual	Friday, March 26, 2021
LSU, Baton Rouge, LA	Virtual	Tuesday, March 30, 2021
University of AL, Birmingham, AL	Virtual	Wednesday, March 31, 2021
Southern OH & Northern KY Consortium	Virtual	Wednesday, March 31, 2021

**As of Quarter 3**, the HR team has also taken part in national webinars specific to the following areas / topics:

- Recruiting Trends
- Educators Rising
- Data-Driven Equity
- Recruiting Strategies During COVID-19
- The HR team has continued its support of the district's black educators' organization (PABSE). New promotional materials were created over the past year including a new banner, table runner, consumable items, and informational flyer to recruit new teachers to join the organization. The team also held its Inaugural "Coffee & Conversation" last year and that will continue into this year. Focus Groups have also been conducted to gain understanding of the challenges that black teachers face in the district. Focus Groups with black school administrators are also underway.



#### Update: The Pinellas Alliance of Black School Educators (PABSE)

- Monthly general and executive board meetings have been scheduled.
  - 101 members
  - 14 new teacher mentees matched with veteran teacher mentors.
  - Guest speakers included a Licensed Mental Health Counselor and a Licensed Clinical Social Worker to discuss the topics of self-care for educators, organizational psychology, and the experiences of Black and LGBTQ educators.

**As of Quarter 3**, HR has worked with district equity leaders to form affinity groups of teachers of similar races and cultures in building stronger relationships, understanding, and supports.

- **PCS Affinity Spaces include:** AAPI, Black Female, Black Male, Latinx, and LGBTQ. Monthly meetings are held to share experiences, give and receive support, and build community.