

Mexican American Student Services Mentoring Program Descriptor:

The Mexican American Student Services Department has community volunteers working at various schools throughout Tucson Unified School District (TUSD). Our primary goal is to establish a strong mentoring program throughout the school year. Developing the resource of college and community partnerships for mentoring is a vital resource for our students. MASS coordinates and offers mentoring support before and after school and most Saturday's at three locations: Valencia Middle School (5th -8th grade), Pueblo High School (High School only) and The Boys and Girls Club at Grant and Country Club (6th-12th grade). The mentoring program was implemented in 2013-2014 at the following TUSD schools and city locations: Tucson High, Hollinger Elementary, Boys and Girls Club on Grant, Valencia Middle School, Pueblo & Cholla High School, Secrist Middle School, McCorkle K-8, Dietz K-8, Lynn Urquidez, University of Arizona & Pima Community College.

Our mission is to build diverse community partnerships that foster academic success and inspire self-confidence, integrity, and social competence by helping students avoid high-risk behaviors, stay in school, to graduate from high school and attend college.

Our Goals: To increase academic empowerment and equity. To Cultivate relationships between community and Tucson Unified School District, to increase student confidence utilizing individualized 1:1 learning support and group mentoring programs, and offer middle and high school students an opportunity to explore the resources and activities provided at colleges and by community agencies. The standards for mentoring used by MASS are from The International Mentoring Association (IMA), Mentoring Program Standards <http://mentoring-association.org/>

MASS' Mentor Program Specialists Annkatri Littleton, Marla Vera and Angelica Munoz have worked diligently at partnering with community organizations to mentor and tutor TUSD Latino Students. Organizations such as Raytheon Missile Systems, Girl Scouts, Child and Family Resources, Girl Talk, Project SOAR from the University of Arizona, Davis Monthan-Airmen, Expect More Arizona and 4Tucson have sent engineers, college troops, Airman, college students and Gama Alpha Omega sorority sisters to tutor and mentor over 100 Latino students in MASS's Saturday math centers. Other community organizations which also participated were the Urban League, The Mission Continues, Sahuaro Canyon Church, Big Brothers, Big Sisters of Tucson, Good Will Industries and Pima Community College. Early in the Fall semester, the MASS Director and three Mentor Program Specialists participated in recruiting sessions at the University of Arizona by going into the Modern Languages and Spanish Departments to recruit students into mentoring and tutoring in MASS' Saturday math sessions. Ultimately, 36 University of Arizona students signed up to assist in Saturday math sessions and mentoring. *See chart attached.*

USP V.F.1.p

During the months of September and October of 2013, over 169 Latino students in schools such as Lynn Urquides Elementary, Valencia Middle School, Secrist Middle School, Erickson Elementary, Dietz k-6 and McCorkle K-8 Academy have participated in mentoring programs through these partnerships. By March and April 2014 over 800 TUSD students were recipients of MASS' community mentoring programs. By May of 2014 this department had fingerprinted and trained 72 college and community organization volunteer mentors. *See power point and charts attached titled: Mexican American Student Services Mentoring Presentation Final...*

In 2013-2014, Mexican American Student Services Department partnered with the sorority sisters of **Gamma Alpha Omega**. The founding mothers created a spirit of philanthropy through community service and mentoring. The sorority sisters volunteer their time mentoring young people here in Tucson. This school year MASS welcomed six Gamma Alpha Omega sisters as mentors, including their current chapter president, Monique Perez. They tutored and mentored Latino students in Saturday math tutoring on Saturdays and in April 2013 conducted end-of-year college mentoring to Seniors and Juniors at Tucson High School.

Another Partnership that is excellent for our TUSD students is Project SOAR, University of Arizona (Student Outreach for Access & Resiliency)

Project Soar (Student Outreach for Access & Resiliency) is a Mentoring Program from the University of Arizona where U of A students mentor and tutor students in Tucson schools. Project SOAR has partnered with Mexican American Student Services at Valencia Middle School and McCorkle k-8 Academy. In the 2013-2014 school year there were nine mentors at Valencia Middle School and nine mentors at McCorkle K-8 Academy. They mentored approximately 30 students in each school. Mentor Program Specialist Angelica Munoz for secured this excellent partnership.

Leadership Youth Conferences coordinated by MASS specialists and director: Two organizations that MASS partnered with were the League of United Latin American Citizens and the Cesar E. Chavez Holiday Coalition. *See documents attached titled: LULAC YLC Overview-MASS Advisory Council Presentation.. and Cesar Chavez Speakers Charts and power point.*

- **LULAC Youth Leadership Conference:** "LULAC has striven to promote, develop, and enhance leadership skills among youth in Pima County." The philosophy behind the Youth Leadership Conference for the last 25 years has been to encourage and motivate students to remain in school, set goals and reinforce education as the key to success. LULAC's Youth Leadership Conference was held March 14, 2014 at Pima Community College from 8a.m. to 2 p.m. A resource fair with 70 exhibitors was offered and students had a choice of attending three workshops. Thirty, 50 minute presentations/workshops were offered for students to select from. An inspirational college attendance movie titled: *1st Generation* was seen by all students who attended the conference. MASS specialists registered and supervised 86 middle school students from Doolen, Hollinger, McCorkle, Pistor, Secrist and Valencia. They registered 40 TUSD High School students from Tucson High, Catalina, Palo Verde, Rincon, Sabino and Santa Rita High Schools.

USP V.F.1.p

-
- **Cesar E. Chavez Holiday Coalition Youth Leadership Conference:** The Cesar Chavez Holiday Coalition has over 25 community guest speakers who discuss Mr. Cesar E. Chavez from a variety of perspectives, while teaching the basic tenants of leadership through example, empowerment through education, peer advocacy and service to others. They prepare 30 minute presentations for Love of Reading sessions for Pre-K and Kindergarten students. Most of their expert volunteers and presenters hold community offices such as assistants to congresspersons, city council people and are school board members. Presentations address academic learning objectives suited to many language arts, social studies and even science classes. In partnership with Tucson Unified School District the Cesar Chavez Youth Leadership Conference was held March 24th – 28th 2014 through out TUSD schools. There were 23 presenters that spoke to 2,819 students at 12 TUSD schools (Doolen Middle School, Davis and White Elementary, Hollinger and McCorkle K-8 schools, Tucson, Rincon and Cholla High Schools, Mission View, Ochoa and Lynn Elementary). Presenters were community educators, board members, city council and congressional representatives.

The MASS director and the three Mentor Program Specialists target Latino students who are struggling academically and/or behaviorally. The mentor specialists also target students who have average grades (C-grades) for the purpose of helping and motivating students to improve academically as they receive mentoring from several college programs and other community organizations such as faith groups and community mentoring programs that focus on having students set school goals in receive credits in high school, graduating and in moving on to college.

Materials used by volunteers:

Each organization uses their own leadership and career workshops and material to present to students. All materials are previewed and pre-approved by specialists and director to make certain they are in the scope of the department's and TUSD's mission. MASS offers copies of the book titled *Success for Teens: Real teen talk about using the slight edge* Success Foundation (2008) to individual volunteers who are mentoring students with setting school, college and career goals.

The following are examples of the weekly, 2 hour mentoring/leadership sessions students will participate in.

- Each session will include mentors' life experiences which attributed to their life's success.
- Session 1 Little things matter. Action steps students take to reach goals. Students begin to set goals. Reflection/Discussion
- Session 2: Attitude is everything. Students take action steps to not live in past and learn to deal with conflicting philosophies. Reflection/Discussion
- Session 3: Use the Moment. Action steps to creating new circumstances for your self. Reflection/discussion

USP V.F.1.p

- Session 4: Everything starts with small steps: Taking small steps towards meeting your goals, lose fear and be persistent.

Monitoring:

In partnership with other departments we have monitored the following areas for the effectiveness of the mentoring program:

- a. an increase each month of secured volunteers by mentor program specialists. A reduction in number of participating students dropping out from TUSD schools,
- b. an increase in participating students' AIMS reading and math meeting rate as indicated by grant tracker and AIMS pre and post data for the 2012-2013 to the 2013-14 school year. Data collection is currently being collected by A&R in David Scott's office.
- c. MASS Director and three mentor program specialists met each month to record and document the number of volunteers and programs that were in place in TUSD schools. See documents attached titled: *Copy of University College Mentors and Copy of Volunteers & Master list V3*

What we did right:

The University of Arizona's Project SOAR is an excellent program we should continue to seek and secure for TUSD students in the 2013-14 school- year. The programs that have been consistent in their participation of mentoring and offering programs for Latino students were Raytheon engineers, UofA individual volunteers, Grrrl Talk.. Gama Alpha Omega sorority sisters, project SOAR, only a few of the faith groups and the Southern Arizona Girls Scouts.

The three Mentor Program Specialists periodically submitted standing reports to director of which organizations were involved and at which school sites and locations. *See update reports attached.*

The three mentor program specialists received training for mentors from Chris Golston ,Mentor Specialists for TUSD African American Student Services Department for his knowledge and expertise and from Mentor USA, Mr. Don Neill. Mentor USA is a mentoring program in Tucson. We patterned our volunteer training and informational documentation after the Mentor USA program with the director's permission. *See documents attached.*

Director and mentor program specialists met every month to monitor and address the progress or obstacles of program.

Continue to have MASS help in the planning and coordination of Youth Leadership Conferences to secure TUSD Latino students' attendance.

Areas we can improve on:

Make getting fingerprinted for volunteers less cumbersome. Have the process available at all times (allow more employees to take fingerprints from volunteers, with training and security measures, of course).

USP V.F.1.p

TUSD should have a pre-existing common training workshop or mentoring manual for all mentor volunteers. This same manual and training should be used by all departments and schools.

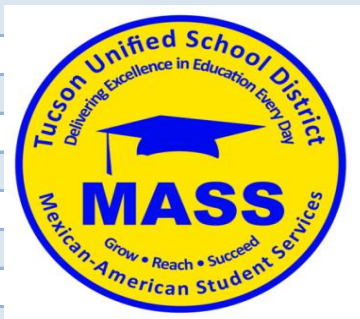
The participation of TUSD Latino students in the LULAC Youth Leadership Conference was reduced in 2014 to 126 TUSD students from 2013's 750 TUSD students because it was planned on a teacher planning day. Future conferences should be planned on a day students attend school. Conflict existed because Pima Community College, where conference is held, they had their Spring Break the same time TUSD had Spring break. Incentives for TUSD teachers to supervise students during a planning day were difficult to produce.

USP V.F.1.p

V.F.1.p

2014 Cesar Chavez Youth Leadership Conference Presenters

Speakers	Contact Info.	Email	Schools	# students
Ruben Reyes	wrk622-6788 cell 940-7752	ruben.reyes@mail.house.gov	DMS, THS,CHS,HMS,Tolt.	383
Ted Warmbrand	n/a	its@theriver.com	Vesey, White	550
Ann Yellott	991-6781	azyellot@aol.com	Catalina	30
Montseratt Caballer	304-5765	montserrafc@yahoo.com	Mission, challenger	168
Adelita Grijalva	481-0670	Adelita_g@yahoo.com	Ochoa	120
Diana Rhodes	982-4178	Diana.rhoades@tucsonaz.gov	Secrist	90
Ana Karina	313-7446	rodriguez.anakarina10@gmail.com	White	24
Regina Romero	791-4040	regina.romero@tucsonaz.gov	PHS, THS,	150
Maya Castillo	289-7936	maya.castillo@seiu5az.org	Ochoa	25
Laura Dent	837-4264	laura.dent@tucsonaz.gov	White	40
Alejandra Pablos	358-8810	itsmissale@gmail.com		
Kim Flores	370-6074	kflores@girlscoutsoaz.org	McCorkle	70
Jesus Magana	256-6098	jesus.magana.412@gmail.com	White	82
Karen Magana	990-1522	kbmagana@gmail.com	White	81
Carmen Hernandez	232-5600	carmen.hernandez@tusd1.org	Rincon	120
Rene Bernal	668-5377	rb1gonzales@gmail.com	Lynn	149
Mark	(480)666-4883		THS	25
Joseph Howell				
Cam Juarez	230-0219	Camiliano@yahoo.com		780
				Total: 2,887



The Arizona César E. Chávez Holiday Coalition Presents

March 24th - 29th, 2014

14TH ANNUAL CÉSAR CHÁVEZ



YOUTH LEADERSHIP CONFERENCE IN THE SCHOOLS

Last year our volunteers spoke to over 2,800 students about the legacy of César Chávez across Tucson. This year, we have over 20 volunteers ready to discuss Chávez from a variety of perspectives, while teaching the basic tentants of leadership through example, empowerment through education, peer advocacy and service to others. Each of our expert volunteers will provide a presentation, informational materials and of course, academic learning objects suited to many language arts, social studies and even science classes. We have even prepared 30 minute Love of Reading sessions for Pre-K and Kindergarten students.

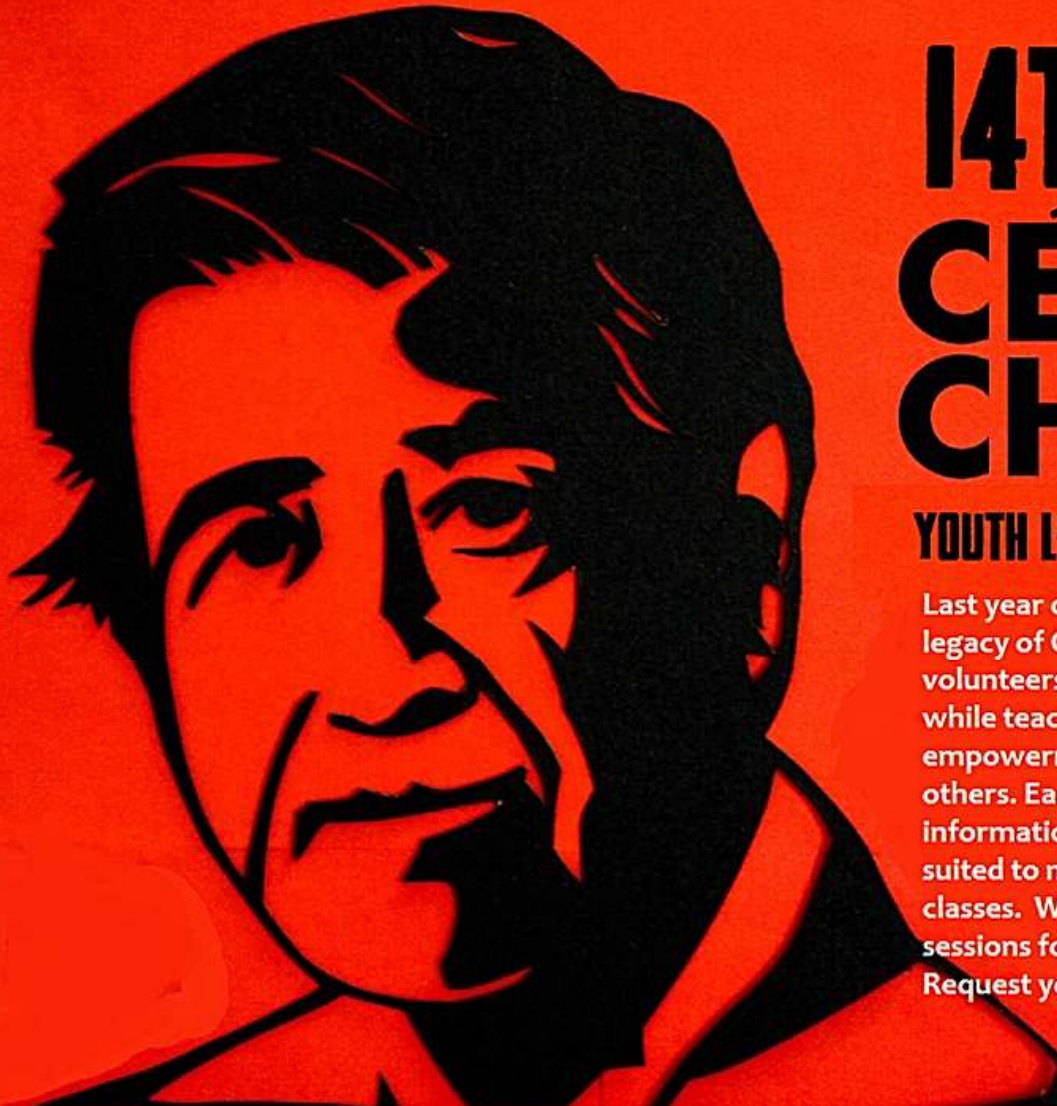
Request your presenter today!

sisepuedeleadership@gmail.com

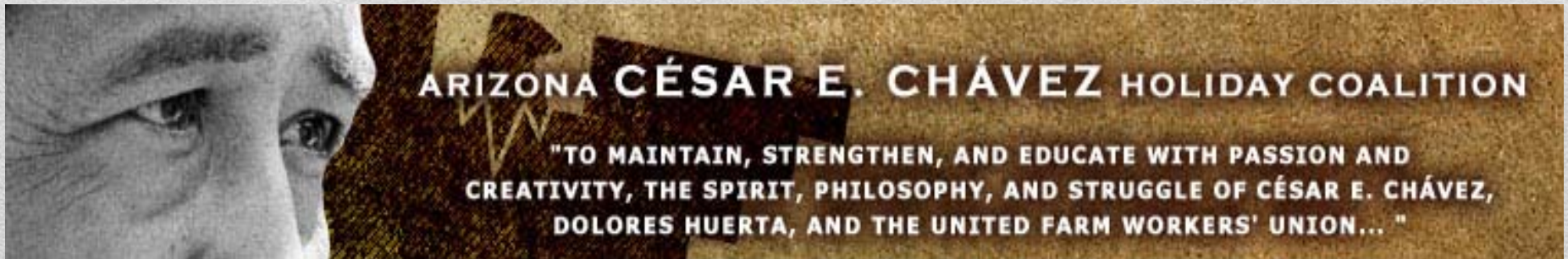
(520) 230-0219



<https://www.facebook.com/ArizonaCesarChavezCoalition>



Cesar Chavez Youth Leadership Conference



USP V.F.1.p

PROCLAMATION

**César E. Chavez Week in Tucson Unified School District
March 24th - 28th, 2014**

WHEREAS, César Estrada Chávez was born March 31, 1927, on a small farm that his family homesteaded near Yuma, Arizona; and

WHEREAS, César Chávez, recognized as one of our Nation's great civil rights and labor-union leaders, committed his life to improving the lives of farm workers everywhere and brought their plight to national attention, faithfully adhering to the principles of non-violence practices by Mahatma Gandhi and Dr. Martin Luther King, Jr.; and

WHEREAS, on August 8, 1994, César Chávez posthumously received the Presidential Medal of Freedom, the highest civilian honor in the United States; and

WHEREAS, César Chávez's life motto, "Sí Se Puede" (It can be done) and his work to establish the United Farmworkers Union (UFW), embody the invaluable legacy he left for the world's benefit; and

WHEREAS, In 1965, César Chávez submitted himself to a 25-day fast to reaffirm the UFW's commitment to non-violence; an effort that inspired the late Senator Robert F. Kennedy to fly to Delano, California to support him as he ended the fast; and

WHEREAS, The Arizona César E. Chávez Holiday Coalition has planned activities for the Tucson community to celebrate the life and legacy of César Estrada Chávez and to recognize the men and women who labor in the agricultural fields to produce the food we serve at tables across this Nation;

NOW, THEREFORE, the Governing Board of the Tucson Unified School District does hereby proclaim March 24th – 28th, 2014 as César E. Chávez Week in this District and encourages all of our students and employees to observe this week with appropriate community service and educational themes to honor César's enduring legacy.

In partnership with Tucson Unified School District the Cesar Chavez Youth Leadership Conference was held March 24th – 28th 2014 through out TUSD.

There were 23 presenters that spoke to 2819 students at different TUSD schools.



On March 4, the Tucson City Council established an official paid city holiday commemorating Chávez under the leadership of Council member Regina Romero, Huerta, and the Arizona César Chávez Holiday Coalition.





Council Woman
Regina Romero
Presenting at Pueblo HS.

Board Member
Camiliano Juarez
Presenting at Ochoa
Elementary



USP V.F.1.p

Board Member
Adelita Grijalva
Presenting at Ochoa
Elementary



Rene Bernal
Presenting at Lynn
Elementary

Marla Vera Community Contacts

Date/Time	Organization	Action	Result
1/6/14	BBBS	Emailed Dayna Brown	Set up meeting at Lynn U. to discuss "community" mentors-On-campus Bigs. Met 1/10 to discuss program details.
1/8	Girl Scouts	Emailed Cookies Sales info.	Fliers went out this week to kick off cookie sales. Thursday 1/16 parental meeting to take place at L.U.
1/8	Gamma Alpha Omega	Email from Destinee Ogas	Destinee will get F.P. on January 22 nd , and will be avail for mentoring in February.
1/8	Child and Family Resources	Check in with J.Schroeder re: Girrrls G	Assembly scheduled for Friday 1/10-Tentative start date of 1/15.
1/9	UA	Rec. email from J.Larriva	Invited to speak to her classes during "career day." Tentatively scheduled for Feb 25 th 2-3:15.
1/9	Pima Community College	Emailed Lupita Caballeros	Awaiting response to setting up table or class presentations/Volunteer recruitment.
1/9	Girl Scouts	Weekly Meeting	Cookie sales activities: 32 girls attended
1/10	BBBS	Referred L.U. 4 th grader	Awaiting intake, application submitted electronically. Nicole P
1/13	Girl Scouts	Emailed L. Rich re: Hollinger	Hollinger has agreed to do Monday troop. Marketing begins this week to recruit girls.
1/16	Girl Scouts	Weekly Meeting	38 Girls attended
1/21	Gamma Alpha Omega	Confirmed January meeting for Mentors	Monique P-3 students; Fabiola D-2 students assigned
1/23	Girl Scout	Weekly meeting	33 Girls attended
1/24	4Tucson	Recruited volunteer for Sat. Math	New tutor recruited for Valencia-6 students to be served.
1/24	BBBS	Update spreadsheet	9 students referred, one has met with her mentor 6 hours.

USP V.F.1.p

Marla Vera Community Contacts

Date/Time	Organization	Action	Result
9/10	Fuente De Vida	Called Pastor Isaac	Isaac said he would call back with names of 8 volunteers recruited from his church.
9/11	U of A	Classroom presentations	Signed up potential student volunteers for Saturday program
9/12	U of A	Classroom presentations	Signed up potential volunteers
9/12	Raytheon	Emailed new volunteers for Saturday session	Brought aboard another engineer for Saturday Math- 33 students served between 9/7-9/14.
9/13	Fuente De Vida	Spoke with Pastor Isaac	He said he would email names of volunteers along with name and # of youth pastor who is organizing the volunteer effort
9/16	Fuente De Vida	Spoke with Christian Youth Pastor	Printed names of volunteers, sent to HR for fingerprint code etc. forwarded info to Youth pastor for coordination of orientation and training for volunteers.
9/17	Pizza Hutt	Called about free pizza certificates	100 certificates will be mailed to me to distribute to Pueblo students, Hollinger students and Lynn Urquides students- 9 Pueblo students will receive certificates for improved Math scores.9/17
9/17	Raytheon	Emailed Rosemary Badian	Coordinated volunteers to confirm all programs are receiving help. Students served at pueblo averages 16 per Saturday.
9/17	Fuente De vida	Emailed Pastor Christian dates for training	Awaiting response.
9/18	Raytheon	Emailed Rosemary to confirm tutor assignments	Confirmed the engineers we have recruited and their intended site. Was able to clarify who had done fingerprinting and who still needed to go to 1010. 33 students served at Pueblo.
9/18`	Human Resources	Visited FP fair to support volunteer fingerprinting effort	Got great feedback from Kris and Belinda-Many UA students followed through as well as a few from our 4Tucson connection.
9/19	Fuente De Vida	Spoke with YP Christian Molina	Christian has said he will communicate with the volunteers to schedule an orientation with Don McNeil. I offered to call the volunteers myself and assist with communication, but Christian

USP V.F.1.p

			declined stating he preferred to do it.
9/19	Community and Family Resources	Spoke with Marie Fordney about implementing Girrls group at Maxwell	Marie explained parameters of program and will slate Maxwell for a Spring group. I will communicate with Ms. Montoya to create the girls assemblies that will precede the groups kick off.
9/19	Fuenta De Vida	Rosa Robledo	Missed FP date in Sept. will follow up in October.
9/19	Girl Scouts	Weekly Meeting	Second meeting at Lynn, recruited more girls. GS added bilingual sponsor. 50+ students attended.
9/20	Mentortucsonkids Don Mc'Neil	Emailed confirmation for volunteer training	Don will do a Mentor orientation/Training on October 1 st at 6pm at Trinity Presbeterian Church.
9/23	Fuenta De vida/mentortucsonkids	Emailed confirmation for trainging	Requested confirmation of members training on Oct.1 and also requested Volunteer contact info. From Christian.
9/23	U of A	Emailed 15 potential volunteers	Awaiting response
9/23	MentorTucsonkids	Spoke with Don McNeil about training	Scheduled Mentor Training for MASSD mentors on Thursday Sept. 26
9/23	Raytheon/Pueblo	Emailed Teachers regarding STEM	Got response back from Warrior news/radio. They would like to interview STEM club. Kari Warner and Rosemary Badian will create flier and marketing info. Tomorrow 9/26 to assist us in getting the word out.
9/25	U of A Volunteers	Received email from two volunteers	Corresponded with fliers and dates for tutoring centers. Recruited two volunteers for Sat. Math.

Community Volunteers

<i>Position/Title</i>	<i>Name</i>	<i>Assignment</i>
Big Brothers Big Sisters	Little Sisters Program	Dietz
D-M Air Force Base	Tsgt. Joe Champion	Valencia MS
Raytheon	Society of Hispanic Professional Engineers	Sahauro HS
D-M Air Force Base	Sgt. Jose Fuentes	Erikson Middle School
D-M Air Force Base	TSgt. Alfonza D Willis Jr.	Mentor
D-M Air Force Base	Sgt. Emmanuel Gamboa	Mentor
Expect More Arizona	Selena Llamas	Secrist Middle School
The Mission Continues	George Rushing	Secrist Middle School
U of A Student Volunteer	Shelia Flores	Boys and Girls Club
U of A Student Volunteer	Yolanda Flores	Boys and Girls Club
Raytheon	Camarias Caste	Boys and Girls Club
Raytheon	Saumya Vander Wyst	Boys and Girls Club
Retired Community Member	Paul Martin	Boys and Girls Club
U of A Student	Rachel McGrath	Boys and Girls Club
Child and Family Resources	Piper Weinberg	Mentors
Child and Family Resource	Teresa Simone	Mentors
Child and Family Resource	Yanitza Soto	Mentor
Child and Family Resource	Angela Sanchez	Mentor
Child and Family Resource	Mia Michelle	Mentor
Child and Family Resource	Elise Lopez	Mentor
Child and Family Resource	Arcelia Cornidez	Mentor

Ann Littleton weekly Report December 2013

	Program Title, service provided and Description	Status	Comments/ Plan to Resolve	No. of Students Served
1	Mentor Program	Active	Mentor Mentee Paring with 4th grade Student at Erickson Elementary	1
2	Davis-Monthan, AFB Mentoring Program Partnership	Active	Davis Monthan AFB- 4 Mentors recruited Erickson, Valencia and Secrist	3
4	Recruitment for Mentors and Tutors	Active	Wal-Greens Will present Mentoring and Tutoring program at next Mangers meeting 12/30/13	
5	Girl Talk	Active	This is a yearlong Program is facilitated by high school and college students. The focus of the program is to help build character and promote leadership skills.	37 girls are actively involved.
6	Saturday Math Tutoring	Active	This is a Math Tutoring program designed to support and strengthen students math skills. Students do not have to be behind or struggling. This is a safe environment were students can get individual assistance as needed or 1:1 when required.	Fifty-eight registered students weekly attendance averages 7-12 students
7	Mentoring Program Child and Family Resource Girrri Project	Active	8 week Program consist of two groups: Go Girls (life skills and Tech Girls (today's technology)	10 girls attend the weekly program
8	Expect More Arizona	Active	Successfully pair a Mentor with and a Mentee	1:1 mentoring
9	The Mission Continues	Active	Meeting with volunteer mentor to interview for possible pairing with a male middle school student.	Secrist Middle School 1:1 mentoring
10	Big Brothers Big Sisters	Active	Little Sister program	5 students at Dietz Elementary

Community Volunteers

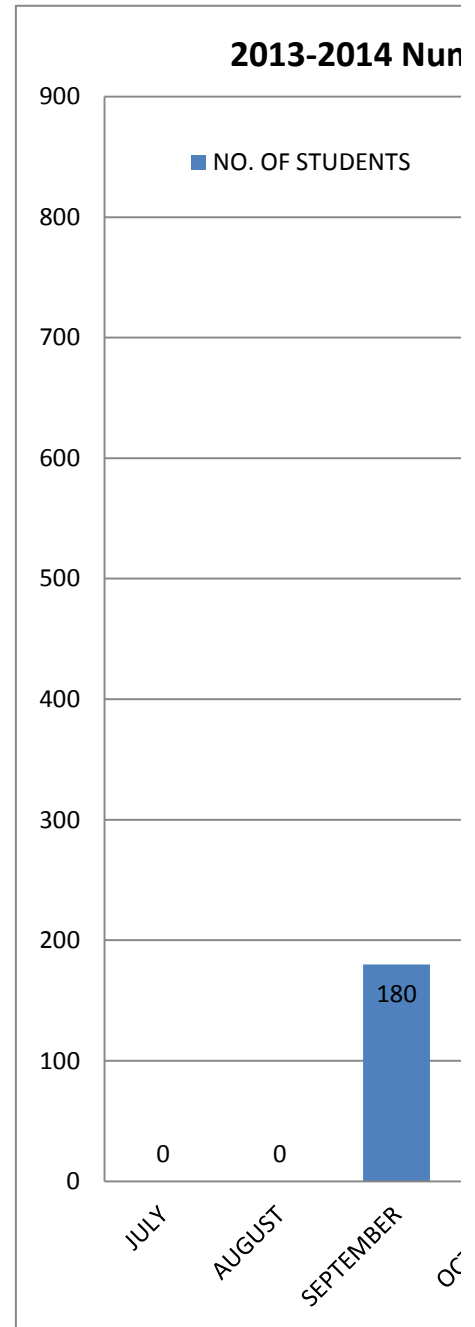
<i>Position/Title</i>	<i>Name</i>	<i>Assignment</i>
Big Brothers Big Sisters	Little Sisters Program	Dietz
D-M Air Force Base	Tsgt. Joe Champion	Valencia MS
Raytheon	Society of Hispanic Professional Engineers	Sahauro HS
D-M Air Force Base	Sgt. Jose Fuentes	Erikson Middle School
D-M Air Force Base	TSgt. Alfonza D Willis Jr.	Mentor
D-M Air Force Base	Sgt. Emmanuel Gamboa	Mentor
Expect More Arizona	Selena Llamas	Secrist Middle School
The Mission Continues	George Rushing	Secrist Middle School
U of A Student Volunteer	Shelia Flores	Boys and Girls Club
U of A Student Volunteer	Yolanda Flores	Boys and Girls Club
Raytheon	Camarias Caste	Boys and Girls Club
Raytheon	Saumya Vander Wyst	Boys and Girls Club
Retired Community Member	Paul Martin	Boys and Girls Club
U of A Student	Rachel McGrath	Boys and Girls Club
Child and Family Resources	Piper Weinberg	Mentors
Child and Family Resource	Teresa Simone	Mentors
Child and Family Resource	Yanitza Soto	Mentor
Child and Family Resource	Angela Sanchez	Mentor
Child and Family Resource	Mia Michelle	Mentor
Child and Family Resource	Elise Lopez	Mentor
Child and Family Resource	Arcelia Cornidez	Mentor

Ann Littleton weekly Report December 2013

	Program Title, service provided and Description	Status	Comments/ Plan to Resolve	No. of Students Served
1	Mentor Program	Active	Mentor Mentee Paring with 4th grade Student at Erickson Elementary	1
2	Davis-Monthan, AFB Mentoring Program Partnership	Active	Davis Monthan AFB- 4 Mentors recruited Erickson, Valencia and Secrist	3
4	Recruitment for Mentors and Tutors	Active	Wal-Greens Will present Mentoring and Tutoring program at next Mangers meeting 12/30/13	
5	Girl Talk	Active	This is a yearlong Program is facilitated by high school and college students. The focus of the program is to help build character and promote leadership skills.	37 girls are actively involved.
6	Saturday Math Tutoring	Active	This is a Math Tutoring program designed to support and strengthen students math skills. Students do not have to be behind or struggling. This is a safe environment were students can get individual assistance as needed or 1:1 when required.	Fifty-eight registered students weekly attendance averages 7-12 students
7	Mentoring Program Child and Family Resource Grrrl Project	Active	8 week Program consist of two groups: Go Girls (life skills and Tech Girls (today's technology)	10 girls attend the weekly program
8	Expect More Arizona	Active	Successfully pair a Mentor with and a Mentee	1:1 mentoring
9	The Mission Continues	Active	Meeting with volunteer mentor to interview for possible pairing with a male middle school student.	Secrist Middle School 1:1 mentoring
10	Big Brothers Big Sisters	Active	Little Sister program	5 students at Dietz Elementary

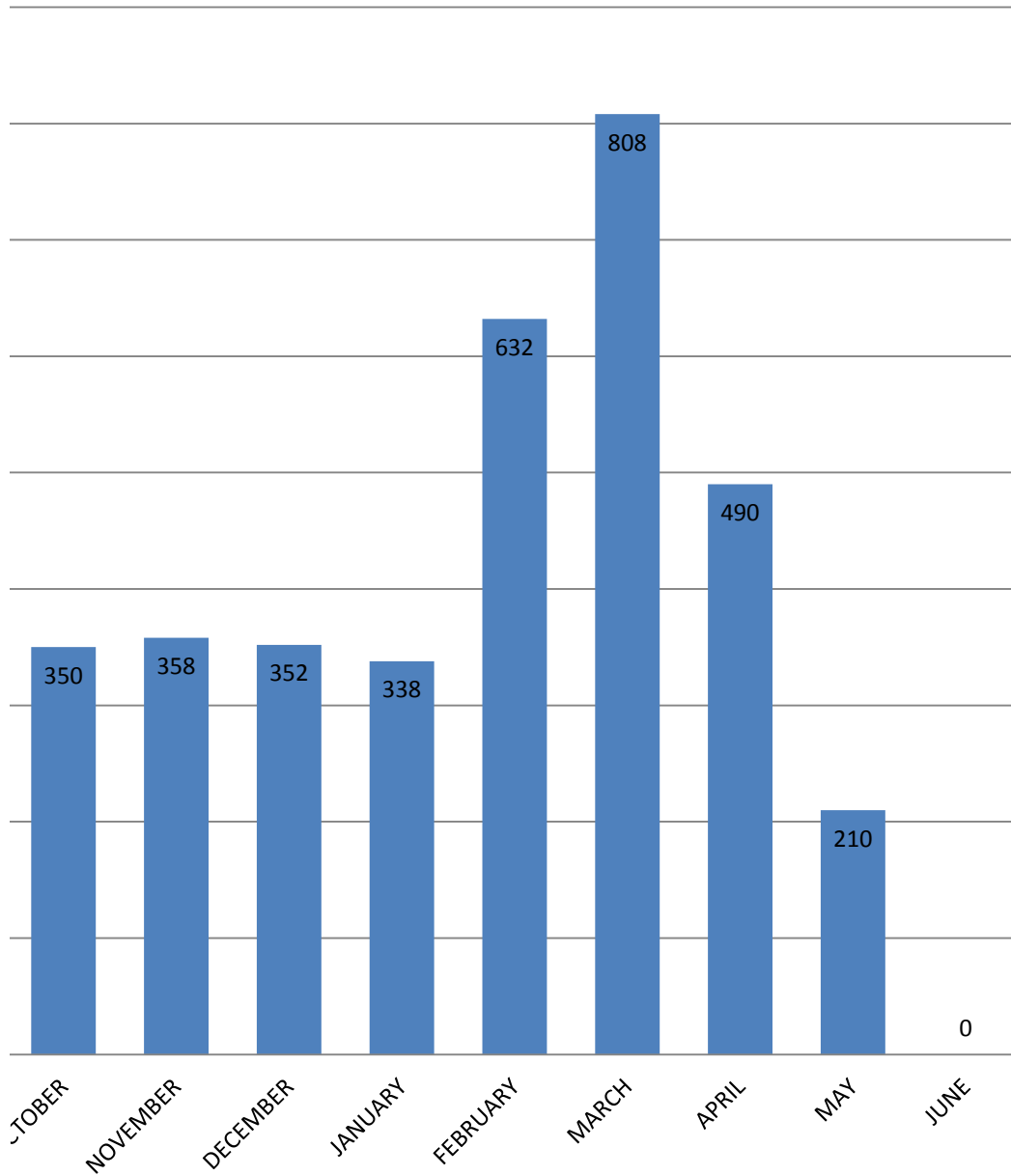
USP V.F.1.p

MONTH	NO. OF STUDENTS
JULY	0
AUGUST	0
SEPTEMBER	180
OCTOBER	350
NOVEMBER	358
DECEMBER	352
JANUARY	338
FEBRUARY	632
MARCH	808
APRIL	490
MAY	210
JUNE	0



Number of Students Mentored through Community Organizations

Organizations:



- Girls Scouts DM
- Child & Family Resources
- Raytheon
- University of Arizona
- 4 Tucson
- Project Soar
- Big Brothers, Big Sisters
- Girls & Boys Club
- Expect More AZ
- Grrrls Project
- The Mission Continue
- Good Will
- Gama Alpha Mega Sorority



1

5

USP V.F.1.p

USP V.F.1.p

Mentor/Volunteer Master List-2013/14

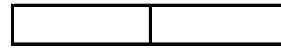
Gamma Alpha Omega Mentors	Contact Info.	Assigned site	Assigned students
Fabiola Delgado	fdelgado@email.arizona.edu	THS	Monica Ramirez,
Monique Perez	mperez@email.arizona.edu	THS	A.Arvizu,M.Ramos,A.Burruel
Ashley Miranda	amiranda00@email.arizona.edu	THS	
Evelyn Cruz	evelync@email.arizona.edu	Saturday Math	
Destinee Ogas	destineeogas@email.arizona.edu	THS	Yomira Valdez
Jessica Martinez	jess12@email.arizona.edu	Hollinger	
Maria Uribe	mariauribe@email.arizona.edu	Saturday Math	
University of Arizona Volunteers			
Luis Falcon	lfalcon15@email.arizona.edu	BCGC	
Ana Maria Rodriguez		BCGC	
Brittney Mejia	bmejia@email.arizona.edu	Valencia	
LaShawn Randel		BCGC	
Daniel Herrera	djherrera@email.arizona.edu		
Megan Ruiz		BCGC	
Alejandro Enriquez	alejandroe@email.arizona.edu		
Sheila Rodrigues		BCGC	
Jose Elizando	joselizando5@email.arizona.edu		
Andrea Rodrigues		BCGC	
Jose Armando Bermudez	josebermudez@email.arizona.edu		
Alexandra Mazur	ajmazur@email.arizona.edu		
Fuente De Vida			
Dropped out of program due to failure of members to pass backround check			
Rosa Robledo		Hollinger	
Raytheon			
Todd Slepika	Rosemary J Badian < rjbadian@raytheon.com >	Pueblo	
Ian Chen	Rosemary J Badian < rjbadian@raytheon.com >	Pueblo	
Brian Philbrook	Rosemary J Badian < rjbadian@raytheon.com >	BCGS	
Derek Wung	Rosemary J Badian < rjbadian@raytheon.com >	Pueblo	Not currently Vol.
Cynthia Johnson	Rosemary J Badian < rjbadian@raytheon.com >	Pueblo	
Isis Roche	Rosemary J Badian < rjbadian@raytheon.com >	Pueblo	Not currently Vol.

Chris McKinley	Rosemary J Badian <rjbadian@raytheon.com>	BCGS	
Anton Vanderwyst	Rosemary J Badian <rjbadian@raytheon.com>	BCGS	
Megan Zeidler	'Megan Zeidler' <Megan.Zeidler@raytheon.com>	BCGS	
Edward Benzenhoefer	Edward J Benzenhoefer (ejbenzenhoefer@raytheon.com)		
Brent Mogan	Brent T Morgan (Brent.T.Morgan@raytheon.com)	BCGS	
Robert Morris	Robert E Morris (remorris@raytheon.com)	BCGS	
Alvin Holtin	Rosemary J Badian <rjbadian@raytheon.com>	BCGS	
Tamara Overcast	Tamra A Overcast (Tamra.A.Overcast@raytheon.com)	BCGS	
Carlos Garcia	Carlos_E_Garcia@raytheon.com	Pueblo	
Community Volunteers			
Genevieve Aquino	mailto:gagu65@cox.net	Valencia	
Paul Martin		Valencia	
Selena Llamas	419-0678	Valencia	
David Coder		Valencia	
DM Airforce Base			
Josa Fuentes			
Joe Champion			
Keric Craig			
Child and Family Resources-Girrls...			
Girl Talk			
Desiree Gonzales		Seacrist	
DeShandra Holland		Seacrist	
Celia Agular		Seacrist	
Rocio Lopez	rlopez@cfraz.org	Valencia	
Yanitza Soto	ysoto@cfraz.org	Valencia	
Grace Emmanuel			
Kevra Rich	520-282-2699	Tolson	
Pastor Bishop Arthur Pierce	egctucson@gmail.com	Tolson	
4Tucson-The Well			
Eli Lopez	pastoreli@thewell.me	Hollinger	

Jansen	pastoreli@thewell.me	Hollinger	
U of A Project Soar			
Danielle Kaye	DANIELLEKAYE@email.arizona.edu	Valencia	Liam Gonzalezpico, Maria Barragan, Yasmin
Sarah Masters	SARAHMASTERS@email.arizona.edu	Valencia	Yesslie Montano, Evelyn Tapia, Cross Colind
Pricilla Holguin		Valencia	Gabe Paz, Joaquin Burruel
Mary Coronel	MCORONEL@email.arizona.edu	Valencia	Azriel Valencia
Sabryna Alers	salers@email.arizona.edu	Valencia	Alexis Valenzuela
Destiny Baird	destinybaird@email.arizona.edu	Valencia	Jessica Miranda
Alexis Martinez	ALEXISRMARTINEZ@email.arizona.edu	Valencia	Denisse Amezquita, Jazmin Arceo, Alexis Cru
Haley Avalos	haleyavalos@email.arizona.edu	Valencia	
Shelby Branch	shelbybranch@email.arizona.edu	McCorkle	
Claudia Candido	CCANDIDO@email.arizona.edu	McCorkle	
Courtney Encinas	ENCINAC1@email.arizona.edu	McCorkle	
Ilianne Lepro	ilepro@email.arizona.edu	McCorkle	
Analisa Medina	ANALISA1@email.arizona.edu	McCorkle	
Nolan Schmalenberger	NFIELDS@email.arizona.edu	McCorkle	
Oscar Vega Sr	oavega@email.arizona.edu	McCorkle	
Carolina Vilchis	CVILCHIS@email.arizona.edu	McCorkle	
Carmen Austin	CLA@email.arizona.edu	Valencia	Belicia Lopez
Riley Caspersen	RCASPERSEN@email.arizona.edu	Valencia	Jesus Montijo, Aliyah Cornell
Emily Giron	emilyjadegiron@email.arizona.edu	Valencia	Alexis Valenzuela
Kimberly Molina	molina4@email.arizona.edu	Valencia	Shania Shelby
Hayley Woods	HAYLEYWOODS@email.arizona.edu	Valencia	Alexis Lindner

USP V.F.1.p

USP V.F.1.p



Guaman
Ires

iz, Citlaly Galaviz, Gia Carrizoza, Adrianna Cruz

USP V.F.1.p

RURAL Conference on 3/14/14

School Name	Contact Name	# of students attending	# of adults
Catalina HS	Clayton Henderson	40	5
Doolen MS	Anita Cuellar	15	1
Hollinger K-8	Carlos DeLaTorre Marla Vera-Juan	12	2
McCorkle K-8	Anne Felix	60	6
Palo Verde HS	Jason Karn	15	1
Pistor MS	Crystal Montante	14	2
Pueblo HS	Rashad Robinson	20	2
Rincon HS	Kathryn Gunnels	21	2
Santa Rita HS	Dinah McGlory	15	3
Secrist MS	Annkatri Littleton	40	5
Tucson HS	Lindsay Lawson	27	4
Valencia MS	Angelica Munoz	13	2
TOTAL Students/adults needing a bus		292	35



YOUTH LEADERSHIP CONFERENCE

EDUCATION IS THE KEY TO SUCCESS

Agenda

January 7, 2014

12:00 pm – 1:30 pm

Pima Community College – Community Campus, Rm. B-212

401 N. Bonita

I. Old Business

a. Conference Chairs

- i. Javier Herrera (Arizona LULAC District 3), Rene Pacheco (LULAC Council 1082), Mary Fimbres (Southern Arizona Institute of Leadership)

b. Conference Theme

- i. Education is the Key to Success: *Building and Strengthening Our Community*

c. Conference Date

- i. March 14, 2014 (Friday)

II. New Business

a. Educator's Breakfast

- i. January 14, 2014 (Tuesday) – PCC West Campus Community Room
 1. Format
 2. Presentation

b. Conference Planning

- i. **Promotion** (Rene Pacheco, Tracy Skinner)
 1. Website, Social Media, Print Materials
- ii. **Workshops** (JC De La Torre)
- iii. **Resource Fair Updates**
 1. Careers Pavilion (Linda Leatherman)
 2. Education Pavilion (Fran Senechal, YAC/TTC)
 3. Health & Wellness Pavilion (Lydia Kennedy, Arnold Palacios)
 4. Public Safety Pavilion (Javier Herrera)
 5. Student Resources Pavilion (Margie Farmer)
- iv. **School Registration** (Sylvia Ortega)
- v. **Keynote Presentation** (Javier Herrera)
 1. First Generation Film
- vi. **PCC West Campus Logistics** (Shawn Graham)
- vii. **Volunteers** (Vanessa Hernandez)

c. 25th Year Celebration

- i. Reception
- ii. 520's Top Dance Crew Season 3

III. Adjournment and Next Meeting

a. Group Discussion

TUSD

LULAC



Youth Leadership Conference

The Mexican American Student Services Department's
involvement with the conference

USP V.F.1.p



Purpose

USP V.F.1.p

- “LULAC has striven to promote, develop, and enhance leadership skills among youth in Pima County.
- The philosophy behind the Youth Leadership Conference for the last 25 years has been to encourage and motivate students to remain in school, set goals and reinforce education as the key to success.
- Another key factor has been to expose students to an environment that fosters positive relationships among peers, teachers and the community.”

- Friday March 14, 2014
- Pima Community College
 - West Campus
- 8am to 2pm



SOUTHERN ARIZONA LEAGUE OF UNITED LATIN AMERICAN CITIZENS

YOUTH LEADERSHIP CONFERENCE

EDUCATION IS THE KEY TO SUCCESS



- Resource Fair
 - 70 exhibitors
 - 5 Pavilions
 - Careers, Education, Health & Wellness, Public Safety, Student Resources
- Workshops
 - 30 presentations
 - 50 minute class

Activities

USP V.F.1.p

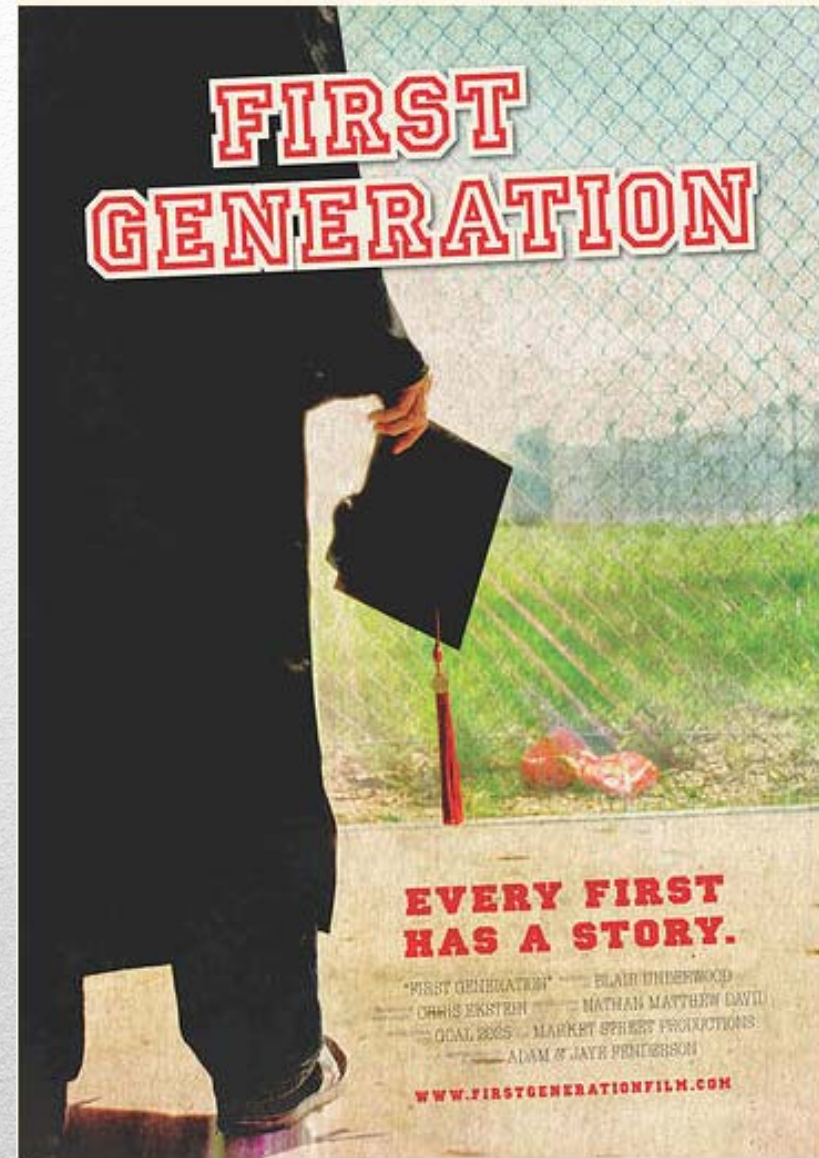
- “First Generation”
Documentary

- Trailer

- http://www.youtube.com/watch?feature=player_embedded&v=m9DShLc08Oc

Key Note

USP V.F.1.p



- Planning Committee Members:

- JC De La Torre
(Workshops
Committee Chair)
- Lindsay Lawson
(MASS Point of
Contact)



MASS Behind the Scenes

USP V.F.1.p

- Recruiting students:
 - Flyers
 - Speak to classes
 - Invite individuals
 - Announcements
 - Call families
- Field Trip Tasks:
 - Complete all forms
 - Online Registration
 - Confirm with students



Specialists at work

USP V.F.1.p

TUSD Participation

- Registration
 - 13 Schools
 - 334 Students
- Participation
 - 11 Schools
 - 126 Students

MASS Participation

- Registration
 - 11 Schools
 - 300 Students
- Participation
 - 10 Schools
 - 120 Students

TUSD Total Participation

USP V.F.1.p

	<u>Registered</u>	<u>Attended</u>
Doolen	20	6
Hollinger	20	14
McCorkle	130	35
Pistor	13	10
Secrist	25	12
Valencia	13	9
Total	221	86

Middle Schools

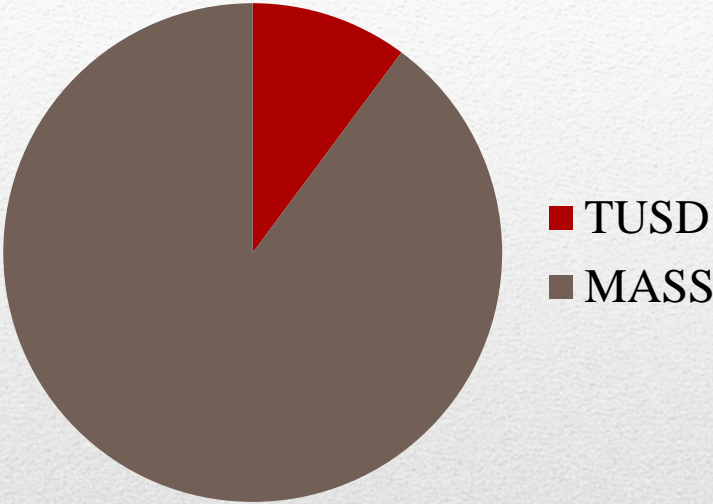
USP V.F.1.p

	<u>Registered</u>	<u>Attended</u>
Catalina	15	0
Palo Verde	15	8
Pueblo	10	2
Rincon	9	9
Sabino	9	0
Santa Rita	25	6
Tucson	30	15
Total	113	40

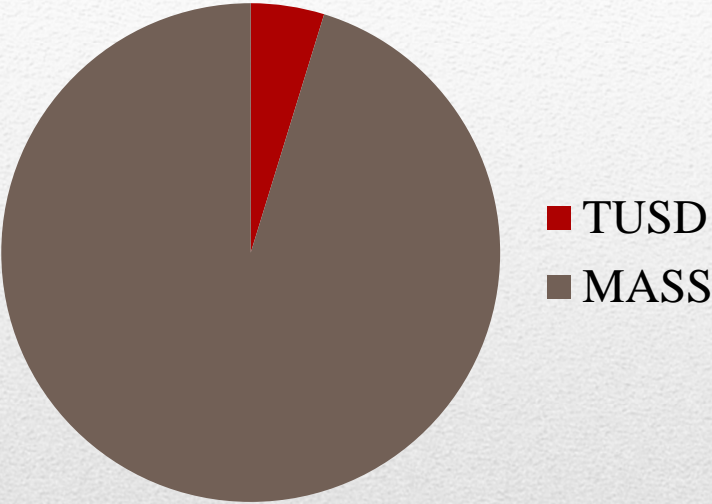
High Schools

USP V.F.1.p

Registration



Participation



MASS schools make up over 90% of TUSD's involvement

USP V.F.1.p



- Date of the Conference
 - Offer Incentives?
- Increased communication district wide
- Grade levels invited

Improvements for 2015

USP V.F.1.p



Questions?

STUDENT SUPPORT CRITERIA FORM (SSC FORM)

BUDGET YEAR 2014-15**Program:** Mentor Program, Project] (P5)**Site(s) and/or Dep't(s):** Mexican American Student Services and African American Student Services

Preliminary Information		
	Every proposal must include the required preliminary information for numbers 1-5. Include preliminary information for numbers 6-9, <u>only where applicable</u>.	Included ?
1	Description of the targeted population for the Program. TUSD Mexican American and African American Students in grades 3-12.	Yes
2	Description of the general need of the target population to be addressed by the Program. The mentors and volunteers from this program provide behavior, academic, goal setting, career planning, leadership and social skills development, social etiquette and problem solving strategies to students identified as needing this additional support from TUSD principals, MASS & AASS specialists or parents.	Yes
3	List of alternative Programs that were considered to address the need. School counseling; however, not all TUSD schools had counselors.	Yes
4	Description of the rationale and/or data for selecting the Program. <i>Instructions: Please include a list of supporting research and/or evidence. For new programs, provide a description of the rationale for selecting the Program. For ongoing programs, provide the data that supports continuing the program.</i> <i>The MASS & AASSD Mentoring Programs follow the International Mentoring Association (IMA) Standards. See standards for organization in website: http://mentoring-association.org/ The rationale and mission for both these departments' mentoring programs are to build diverse community partnerships fostering academic success and inspiring self-confidence, integrity, and social competence by helping students avoid high-risk behaviors. Our Goals are to Increase academic empowerment and equity</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Cultivate relationships between community and Tucson Unified School District</i> <input type="checkbox"/> <i>Increase student confidence utilizing individualized 1:1 learning support and group</i> 	Yes

STUDENT SUPPORT CRITERIA FORM (SSC FORM)

Preliminary Information

	<p>Every proposal must include the required preliminary information for numbers 1-5. Include preliminary information for numbers 6-9, <u>only where applicable</u>.</p>	<p>Included ?</p>
	<p><i>mentoring programs</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer Middle and High School students an opportunity to explore the resources and activities provided at University of Arizona and other community agencies and organizations such as Pima Community College, LULAC, The Cesar E. Chavez Holiday Coalition, Girl Scouts of Southern Arizona, 4Tucson, Higher Ground, Alpha Gamma Omega Sorority Incorporated, Big Brother and Big Sisters, Child and Family Resources, Christ Community Church (Dietz K-8), Davis-Monthan Air Force Base, Expect More Arizona, Frank and Edith Boys and Girls Clubhouse, Goodwill Industries, Project SOAR, Raytheon Missile Systems, Sahuaro Canyon Church(Secrist MS), Southern Arizona Mentor Coalition, The Mission Continues, Tucson Baptist Church (Dietz), Tucson Hispanic Chamber, Help Every Day Youth, Tucson City Council Wards I & V, Tucson Mentors Kids, National Society of Black Engineers, Phi Beta Sigma Fraternity, Inc., Zeta Phi Beta Sorority, Inc., Alpha Phi Alpha Fraternity, Inc., Prince Hall Mason Pima Lodge #10, Delta Sigma Theta Sorority, Inc., Alpha Kappa Alpha Sorority Inc., The Links, and Tucson Urban League. <input type="checkbox"/> Increase academic Empowerment and Equity. <p><i>Research supporting mentoring programs and resources:</i></p> <p><i>SUCCESS for TEENS: Real teens talk about using the slight edge: Success Foundation, 2008</i></p> <p><i>http://whatworks.uwex.edu/attachment/factsheet_2mentoring.pdf</i></p> <p><i>“Rallying Behind At-Risk Freshmen” by Nathan Frank in Educational Leadership, April 2011 (Vol. 68, #7, p. 66-69), http://www.ascd.org; Frank can be reached at frankn@sgasd.org.</i></p> <p><i>Karcher, M. J. (2005). Cross-age peer mentoring. In D. L. DuBois, & M. J. Karcher (Eds.), Handbook of youth mentoring (pp. 266-285). Thousand Oaks, CA: Sage Publications.</i></p> <p><i>Karcher MJ (2008). The Study of Mentoring in the Learning Environment (SMILE): A Randomized Evaluation of the Effectiveness of School-based Mentoring. Prevention Science, 9(2), 99-113.</i></p> <p><i>Journal of Adolescent Health: Mentoring Programs for Adolescents: A research summary volume31, Issue 6, Supplement, Pages 251-260, Dec. 2002</i></p> <p><i>Small, A. Stephen. What research tells us about effective youth mentoring programs: A what works Wisconsin Fact Sheet. January 2008</i></p> <p><i>Sue, L. Joanna. Do relationships matter? An examination of a school based intergenerational mentor program. Queens University January 2014. This can be found at</i></p>	

STUDENT SUPPORT CRITERIA FORM (SSC FORM)

Preliminary Information

	<p style="text-align: center;">Every proposal must include the required preliminary information for numbers 1-5. Include preliminary information for numbers 6-9, <u>only where applicable</u>.</p>	<p style="text-align: center;">Included ?</p>
	<p>http://qspace.library.queensu.ca/bitstream/1974/8537/1/Sue_Joanna_L_201401_PhD.pdf#page=115 www.SUCCESSfoundation.org</p> <p><i>International Mentoring Association</i> http://mentoring-association.org/</p> <p><i>The Southern Arizona Mentoring Coalition</i> http://www.soazmentoring.org/#!news/c169</p>	
5	<p>Describe the expected outcome and the process for monitoring and measuring success, including how the monitoring and evaluation will be documented.</p> <p>Mentor Program Specialists will submit two week reports, charts and number of students impacted by mentoring program charts on a monthly basis. See spread-sheet of volunteers attached and charts attached with power point for MASS' and AASS Mentoring Programs (Grant Tracker reports are also available). Mentor Specialists and Directors keep track of volunteers names, students mentored, programs implemented and in which schools.</p>	Yes
6	<p>Describe how Learning Supports Coordinators (LSCs) participate in the Program. <i>Instructions: If "Yes", the explanations and data provided below must reflect the functions of the LSC as relates to the Program.</i></p> <p>Learning Support Coordinators will request that mentor program specialists assign mentors to students needing mentoring services.</p>	Yes
7	<p>Describe how paraprofessionals are utilized. <i>Instructions: If "Yes", include whether or not they are closely supervised by appropriately certificated personnel.</i></p> <p>Click here to enter text.</p>	No
8	<p>Describe how the program utilizes culturally relevant materials and/or practices.</p> <p>Director and mentor program specialists discuss with agencies providing tutors descriptors of ethnic needs of mentees. i.e. Girl Scouts assign Latina college students as troop leaders for after school programs. Selena Llamas from Expect More Arizona mentors a Latina student from Cholla, Goodwill industries provides jobs for teenage mentees in areas where they live. Also, sorority groups from University of Arizona are recruited from the same ethnic backgrounds students possess.</p>	Yes
9	<p>If the program involves students with limited English proficiency, describe: <i>(a) the level of staff members' proficiency in providing non-English language accessibility and/or</i></p>	Yes

STUDENT SUPPORT CRITERIA FORM (SSC FORM)

Preliminary Information

	<p>Every proposal must include the required preliminary information for numbers 1-5. Include preliminary information for numbers 6-9, <u>only where applicable</u>.</p>	<p>Included ?</p>
	<p><i>working with English language learners, and (b) proposed methods for addressing English language learners' reading abilities.</i></p> <p>In the MASS & AASS Mentoring Program, whenever it is possible the mentor specialists and directors try to match the language abilities of mentors and mentees. Fore example; faith groups near schools with members that are predominantly Spanish speaking are recruited for schools with Dual Language Programs.</p>	

Criteria		
	<p>Does the proposed program satisfy the criteria?</p>	<p>Yes or No</p>
<p>1</p>	<p>Is there research/data that supports the efficacy of the program? Instructions: If "Yes", please provide; research must include documentation from one or more of the following sources:</p> <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Administration Quarterly (EAQ)) • Internal research (i.e. research conducted internally; TUSD-specific) • External research (e.g. Universities, Educational Entities, What Works Clearinghouse, www.bestevidence.org, Gov't Agencies (such as ADE), etc.) <p><i>SUCCESS for TEENS: Real teens talk about using the slight edge: Success Foundation, 2008</i></p> <p>http://whatworks.uwex.edu/attachment/factsheet_2mentoring.pdf</p> <p><i>Journal of Adolescent Health: Mentoring Programs for Adolescents: A research summary volume31, Issue 6, Supplement, Pages 251-260, Dec. 2002</i></p> <p><i>Small, A. Stephen. What research tells us about effective youth mentoring programs: A what works Wisconsin Fact Sheet. January 2008</i></p> <p>http://whatworks.uwex.edu/attachment/factsheet_2mentoring.pdf</p> <p><i>"Rallying Behind At-Risk Freshmen" by Nathan Frank in Educational Leadership, April 2011 (Vol. 68, #7, p. 66-69), http://www.ascd.org; Frank can be reached at frankn@sgasd.org.</i></p> <p><i>Karcher, M. J. (2005). Cross-age peer mentoring. In D. L. DuBois, & M. J. Karcher (Eds.), Handbook of youth mentoring (pp. 266-285). Thousand Oaks, CA: Sage Publications.</i></p>	<p>Yes</p>

STUDENT SUPPORT CRITERIA FORM (SSC FORM)

Criteria		
Does the proposed program satisfy the criteria?		Yes or No
	<p><i>Karcher MJ (2008). The Study of Mentoring in the Learning Environment (SMILE): A Randomized Evaluation of the Effectiveness of School-based Mentoring. Prevention Science, 9(2), 99-113.</i></p> <p><i>Small, A. Stephen. What research tells us about effective youth mentoring programs: A what works Wisconsin Fact Sheet. January 2008</i></p> <p><i>Sue, L. Joanna. Do relationships matter? An examination of a school based intergenerational mentor program. Queens University January 2014. This can be found at http://qspace.library.queensu.ca/bitstream/1974/8537/1/Sue_Joanna_L_201401_PhD.pdf#page=115 www.SUCCESSfoundation.org</i></p> <p><i>International Mentoring Association</i> http://mentoring-association.org/</p> <p><i>The Southern Arizona Mentoring Coalition</i> http://www.soazmentoring.org/#!news/c169 http://mentoring-association.org/</p> <p><i>Also, see power point with charts attached indicating number of students affected by mentoring program increased each month for the 2013-14 school year with the MASS program. Students served by this mentoring program and organizations gradually increased from 180 students in September, to 358 in November, to 632 in February to 808 in March. Numbers declined in April to 490 and for May to 210 since only two weeks of data were captured and programs were closing.</i></p>	
2	<p>Does the program support existing or proposed programs? <i>Instructions: If "Yes", please explain, and include a description of how the program relates to other programs being implemented at the same site or targeting the same student population.</i></p> <p>Using the MTSS Model, some students may need additional support above and beyond academic and/or behavior.</p>	Yes
3	<p>Is there a professional development plan for implementing the Program? <i>Instructions: If "Yes", please describe the plan, and include 1) human resource needs, 2) budgetary needs, and 3) timeline.</i></p> <p>The initial investment is to hire the FTE with job description of mentor program specialist. The mentor program specialists received two sessions of training from Don McNeill from Program titled "Mentoring Matters" to develop the mentors' training and an initial training on how to organize the mentoring program and be a mentor by a trainer of trainers. Two meetings to share content were also scheduled with mentor program specialists and trainer from Goodwill Industries Mentor Program coordinator Amy Blankenship.</p>	Yes
4	<p>Does the program focus on students' specific needs? <i>Instructions: If "Yes", describe the diagnostic method for determining students' specific needs, and</i></p>	Yes

STUDENT SUPPORT CRITERIA FORM (SSC FORM)

Criteria		
	Does the proposed program satisfy the criteria?	Yes or No
	<p><i>include the ways by which the program directly focuses on those needs.</i></p> <p><i>Primarily TUSD Mexican American and African American middle school and high school aged Students having difficulties with academic success, low self-confidence, integrity, social competence and participating in high-risk behaviors are identified and prioritized to receive mentoring services. Our Goals are to Increase academic empowerment and Equity.</i></p> <p><i>For example: We bring in Project SOAR to mentor and tutor students in mathematics. We have students in specialists struggling student list participate in Youth Leadership Conferences The Cesar E. Chavez Holiday Coalition Conferences where we bring in speakers to give students advice and motivational speeches and we have Middle and High school students participate in LULAC conference to see inspirational movie about college titled "First Generation".</i></p>	
5	<p>Is there a selection process for determining which sites and students participate? <i>Instructions: If "Yes", describe how sites and/or students are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program.</i></p> <p>Yes. Depending on the number of volunteer mentors and organizations offering free mentoring programs, students are assigned to mentors or programs based on location and school's proximity to the organization offering the program. Mentors were also allocated to requesting principals, counselors, parents or LSC's. Some after school programs such as The Southern Arizona Girls Scouts can work with more students since that program commits various troop leaders to each school site.</p>	Yes
6	<p>Is the program targeted towards students at-risk in the areas of behavior, attendance and/or academics? <i>Instructions: If "Yes", explain how interventions are delivered and how progress will be monitored and evaluated. If a "pull-out" method is used, describe: (a) alternative methods that exist to avoid pull-out; (b) the justification for why pull-out is the best method in this particular case; and (c) the strategy for returning students to classrooms. If tutoring is involved, please describe how, and when services are to be delivered.</i></p> <p>Yes, both mentoring programs select students having difficulties with at-risk behaviors, attendance and academic difficulties. Mentoring services are provided in after school programs, Saturdays and evenings by mentors. There are opportunities for students to receive services in field trips and in youth leadership conference participation experiences.</p>	Yes
7	<p>Are the proposed expenditures likely to positively impact outcomes more than the alternatives? <i>Instructions: If "Yes", describe how the program is more cost effective and cost efficient than the alternatives?</i></p> <p>Yes. There should be the initial investment of hiring mentor program specialists whose sole purpose and focus are to recruit, create, monitor and develop the mentoring programs for both these departments. The alternative would be to not have these programs at all.</p>	Yes

TUSD

Academic Specialists

Anita Cuellar

Juan Carlos De La Torre

Anne Felix

Angelica Goebel

Clayton Henderson

Lindsay Lawson

Crystal Montante

Rashad Robinson

Behavioral Specialist

Monique Landrum

Curriculum Integration Specialist

Carmen Kemery

Mentor Program Specialists

Annakatri Littleton

Angelica Muñoz

Marla Vera

Sr. Community Representative

Diana Soto

MASS ADVISORY COUNCIL

Denice Contreras: *TUSD Coordinator*

Patricia Diaz: *Northern Arizona University*

Guadalupe Duran: *TUSD Administrator*

Feliciano Leon: *Community Member*

Annakatri Littleton: *TUSD Specialist*

Selena Llamas: *Expect More Arizona*

Maria Morales-Pappas: *TUSD Parent*

Reina Ravago: *Girl Scouts of Southern AZ*

Elizabeth Redondo: *TUSD Administrator*

Guadalupe Romero: *Retired Administrator*

Chandra Thomas: *TUSD Administrator*

Ana Valenzuela: *League of United Latin American Citizens*

USP V.F.1.p

DEPARTMENT GOALS

2013-2014

- ♦ Offer mathematics and reading tutoring services and in-class support for students in 15 TUSD school sites.
- ♦ Establish mentoring, community service connections and advocacy programs that may help increase Latino students' attendance, academic performance and graduation rate.
- ♦ Engage in community and university partnerships for scholarships, recognition programs and community feedback in monitoring students' progress.
- ♦ Show an increase in Latino students' academic achievement.
- ♦ Develop programs to recognize students' academic and social goals.

All TUSD students may participate in programs or receive services

Partnerships

- ♦ Child and Family Resources:
www.childfamilyresources.org
- ♦ Expect More Arizona:
www.expectmorearizona.org
- ♦ Girl Scout Council of Southern AZ:
www.girlscoutsaz.org
- ♦ Goodwill of Southern AZ:
www.goodwilltucson.org
- ♦ League of United Latino American Citizens, S. AZ:
www.lulacylc.org
- ♦ Raytheon:
www.raytheon.com
- ♦ University of Arizona:
www.arizona.edu

TUSD



A service-oriented department serving TUSD students and monitoring their progress for success

Maria Figueroa, Ed.D., Director
maria.figueroa@tusd1.org

Website
www.tusd1.org/massd

1010 East 10th Street (520) 225-6229 Office
Tucson, AZ 85719 (520) 225-6292 FAX

Mission Statement

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

Schools Served

K-8

Dietz	Hollinger
Lynn Urquides	McCorkle

Middle Schools

Doolen	Pistor
Secrist	Valencia

High Schools

Catalina	Cholla
Palo Verde	Pueblo
Rincon	Tucson

Saturday Math Support

Valencia Middle School, 10-2 pm
 Palo Verde High School, 10-2 pm
 Pueblo High School, 10-2 pm

For more information call: (520) 225-6229

Student Services

- ♦ Advocates appointed for students' due process hearings
- ♦ Academic Specialists available to track student's progress in academics and attendance issues
- ♦ Parent Quarterly Information Sessions and parent/family meetings (home visits)
- ♦ Community connections for students
- ♦ Facilitate student's access to pre-existing school services, community organizations and mentoring programs

Programs

- ♦ Before and After School Tutoring
- ♦ Saturday Mathematics Tutoring & Homework Help
- ♦ Achieve 3000 After-School Tutoring
- ♦ Math Tutoring Strategies
- ♦ School Community Mentoring Programs

Resources

Differentiated Academic Software



Publisher of KidBiz3000®, TeenBiz3000®, and Empower3000™



Success Foundation provides youth with personal development resources needed to help students reach their potential.

School Activities

- ♦ Before & After School Tutors
- ♦ Mathematics Skills/Gaps Tutoring
- ♦ Community Tutors
- ♦ Saturday Mathematics Tutoring & Homework Help
- ♦ Mentoring (Success for Teens) and Community Mentor Programs
- ♦ Achieve 3000 Intervention



TUSD

Tucson Unified School District
Multicultural Student Services
Department

Mentoring Program



*"Hopefully my experience can help a little
bit. I'm just a small piece of the puzzle."*

Ed Jovanovski

Mission Statement

Our mission is to build community partnerships with local clubs, organizations, individual volunteers and students from various local colleges. We strongly believe in providing opportunities that foster academic success and inspire self-confidence, integrity, and social competence by helping students avoid high-risk behaviors.

Goals

- Increase academic empowerment and equity
- Cultivate relationships between community and Tucson Unified School District
- Increase student confidence utilizing individualized 1:1 learning support and group mentoring programs
- Offer Middle and High School students an opportunity to explore the resources and activities provided at UA
- Provide Mentees an opportunity to give back to future students as Peer Mentors

Schools Served

- | | |
|--------------------------|------------------------|
| Lynn Urquides K-5 | Catalina High |
| Dietz K- 8 | Cholla High |
| Hollinger K-8 | Palo Verde High |
| Maxwell K-8 | Pistor Middle |
| McCorkle K-8 | Pueblo High |
| Doolen Middle | Rincon High |
| Secrist Middle | Tucson High |
| Valencia Middle | |



5 Easy Steps To Becoming a Mentor:

- ◆ Contact a Mentor Program Specialist and make a one-year commitment to mentor a youth 1:1 or group
- ◆ Complete paperwork for fingerprinting and background check
- ◆ Schedule bi-weekly contact or meeting with your mentee or group
- ◆ Attend a mandatory mentor training session
- ◆ Site placement (based on your preference and/or district need)



Make a difference in a student's life

Mexican American Student Services Department

Contact Information:

Northwest: Marla Vera: (520) 908-4081

Southwest: Angelica Munoz: (520) 908-4579

Eastside: Annkatri Littleton (520) 731-4078

Main office (520) 225-6229

Multicultural Student Services Department

Community Sponsors

4 Tucson

Alpha Gamma Omega Sorority Incorporated

Big Brother and Big Sisters

Child and Family Resources

Davis-Monthan Air Force Base

Expect More Arizona

Frank and Edith Boys and Girls Clubhouse

Girls Scouts of Southern Arizona

Goodwill Industries

Pima Community College

Project SOAR

Raytheon Missile Systems

Southern Arizona Mentor Coalition

The Mission Continues

Tucson Hispanic Chamber

Tucson Mentors Kids

University of Arizona

Urban League



TUSD

Academic Specialists

Anita Cuellar

Juan Carlos De La Torre

Anne Felix

Angelica Goebel

Clayton Henderson

Lindsay Lawson

Crystal Montante

Rashad Robinson

Behavioral Specialist

Monique Landrum

Curriculum Integration Specialist

Carmen Kemery

Mentor Program Specialists

Annakatri Littleton

Angelica Muñoz

Marla Vera

Sr. Community Representative

Diana Soto

MASS ADVISORY COUNCIL

Denice Contreras: *TUSD Coordinator*

Patricia Diaz: *Northern Arizona University*

Guadalupe Duran: *TUSD Administrator*

Feliciano Leon: *Community Member*

Annakatri Littleton: *TUSD Specialist*

Selena Llamas: *Expect More Arizona*

Maria Morales-Pappas: *TUSD Parent*

Reina Ravago: *Girl Scouts of Southern AZ*

Elizabeth Redondo: *TUSD Administrator*

Guadalupe Romero: *Retired Administrator*

Chandra Thomas: *TUSD Administrator*

Ana Valenzuela: *League of United Latin American Citizens*

USP V.F.1.p

DEPARTMENT GOALS

2013-2014

- ♦ Offer mathematics and reading tutoring services and in-class support for students in 15 TUSD school sites.
- ♦ Establish mentoring, community service connections and advocacy programs that may help increase Latino students' attendance, academic performance and graduation rate.
- ♦ Engage in community and university partnerships for scholarships, recognition programs and community feedback in monitoring students' progress.
- ♦ Show an increase in Latino students' academic achievement.
- ♦ Develop programs to recognize students' academic and social goals.

All TUSD students may participate in programs or receive services

Partnerships

- ♦ Child and Family Resources: www.childfamilyresources.org
- ♦ Expect More Arizona: www.expectmorearizona.org
- ♦ Girl Scout Council of Southern AZ: www.girlscoutsofsoaz.org
- ♦ Goodwill of Southern AZ: www.goodwilltucson.org
- ♦ League of United Latino American Citizens, S. AZ: www.lulacylc.org
- ♦ Raytheon: www.raytheon.com
- ♦ University of Arizona: www.arizona.edu

TUSD



A service-oriented department serving TUSD students and monitoring their progress for success

Maria Figueroa, Ed.D., Director
maria.figueroa@tusd1.org

Website
www.tusd1.org/massd

1010 East 10th Street (520) 225-6229 Office
Tucson, AZ 85719 (520) 225-6292 FAX

Mission Statement

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

Schools Served

K-8

Dietz	Hollinger
Lynn Urquides	McCorkle

Middle Schools

Doolen	Pistor
Secrist	Valencia

High Schools

Catalina	Cholla
Palo Verde	Pueblo
Rincon	Tucson

Saturday Math Support

Valencia Middle School, 10-2 pm
 Palo Verde High School, 10-2 pm
 Pueblo High School, 10-2 pm

For more information call: (520) 225-6229

Student Services

- ♦ Advocates appointed for students' due process hearings
- ♦ Academic Specialists available to track student's progress in academics and attendance issues
- ♦ Parent Quarterly Information Sessions and parent/family meetings (home visits)
- ♦ Community connections for students
- ♦ Facilitate student's access to pre-existing school services, community organizations and mentoring programs

Programs

- ♦ Before and After School Tutoring
- ♦ Saturday Mathematics Tutoring & Homework Help
- ♦ Achieve 3000 After-School Tutoring
- ♦ Math Tutoring Strategies
- ♦ School Community Mentoring Programs

Resources

Differentiated Academic Software



Publisher of KidBiz3000®, TeenBiz3000®, and Empower3000™



Success Foundation provides youth with personal development resources needed to help students reach their potential.

School Activities

- ♦ Before & After School Tutors
- ♦ Mathematics Skills/Gaps Tutoring
- ♦ Community Tutors
- ♦ Saturday Mathematics Tutoring & Homework Help
- ♦ Mentoring (Success for Teens) and Community Mentor Programs
- ♦ Achieve 3000 Intervention

October 30, 2013

Tucson Unified School District Mentoring Program

The purpose of this document is to serve as a reference guide for mentoring practices and reporting policies that protects students within the district.

Annkatri Littleton, Angelica Munoz, and Marla Vera
Mentor Program Specialist
10/30/2013



Tucson Unified School District

Mentor Program

Introduction

Esteemed Volunteers and Mentors,

The Mexican American Student Services Department is in need of community volunteers to work at various schools throughout Tucson Unified School District (TUSD). This is a wonderful opportunity to connect with young people and share your leadership and self discipline skills. Many of us are concerned about our youth today but few are willing to reach out and make an honest effort to make a positive impact in a child's life.

Our primary goal is to establish a strong mentoring program and provide consistent academic support throughout the school year. With your participation, we can make this happen for our students. We believe that through mentoring, we can increase attendance and academic performance, which will in turn increase graduation rates. Developing community partnerships is a vital resource for our students, and which is why we need your help to make our program successful.

MASS offers mentoring and academic support in classrooms, before and after school and most Saturday's at three locations: Valencia Middle School (5th -8th grade), Pueblo High School (High School only) and The Boys and Girls Club at Grant and Country Club (6th-12th grade).

All volunteers must be finger printed. Finger printing service is located at TUSD Morrow Center, 1010 E. 10th Street, in the Human Resource Department. Finger printing is a free service provided by the Mexican American Student Services Department. For additional information, please contact a MASSD Mentor Program Specialist: Angelica Munoz at angelica.munoz@tusd1.org, Annkatri Littleton at annakatri.littleton@tusd1.org or Marla Vera at marla.vera@tusd1.org

Sincerely,
Mexican American Student Services
Mentor Program Specialist

Program Goals

Our primary goal is establishing a strong mentoring program that provides dependable academic support throughout the school year. The Layered Learning Approach is a system a multi-faceted program that lends support to students through direct contact with students that have little academic success and difficulty problem solving and making good choices, positive problem solving and academic success.

In addition to classroom support, and other resource provided by the school, the Layered learning approach which in this case includes 1:1 and group mentoring helps kids to retain concepts learned within classroom, and reinforces social skills and moral norms.

By adopting a layered learning approach, we can develop a stronger student support system throughout Tucson Unified School District. With your commitment and participation, we can implement this program for our students in need of a positive role model. We believe that through mentoring programs, and making connections with students, we will cause an increase in school attendance, academic performance and social development. With these three factors no longer posing a barrier to their success, it is inevitable that student graduation rates will increase, building lasting community partnerships which is a vital resource for our students and families within Tucson Unified School District.

What is Mentorship?

The mentor/mentee relationship is a unique and personal relationship that transcends the role of a teacher, advisor or counselor. It is one of the most rewarding things people can be involved in outside of their family relationships. Mentorship doesn't happen by accident. Both the mentor and the mentee have their parts to play in a successful mentor/mentee relationship.

A "mentor" is a person who has had professional and life experience that can be used to help others learn and develop. The mentor is willing to share these experiences in a manner that the mentee can react to and understand. While there may be commercial aspects to a mentor's engagement, at its best the advice and help that is offered is provided freely and without expectation of immediate reward. The mentor is the "vendor" of the mentor/mentee relationship and for the mentee the value of the relationship is driven by the quality and objectivity of the mentor's advice and assistance.

A "mentee" is a person who receives the help and assistance of the mentor. The mentee is willing to be engaged and respectful of the mentor's time and accomplishments.

Honoring Commitments

The secret to honoring your commitments is to commit in full conscious understanding of both the value of success and the consequences of dishonoring your commitment.

The Role of the Mentor

The mentor serves as an objective confidant and advisor with whom the mentee may discuss academics, social development and career planning. The mentor is the adult in this paring and must at all times establish and maintain boundaries consistently showing a sincere desire to be actively involved with their mentee. Remember to be an active listener and show empathy and compassion.

Planning

Make sure you sit with mentee and make a reasonable schedule to meet at school during lunchtime or after school. Plans made after school hours must be done with parent/guardian permission with exceptions.

Planner		
Date	What did we do	How many hours

PS-077 (2-02)



ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Administration for Children, Youth and Families
Child Protective Services (CPS)

CHILD ABUSE HOTLINE REPORT

Mandated reporting sources must follow-up all telephone reports to Child Protective Services (CPS) with a written statement within seventy-two (72) hours, A.R.S. §13-3620. Completing this form fulfills the written requirement for mandated reporting sources. Reports made in good faith are immune from civil or criminal liability. Mail to: Child Abuse Hotline, P.O. Box 44240, Phoenix, AZ 85064-4240. To report child abuse, call the Hotline at 1-888-767-2445.

DATE REPORTED TO CPS CHILD ABUSE HOTLINE		TIME REPORTED
REPORTING SOURCE'S NAME AND/OR AGENCY		
REPORTING SOURCE'S PHONE NO.	CHILD ABUSE HOTLINE CALL NO. <i>(If known)</i>	CPS SPECIALIST'S NAME <i>(If known)</i>

AS REQUIRED IN A.R.S. §13-3620, THE REPORT SHALL CONTAIN:

1. The names and addresses of the minor and his/her parents or person or persons having custody of such minor, if known.
2. The minor's age and the nature and extent of his/her injuries or physical neglect, including any evidence of previous injuries or physical neglect.
3. Any other information that such person believes might be helpful in establishing the cause of the injury or physical neglect.

PARENT, GUARDIAN OR CUSTODIAN'S NAME	
ADDRESS <i>(No., Street, City, State, ZIP)</i>	
HOME PHONE NO.	WORK PHONE NO.
PARENT, GUARDIAN OR CUSTODIAN'S NAME	
ADDRESS <i>(No., Street, City, State, ZIP)</i>	
HOME PHONE NO.	WORK PHONE NO.
CHILD'S NAME	DATE OF BIRTH
CHILD'S ADDRESS <i>(No., Street, City, State, ZIP)</i>	
CHILD'S NAME	DATE OF BIRTH
CHILD'S ADDRESS <i>(No., Street, City, State, ZIP)</i>	
CHILD'S NAME	DATE OF BIRTH
CHILD'S ADDRESS <i>(No., Street, City, State, ZIP)</i>	
CHILD'S NAME	DATE OF BIRTH
CHILD'S ADDRESS <i>(No., Street, City, State, ZIP)</i>	

Equal Opportunity Employer/Program

JLF-E Reporting Child Abuse/Child Protection Exhibit 02/11/05

USP V.F.1.p

Tucson Unified School District



Parent Letter
Mentor Authorization

Dear _____
Parent/Guardian Name

Your child _____ attending _____
Child's Name School

has been assigned a 1:1 or group mentor. The mentor assigned to your student is _____
Contact number is _____

Your child's mentor will meet with you to discuss your child's progress in his/her educational program. Mentors will meet with students a minimum of two times per month. A Mentors role is to provide academic, social, goal setting, career planning, social etiquette and problem solving strategies.

Your child's mentor may also like to work with you and school staff to develop a joint plan to assist your child in meeting his/her greatest potential.

By signing below you consent for _____ to participate in the TUSD Student Mentoring Program.

Resources

Mentor National Mentoring Partnership

http://www.mentoring.org/get_involved/become_a_mentor?gclid=CL2v_9qMv7oCFerXQgodS1kAkA

The Chronicle of Evidence Base Mentoring

<http://chronicle.umbmentoring.org/>

Mentor/Mentee Goal Setting

<http://www.yess.co.nz/GoalGettingTips.html>

The Mentor Network Inc.

<http://www.mentoringnetworkid.org/>

MentorSet

<http://www.mentorset.org.uk/pages/mentoring.htm>

Distrito Escolar Unificado de Tucson



Carta a los Padres
Autorización para Orientación

Estimados _____ Fecha: _____
Padres/Tutores

Su hijo(a), _____, que asiste a _____
Nombre del Niño(a) Escuela

Ha sido asignado(a) a un programa de orientación individual o orientación en grupo. El orientador asignado a su hijo(a) es _____
Nombre del orientador Número para comunicarse

Su hijo(a) ha sido asignado(a) un orientador. Los orientadores no son empleados del Distrito Unificado de Tucson (TUSD); ellos son miembros de la comunidad que han elegido ser voluntarios en un intento de retribuir a la comunidad ayudando a los jóvenes a lograr y alcanzar el mayor potencial.

Todos los orientadores han pasado la revisión de sus huellas dactilares y sus antecedentes penales a través del Distrito Escolar Unificado de Tucson. El orientador les proveerá con mas información para comunicarse con el/ella. Como padres/tutores, ustedes pueden pedir hablar con el orientador de su hijo(a) en persona, por teléfono o por correo electrónico, o pueden comunicarse directamente usando los datos que ellos les proporcionarán.

Ustedes como los padres/tutores, deben firmar a continuación para autorizar al orientador(a) de su hijo(a) a que obtenga información sobre el progreso de su estudiante dentro del Distrito Escolar Unificado de Tucson. Los orientadores se reunirán con los estudiantes un mínimo de (2) dos veces al mes en la escuela de su hijo(a).

Cualquier reunión que ocurra fuera del horario escolar *no* está programada o supervisada por el Distrito Escolar Unificado de Tucson y no es considerada una actividad escolar. Por lo tanto, cualquier tipo de arreglos para reunirse después de las horas escolares o los fines de semana son de la exclusiva responsabilidad de los padres/tutores y del orientador y ni a los profesores ni al personal del Distrito Unificado de Tucson se les considerará responsable.

El papel del orientador es el proveer estrategias académicas, establecimiento de metas, planeación de su carrera, etiqueta social y estrategias para resolver problemas.

El orientador de su hijo también puede pedirle trabajar con usted y el personal de la escuela para desarrollar un plan para juntos ayudar a su hijo(a) en el cumplimiento de su mayor potencial.

Al firmar a continuación, usted da permiso para que el niño(a) mencionado anteriormente participe en el programa de Orientación a Estudiantes de TUSD.

Firma de los Padres: _____

College mentor Report 1

Gamma Alpha Omega Sorority recently began the process of becoming mentors for Mexican American Student services. Seven sorority sisters joined our team in December and are just now completing their orientation and student assignments. Three of the mentors are currently assigned to Tucson High School and are meeting their mentees the week of January 27th for the first time. There are currently five girls assigned to mentors at Tucson high school. One Gamma Alpha sister has been assigned to Hollinger and just began working with two girls on a bi-monthly basis for mentorship and tutoring. The remaining three sisters are awaiting their placements pending completion of their orientation. Students at the High Schools will be selected from the specialist's lists to be paired with these mentors. Two University of Arizona volunteers are currently paired with four young ladies from Doolen Middle school. These students were originally recruited from the UA Spanish department and have been working as tutors and mentors with the Doolen Middle school population. Project Soar mentors from the University of Arizona meet 1-on-1 or with a small group of middle school youth weekly, addressing topics including academic strengths, self-esteem, conflict resolution, career exploration, and the college search process. Mentoring pairs or groups remain consistent throughout the semester in order to develop a strong, positive relationship. Ten Project Soar Mentors were placed at McCorkle K-8 school and ten Mentors were placed at Valencia Middle School first semester both schools combined serving 35 students. Second semester will include ten mentors at both McCorkle and Valencia

USP V.F.1.p

Last Name	First Name	Phone Number	MASS-SATURDAY TUTORING	ROSKRUG MS (DAX) M-T-TH-F 8-9am, 3-5pm	LIFE SKILLS/SUSPENSI ON PROG M-F 8-1pm	CORE PLUS 6TH GRADE 8-1pm
Abitia	Rebecca	520-310-2962	X	X		
Aguiar	Alejandro	520-338-3125				
Alvarez	Anthony	520-869-3264				
Alvarez	Eivar					
Anas	Ivette	520-223-3478	X	X	X	X
Antuna	Brianna					
Aranda	Karen		X	X	X	
Arroyo	Alejandro	520-343-9751				
Arroyo	Alejandro	520-343-9751				
Avila	Susan	520-743-5100				X
Ayala	Maria	520-443-0224			X	
Ballar	Alexa	602-206-5049	X	X		
Bermudez	Jose	520-869-2232	X		X	
Bohon	Melissa	520-264-4922	X			
Bustillos	Octavio	520-869-2619	X	X	X	X
Camacho	Gabriel	520-309-0572		X		
Canada	Kristen	760-587-0068		X	X	X
Cardenas	Jennifer	706-675-6034		X		
Carmona	Antonio					
Carmona	Antonio	602-708-7024				
Carrasco	Angel					
Carrasco	Angel					
Casarez	Monica	480-458-7273		X		
Castro	Karen					
Castro	Karen	928-315-5796				
Castro	Nataly	480-584-7299		X	X	X
Castro	Silva	623-806-9449			X	
Cervantes	Oscar Ivan			X		
Chavez	Aisha	520-414-9007				
Chavez	Aisha	520-414-9007				
Cooper	Czarina					
Cruizi	Oscar	602-380-4170				
Cruz	Dominique					
Cruz	Dominique C	603-820-7365				
Cruz	Evelyn	602-680-9862	X	X	X	
Cruz	Oscar	602-380-4170				
Cubillas	Genesis		X	X		
Damian	Gloria	520-427-4819			X	
Dena	Gilberto	623-225-4606			X	
Echeverri	Laura	480-282-7382		X	X	X
Egurrola	Ana	520-829-7379	X		X	

Last Name	First Name	Phone Number	MASS-SATURDAY TUTORING	ROSKRUG MS (DAX) M-T-TH-F 8-9am, 3-5pm	LIFE SKILLS/SUSPENSIVE ON PROG M-F & 1pm	CORE PLUS 6TH GRADE & 1pm
Elizondo	Jose	520-839-9607	X			
Enriquez	Alejandro	520-604-7029	X	X	X	
Espinosa	Andriana	651-764-6590			X	
Espinoza-Pena	Eduardo	623-824-9837	X	X		
Estrada	Destiny	520-289-6020	X			
Falcon	Luis	602-819-4490	X			
Fernandez	Nati	908-917-4675		X	X	X
Flores	Joanna	623-418-0552	X	X	X	X
Flores	Sheila	602-316-2780				
Flores	Sheila	602-316-2780				
Gerrish	Heidi		X			
Gonzalez	Martha	520-981-2540	X	X	X	X
Gonzvar	Julissa	520-409-1899			X	X
Grambs	Andrea					
Guerrero	Luis	520-668-6482	X	X		
Guevara	Karol	520-301-4359		X	X	
Gutsis	Gabriela	520-440-8200		X		
Guyer	Sara	520-406-5374	X	X	X	
Hernandez	Cynthia	520-401-4684				
Herrera	Daniel	623-695-8390	X			
Ingalls	Nicole	520-237-8763			X	
Itule	Alexandra	520-860-0183	X			
Jaime	Vanessa	520-304-0809				X
Jaramillo	Zurrizadah	520-303-8197	X			X
Kantor	Maria	520-290-4749				
Kantor	Maria	520-290-4749				
Larson	Malena					
Licea	Ada				X	
Lircadez	Cristian					
Lopez	Angel	520-302-0002		X	X	X
Lopez	Jesus	520-841-0565		X		
Lugo	Gabriela	520-248-1612			X	
Lugo	Shelia	928-502-2570			X	
Manjarez	Gilbert					
Marcotte	Paloma	602-410-0000	X	X		
Martinez	Nelson	623-221-5370		X		X
Mata	Maria	520-270-2318		X		
Mejia	Brittney		X		X	X
Mijangos	Jason	323-835-4561				
Mijangos	Jason	323-835-4561				
Mijangos	Jason	323-835-4561				
Montano	Mauricio	520-955-4306				

Last Name	First Name	Phone Number	MASS-SATURDAY TUTORING	ROSKRUG MS (DAX) M-T-TH-F 8-9am, 3-5pm	LIFE SKILLS/SUSPENSIVE ON PROG M-F & 1pm	CORE PLUS 6TH GRADE & 1pm
Montserrat	Sierra	520-891-5629				
Montserrat	Sierra	520-891-5629				
Moreno	Maria	928-550-0402		X	X	X
Najar	Zuleika	520-470-7903		X		
Olea	Francisco				X	X
Palazuelos	Regino David	760-449-0552		X		
Palomares	Azucena	520-891-7594			X	
Pantoja	Vania	520-425-5741		X	X	X
Parades	Carlos	520-460-9591				
Parades	Carlos	520-460-9591				
Pawlowski	Homer		X			
Perez-Leyva	Jesus Abraham					
Perez-Leyva	Jesus Abraham					
Quinones	Ana					
Quinones	Ana					
Quintana	Danielle		X		X	
Rengifo	Juliana			X		X
Rios	Gliney	480-234-2758	X	X	X	X
Rivera	Christian		X			
Roark	Jake					
Robles	Arturo					
Robles	Justin	602-904-0398	X	X		X
Rocha	David	520-282-9843				
Rocha	David	520-282-9843				
Rocha	Rochelle					
Rodriguez	Alvin		X			
Rodriguez	Irlena	602-421-3450	X	X		
Rodriguez	Jonathan	602-705-3762			X	
Rodriguez	Juan Pablo	602-924-5882		X		
Romo	Analya					
Rosas	Jesus	520-991-0091				
Sainz	Jose					
Sainz	Jose	602-670-5219				
Salgado	Marianna	520-235-8114		X		
Sanchez	Victoria	520-403-8502				
Sanchez	Victoria	520-403-8502				
Santiago	Nora	623-498-1849		X		
Saucedo	Valentina Nac	928-488-7347				
Sequeira	Olivia		X			
Serrano	Ana	520-820-4496		X		
Serrellon	Gloria	520-392-9969			X	X
Solis	Cristy			X		

Last Name	First Name	Phone Number	MASS-SATURDAY TUTORING	ROSKRUG MS (DAX) M-T-TH-F 8-9am, 3-5pm	LIFE SKILLS/SUSPENSIVE ON PROG M-F & 1pm	CORE PLUS 6TH GRADE & 1pm
Steiniger	Andrea	520-954-2625		X		
Terrazas	Veronica		X			
Torres	Ricky	928-369-8956		X		
Uacles	Pablo	520-369-9770	X		X	X
Urbina	Miguel	979-575-3161	X	X		
Valenzuela	Angelica	480-720-9088				
Vasquez	Miguel					
Vasquez	Miguel					
Vazquez	Lia	520-306-9912	X	X	X	
Villagomez	Sofia	831-325-8443		X		
Villegas	Vanessa					
Villegas	Vanessa	323-640-2775				
Villegas	Vanessa					
Warnes	Angela	520-481-4414			X	
Zubia	Evelyn	520-234-7273		X	X	X

USP V.F.1.p

Last Name	First Name	Email Address	Phone Number	MASS-SAT TUTORING	LIFE GUARD	ROSKRUG MS (DAX)	LIFE SKILLS/SUSPENS! ON PROG	CORE PLUS 6TH GRADE
Abitia	Rebecca	rma3@email.arizona.edu	520-310-2962	X	X	X		
Aguiar	Alejandro	alejandroaguiar@email.arizona.edu	520-338-3125					
Alvarez	Anthony	aalvarez21@email.arizona.edu	520-869-3264		X			
Alvarez	Eivar	eivardalvarez@email.arizona.edu						
Anas	Ivette	ivettea@email.arizona.edu	520-223-3478	X		X	X	X
Antuna	Brianna	bdantuna@email.arizona.edu						
Aranda	Karen	arandak19@email.arizona.edu		X	X	X	X	
Arroyo	Alejandro	amarroyo@email.arizona.edu	520-343-9751					
Arroyo	Alejandro	amarroyo@email.arizona.edu	520-343-9751					
Avila	Susan	susanavila@email.arizone.du	520-743-5100					X
Ayala	Maria	mlayala@email.arizona.edu	520-443-0224		X		X	
Ballar	Alexa	alexabalbar@email.arizona.edu	602-206-5049	X		X		
Bermudez	Jose	josebermudez@email.arizona.edu	520-869-2232	X			X	
Bohon	Melissa	bohnmar@email.arizona.edu	520-264-4922	X				
Bustillos	Octavio	octavio9@email.arizona.edu	520-869-2619	X	X	X	X	X
Camacho	Gabriel	gcamacho9@email.arizona.edu	520-309-0572			X		
Canada	Kristen	kristencanada@email.arizona.edu	760-587-0068		X	X	X	X
Cardenas	Jennifer	jencar@email.arizona.edu	706-675-6034			X		
Carmona	Antonio	acormona@email.arizona.edu						
Carmona	Antonio	acormona@email.arizona.edu	602-708-7024					
Carrasco	Angel	angelin772@gmail.com						
Carrasco	Angel	angelin772@gmail.com						
Casarez	Monica	casrz@email.arizona.edu	480-458-7273			X		
Castro	Karen	kcastro233@email.arizona.edu						
Castro	Karen	kcastro233@email.arizona.edu	928-315-5796					
Castro	Nataly	ncguzman28@email.arizona.edu	480-584-7299		X	X	X	X
Castro	Silva	scastr08@email.arizona.edu	623-806-9449				X	
Cervantes	Oscar Ivan	oic@email.arizona.edu			X	X		
Chavez	Aisha	aishamichelle27@email.arizona.edu	520-414-9007					
Chavez	Aisha	aishamichelle27@email.arizona.edu	520-414-9007					
Cooper	Czarina	czarinacooper@email.arizona.edu						
Cruzi	Oscar	ocruzh95@email.arizona.edu	602-380-4170					
Cruz	Dominique	dcruz375@yahoo.com						
Cruz	Dominique C	dcruz375@yahoo.com	603-820-7365					
Cruz	Evelyn	evelync@email.arizona.edu	602-680-9862	X	X	X	X	
Cruz	Oscar	ocruzh95@email.arizona.edu	602-380-4170					
Cubillas	Genesis	genesis1@email.arizona.edu		X		X		
Damian	Gloria	gloriadamina@email.arizona.edu	520-427-4819				X	
Dena	Gilberto	gilbertodena@email.arizona.edu	623-225-4606				X	
Echeverri	Laura	lecheverri@email.arizona.edu	480-282-7382		X	X	X	X

Last Name	First Name	Email Address	Phone Number	MASS-SAT TUTORING	LIFE GUARD	ROSKRUG MS (DAX)	LIFE SKILLS/SUSPENSI ON PROG	CORE PLUS 6TH GRADE
Egurrola	Ana	anaegurrola@email.arizona.edu	520-829-7379	X			X	
Elizondo	Jose	joselizondo5@email.arizona.edu	520-839-9607	X				
Enriquez	Alejandro	alejandroe@email.arizona.edu	520-604-7029	X		X	X	
Espinosa	Andriana	adriana.espinosa2993@gmail.com	651-764-6590				X	
Espinoza-Pena	Eduardo	eespinozapena@email.arizona.edu	623-824-9837	X		X		
Estrada	Destiny	estrada1@email.arizona.edu	520-289-6020	X	X			
Falcon	Luis	lfalcon15@email.arizona.edu	602-819-4490	X				
Fernandez	Nati	itsmenatii@gmail.com	908-917-4675		X	X	X	X
Flores	Joanna	joannflores@email.arizona.edu	623-418-0552	X	X	X	X	X
Flores	Sheila	sfloresr@email.arizona.edu	602-316-2780					
Flores	Sheila	sfloresr@email.arizona.edu	602-316-2780					
Gerrish	Heidi	hgerrish@email.arizona.edu		X				
Gonzalez	Martha	msgonzalez@email.arizona.edu	520-981-2540	X	X	X	X	X
Gonzvar	Julissa	gonzvarj@email.arizona.edu	520-409-1899				X	X
Grambs	Andrea	agrambs@email.arizona.edu						
Guerrero	Luis	luisq1119@email.arizona.edu	520-668-6482	X		X		
Guevara	Karol	Karolguevara@email.arizona.edu	520-301-4359			X	X	
Gutsis	Gabriela	gabarielagutsis@email.arizona.edu	520-440-8200		X	X		
Guyer	Sara	sguyer@email.arizona.edu	520-406-5374	X	X	X	X	
Hernandez	Cynthia	cevghernandez@email.arizona.edu	520-401-4684		X			
Herrera	Daniel	djherrera@email.arizona.edu	623-695-8390	X				
Ingalls	Nicole	nmi@email.arizona.edu	520-237-8763				X	
Itule	Alexandra	akitule@email.arizona.edu	520-860-0183	X	X			
Jaime	Vanessa	vjaime@email.arizona.edu	520-304-0809					X
Jaramillo	Zurrizadah	Zurrizadahj@email.arizona.edu	520-303-8197	X				X
Kantor	Maria	mariakant5@aol.com	520-290-4749					
Kantor	Maria	mariakant5@aol.com	520-290-4749					
Larson	Malena	malenalarson@email.arizona.edu			X			
Licea	Ada	ablicea@email.arizona.edu					X	
Lircadez	Cristian	lircadez@email.arizona.edu						
Lopez	Angel	ailopez@email.arizona.edu	520-302-0002		X	X	X	X
Lopez	Jesus		520-841-0565			X		
Lugo	Gabriela		520-248-1612				X	
Lugo	Shelia	sheilalugo@email.arizona.edu	928-502-2570		X		X	
Manjarez	Gilbert	gilbertm1418@gmail.com						
Marcotte	Paloma	pmarcotte@email.arizona.edu	602-410-0000	X	X	X		
Martinez	Nelson	neslonmartinezjr04@gmail.com	623-221-5370			X		X
Mata	Maria	mariamata@email.arizon.edu	520-270-2318			X		
Mejia	Brittney	bmejia@email.arizona.edu		X			X	X
Mijangos	Jason	Jason.mijangos@yahoo.com	323-835-4561					

Last Name	First Name	Email Address	Phone Number	MASS-SAT TUTORING	LIFE GUARD	ROSKRUG MS (DAX)	LIFE SKILLS/SUSPENSI ON PROG	CORE PLUS 6TH GRADE
Mijangos	Jason	Jason.mijangos@yahoo.com	323-835-4561					
Mijangos	Jason	Jason.mijangos@yahoo.com	323-835-4561					
Montano	Mauricio	mauricem@email.arizona.edu	520-955-4306					
Montserrat	Sierra	montserrat3@email.arizona.edu	520-891-5629					
Montserrat	Sierra	montserrat3@email.arizona.edu	520-891-5629					
Moreno	Maria	mariafmoreno@email.arizona.edu	928-550-0402		X	X	X	X
Najar	Zuleika	zuleika-Najar7@hotmail.com	520-470-7903			X		
Olea	Francisco	folea@email.arizona.edu					X	X
Palazuelos	Regino David	rpalazuelos@email.arizona.edu	760-449-0552			X		
Palomares	Azucena	azucenap@email.arizona.edu	520-891-7594				X	
Pantoja	Vania	vpantoja@email.arizona.edu	520-425-5741			X	X	X
Parades	Carlos	caparades@email.arizona.edu	520-460-9591					
Parades	Carlos	caparades@email.arizona.edu	520-460-9591					
Pawlowski	Homer	homeski@email.arizona.edu		X				
Perez-Leyva	Jesus Abraham	jesusleyva@email.arizona.edu						
Perez-Leyva	Jesus Abraham	jesusleyva@email.arizona.edu						
Quinones	Ana	alg@email.arizona.edu						
Quinones	Ana	alg@email.arizona.edu						
Quintana	Danielle	daniellaquintana@email.arizona.edu		X			X	
Rengifo	Juliana	julirengifo@live.com				X		X
Rios	Gliney	glineyrios@email.arizona.edu	480-234-2758	X	X	X	X	X
Rivera	Christian	chriswann_11@hotmail.com		X				
Roark	Jake	roarkjake@email.arizona.edu						
Robles	Arturo	arobles94@yahoo.com						
Robles	Justin	justinarobles@email.arizona.edu	602-904-0398	X		X		X
Rocha	David	drocha2@email.arizona.edu	520-282-9843					
Rocha	David	drocha2@email.arizona.edu	520-282-9843					
Rocha	Rochelle	rocha@email.arizona.edu						
Rodriguez	Alvin	alvinrod@email.arizona.edu		X				
Rodriguez	Irlena	irodriguez95@email.arizona.edu	602-421-3450	X		X		
Rodriguez	Jonathan	jdrodriguez@email.arizona.edu	602-705-3762				X	
Rodriguez	Juan Pablo	jprodriguez@email.arizona.edu	602-924-5882			X		
Romo	Analya	romoa@email.arizona.edu						
Rosas	Jesus	jmrosas@email.arizona.edu	520-991-0091		X			
Sainz	Jose	sainzcortez@email.arizona.edu						
Sainz	Jose	sainzcortez@email.arizona.edu	602-670-5219					
Salgado	Marianna	masalgada@email.arizona.edu	520-235-8114			X		
Sanchez	Victoria	vasanche@email.arizona.edu	520-403-8502					
Sanchez	Victoria	vasanche@email.arizona.edu	520-403-8502					
Santiago	Nora	norasantiago@email.arizona.edu	623-498-1849			X		
Saucedo	Valentina Naomi	saucedo@email.arizona.edu	928-488-7347					

Last Name	First Name	Email Address	Phone Number	MASS-SAT TUTORING	LIFE GUARD	ROSKRUG MS (DAX)	LIFE SKILLS/SUSPENSI ON PROG	CORE PLUS 6TH GRADE
Sequeira	Olivia	oly14@email.arizona.edu		X				
Serrano	Ana	anaserrano@email.arizona.edu	520-820-4496			X		
Serrellon	Gloria	gloriaserrellon@email.arizona.edu	520-392-9969				X	X
Solis	Cristy	cristysolis@email.arizona.edu				X		
Steiniger	Andrea	andreasteiniger@email.arizona.edu	520-954-2625		X	X		
Terrazas	Veronica	veronicam@email.arizona.edu		X				
Torres	Ricky	rtorres5@email.arizona.edu	928-369-8956		X	X		
Uacles	Pablo	pablo@email.arizona.edu	520-369-9770	X	X		X	X
Urbina	Miguel	msue@email.arizona.edu	979-575-3161	X		X		
Valenzuela	Angelica	anglicav13@email.arizona.edu	480-720-9088					
Vasquez	Miguel	miguelvasquez@email.arizona.edu						
Vasquez	Miguel	miguelvasquez@email.arizona.edu						
Vazquez	Lia	liavazquez@email.arizona.edu	520-306-9912	X		X	X	
Villagomez	Sofia	svillagomez@email.arizona.edu	831-325-8443			X		
Villegas	Vanessa	vaness11@email.arizona.edu						
Villegas	Vanessa	vaness11@email.arizona.edu	323-640-2775					
Villegas	Vanessa	vanessabetram@email.arizona.edu						
Warnes	Angela	awarnes@email.arizona.edu	520-481-4414				X	
Zubia	Evelyn	evelynzubia@gmail.com	520-234-7273		X	X	X	X



PLEASE PRINT CLEARLY

TUCSON UNIFIED SCHOOL DISTRICT
MONTHLY RECORD OF VOLUNTEER WORKERS

SIGN ONLY ONCE PER MONTH

SCHOOL NAME _____ MONTH _____ YEAR _____

(If necessary, please record one accumulative total per school per month on an unused form as a cover page)

TOTAL NUMBER OF VOLUNTEERS THIS MONTH

TOTAL NUMBER OF VOLUNTEER HOURS THIS MONTH

Name of Volunteer: _____ List all those you _____ volunteered for: _____

Your own personal calendar—write in the total hours you work each day in the box provided by each date of the current month.

1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>	5	<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	8	<input type="text"/>	9	<input type="text"/>	10	<input type="text"/>	11	<input type="text"/>	12	<input type="text"/>	13	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	15	<input type="text"/>	16	<input type="text"/>	17	<input type="text"/>	18	<input type="text"/>	19	<input type="text"/>	20	<input type="text"/>	21	<input type="text"/>	22	<input type="text"/>	23	<input type="text"/>	24	<input type="text"/>	25	<input type="text"/>	26	<input type="text"/>	
27	<input type="text"/>	28	<input type="text"/>	29	<input type="text"/>	30	<input type="text"/>	31	<input type="text"/>																	

Total Hours

List all those you _____

Name of Volunteer: _____ volunteered for: _____

Your own personal calendar—write in the total hours you work each day in the box provided by each date of the current month.

1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>	5	<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	8	<input type="text"/>	9	<input type="text"/>	10	<input type="text"/>	11	<input type="text"/>	12	<input type="text"/>	13	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	15	<input type="text"/>	16	<input type="text"/>	17	<input type="text"/>	18	<input type="text"/>	19	<input type="text"/>	20	<input type="text"/>	21	<input type="text"/>	22	<input type="text"/>	23	<input type="text"/>	24	<input type="text"/>	25	<input type="text"/>	26	<input type="text"/>	
27	<input type="text"/>	28	<input type="text"/>	29	<input type="text"/>	30	<input type="text"/>	31	<input type="text"/>																	

Total Hours

List all those you _____

Name of Volunteer: _____ volunteered for: _____

Your own personal calendar—write in the total hours you work each day in the box provided by each date of the current month.

1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>	5	<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	8	<input type="text"/>	9	<input type="text"/>	10	<input type="text"/>	11	<input type="text"/>	12	<input type="text"/>	13	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	15	<input type="text"/>	16	<input type="text"/>	17	<input type="text"/>	18	<input type="text"/>	19	<input type="text"/>	20	<input type="text"/>	21	<input type="text"/>	22	<input type="text"/>	23	<input type="text"/>	24	<input type="text"/>	25	<input type="text"/>	26	<input type="text"/>	
27	<input type="text"/>	28	<input type="text"/>	29	<input type="text"/>	30	<input type="text"/>	31	<input type="text"/>																	

Total Hours

List all those you _____

Name of Volunteer: _____ volunteered for: _____

Your own personal calendar—write in the total hours you work each day in the box provided by each date of the current month.

1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>	5	<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	8	<input type="text"/>	9	<input type="text"/>	10	<input type="text"/>	11	<input type="text"/>	12	<input type="text"/>	13	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	15	<input type="text"/>	16	<input type="text"/>	17	<input type="text"/>	18	<input type="text"/>	19	<input type="text"/>	20	<input type="text"/>	21	<input type="text"/>	22	<input type="text"/>	23	<input type="text"/>	24	<input type="text"/>	25	<input type="text"/>	26	<input type="text"/>	
27	<input type="text"/>	28	<input type="text"/>	29	<input type="text"/>	30	<input type="text"/>	31	<input type="text"/>																	

Total Hours

List all those you _____

Name of Volunteer: _____ volunteered for: _____

Your own personal calendar—write in the total hours you work each day in the box provided by each date of the current month.

TUSD

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>	13	<input type="checkbox"/>	<input type="checkbox"/>	Total Hours
14	<input type="checkbox"/>	15	<input type="checkbox"/>	16	<input type="checkbox"/>	17	<input type="checkbox"/>	18	<input type="checkbox"/>	19	<input type="checkbox"/>	20	<input type="checkbox"/>	21	<input type="checkbox"/>	22	<input type="checkbox"/>	23	<input type="checkbox"/>	24	<input type="checkbox"/>	25	<input type="checkbox"/>	26	<input type="checkbox"/>		
27	<input type="checkbox"/>	28	<input type="checkbox"/>	29	<input type="checkbox"/>	30	<input type="checkbox"/>	31	<input type="checkbox"/>																		

SOUTHERN ARIZONA LEAGUE OF UNITED LATIN AMERICAN CITIZENS



YOUTH LEADERSHIP CONFERENCE

EDUCATION IS THE KEY TO SUCCESS

Agenda

November 12, 2013

12:00 pm – 1:30 pm

Pima Community College – Community Campus, Rm. B-212
401 N. Bonita

I. Old Business

a. Conference Chairs

- i. Javier Herrera (Arizona LULAC District 3), Rene Pacheco (LULAC Council 1082), Mary Fimbres (Southern Arizona Institute of Leadership)

b. Conference Theme

- i. Education is the Key to Success: *Building and Strengthening Our Community*

c. Conference Date

- i. March 14, 2014 (Friday)

II. New Business

a. Conference Agenda

- i. Discussion

b. Conference Planning

- i. **Resource Fair** (Margie Farmer, Lydia Kennedy, Linda Leatherman, Arnold Palacios, Fran Senechal, YAC/TTC)

1. Pavilions - Careers, College Access, Health, Public Safety, Student Resources

- ii. **Workshops** (Erika Solis)

1. Teen Town Hall – November 8th
2. Themes

- iii. **School Registration** (Sylvia Ortega)

- iv. **Keynote Presentation** (Javier Herrera)

1. First Generation Film

- v. **PCC West Campus Logistics** (Shawn Graham)

- vi. **Volunteers** (Vanessa Hernandez)

c. Evening Celebration

- i. 520's Top Dance Crew Season 3

d. Educator's Breakfast

- i. January 14, 2014 (Tuesday) – PCC West Campus Community Room

e. Promotion (Rene Pacheco, Tracy Skinner)

- i. Website, Social Media, Print Materials

III. Adjournment and Next Meeting

- a. Tuesday, November 26th and every 2 weeks thereafter



NATIVE SOAR

(Student Outreach, Access, and Resiliency)



COME LEARN ABOUT NATIVE SOAR AND

HOW YOU CAN GET INVOLVED ON THIS GREAT OPPORTUNITY

WE INVITE YOU TO JOIN US FOR LUNCH ON

TUESDAY, NOVEMBER 26, 2013

DURING 1ST LUNCH (10:49-11:19), SPECIAL PROJECTS ROOM

COME EMPOWER AND PREPARE YOURSELF FOR

ACCESS AND SUCCESS TO HIGHER EDUCATION.

PROVIDED BY U OF A NATIVE SOAR STAFF – Amanda R Tachine & Josie Garcia

NATIVE AMERICAN STUDENT SERVICES STAFF – Amalia Mendoza-Salazar

Parent's please call by November 21st if you plan to attend 225-4418

USP V.F.1.p

**Raising College Aspirations and
Preparedness among Native
American Youth through
NATIVE SOAR (Student Outreach,
Access, and Resiliency)**

Helios Education Foundation

May 2013



Overview of the organization to serve as Fiscal Agent

The University of Arizona (UA) Foundation, for the benefit of the UA College of Education, requests a partnership with the Helios Education Foundation to support Native SOAR. The UA Foundation was established in 1958 and has as its mission *advancing the UA by building relationships, securing philanthropic support and stewarding assets*. The UA Foundation is pleased to serve the UA and its units, such as the College of Education, which is home to Project SOAR. Established in 1885 as the first university in the state and the state's land grant university, the UA is *building a better Arizona through access, quality and discovery*.

Description of the issue

Adolescents and young adults in Arizona face a host of challenges that impede their chances of success in life. The latest US Census data indicated that 20% of Arizonans between 18-24 were neither attending school, nor working; only 5 states have a greater percent of their young adults in this position, the highest being Nevada at 22%. Among Native Americans, 15% of youth ages 16-19 in Arizona are neither in high school, nor are they high school graduates. This percentage is the highest among all races in Arizona, and higher than the national average for Native American youth (13%). Native Americans in Arizona have the lowest high school graduation rate (52.4%) compared to Whites (78.7%), Blacks (71.6%), Asians (88.9%) and Hispanics (65%).

Arizona ranks 11th among states with the most children under the age of 19 living in poverty at 23%. In Tucson, 31% of all children are living in poverty. Perhaps more telling is the economic situation for students at our partner high schools, 53.5% qualify for free and reduced lunch, indicating a majority of these families are living at or near the poverty level. As such, many of these schools are under-resourced and often unable to offer high quality academic and extracurricular opportunities for their students.

Among Native Americans, 36% of the Native Americans in Arizona lived below the poverty level compared to a rate of 19.6% for all Arizonans. Average per capita income of Native Americans in Arizona is the lowest of all racial groups and averaged \$7,642 compared with an average of \$20,275 for the population as a whole. Native Americans remain the poorest minority group in the nation. The poverty rate among Native Americans is 25.9%, compared to the national rate of 11.3% and their unemployment rate was 46% in mid-2004. One third of all Native Americans are under the age of 18. With low educational success and economic hardship, it is imperative that we work to improve the educational attainment of this population, who will be responsible for the cultural survival of the Native American people.

When examining rates of college attendance, about 38% of young adults between the ages of 18-24 are enrolled in college nationally. Yet, Native American enrollment is less than half of that rate at 18% (the lowest for all racial categories). The very limited research on Native American first-year persistence rates show mixed results. For example, one study found that Native American first year retention rates for Division II schools were 14% lower than the total student sample and 12% lower at Division III

schools (Pavel, 1999, p. 243). The Consortium for Student Retention Data Exchange (CSRDE) reported that the first year retention rates for American Indian students in four-year colleges was at 67.2%, lower than the rate of 80.3% for Whites; Blacks at 74.7%; Hispanics at 75.7%, and Asians at 86.9% (2002). In general, however limited the data exist on American Indians, the numbers are discouraging and indicate that this group is least likely to persist. Additionally, for those Native Americans who do enroll in college, they graduate within six years at a rate of 37%, as compared to the national average of 56% (Tierney, Sallee, & Venegas, 2007). Clearly, this population faces barriers to college enrollment and persistence but the possible solutions have not yet been successfully addressed.

Understanding the high rates of poverty and low rates of high school graduation and college persistence for the Native American community is essential to successfully addressing this population's viability for the generations to come. As a land-grant institution, the University of Arizona (UA) was founded to serve its local community, which includes two prominent tribal reservations within miles of the campus, the Tohono O'odham Nation and the Pascua Yaqui Tribe. In addition, the land that the UA resides upon is historically the land of the Tohono O'odham people. The significance of this acknowledgement is important because it recognizes due respect to the original people of this land. The concept of place (land) is integral to Native American philosophy and beliefs and thus this connection between the land and the UA is meaningful for Native Americans. Often, tribal communities seek a commitment from local universities to support and outreach to the original people who occupied their land. Unfortunately, Native Americans are often broadly grouped with other underserved students when it comes to outreach and support services, ignoring the unique needs of this population. Here at the UA specifically, Early Academic Outreach programs target under-represented populations widely, but offer few programmatic interventions specific to Native Americans. An exception is the UA's NASEP (Native American Science and Engineering Achievement Program), yet this summer program only serves an average of 20 high school students annually and students are mostly from Northern Arizona due to its very selective requirements to participate and focus on pre-science and pre-engineering students. Native American Student Affairs (NASA) is another pivotal support service provided for college students. Unfortunately, their office is understaffed with a total of only 1.5 FTE staff members to not only retaining the approximately 1,000 self-identified Native American college students, but also educating the entire campus community on issues of social justice.

Native SOAR (Student Outreach Access and Resiliency)

Native SOAR is a service-learning program that utilizes culturally competent, trained UA undergraduates to mentor Native American high school (HS) students in Tucson and surrounding areas. We are targeting the University's Native American undergraduate population of 860 students to participate in this program, but enrollment will be open to all students who wish to participate. Unlike most outreach programs that rely on models formed by mainstream methods that view the student as independent, this program draws from Indigenous methodology that acknowledges students as interdependent by including the family network as a source of strength to increase college aspirations. Native SOAR

mentors will incorporate the Family Education Model (HeavyRunner & DeCelles, 2002) which understands that: (a) schools must seek to enlist, develop, and structure the ability of family members to support student efforts; and (b) schools engage family members in the life of the school and college community by enlisting them as partners and involving them in cultural and social activities. In addition, Native SOAR will draw from the American Indian Well-being Model (Secatero, 2009), which is a holistic blueprint for meeting the needs of Native American students. Eight well-being factors are included in this model:

- 1) Spiritual well-being focuses on a student's purpose in education. Examples of spiritual well-being include daily prayer, self acceptance and realization.
- 2) Cultural well-being focuses on a student's identity. Examples include practicing cultural teachings such as singing traditional songs from one's tribe or speaking in one's Native language.
- 3) Professional well-being focuses on a student's planning process in education. Examples include development skills in leadership and financial literacy.
- 4) Social well-being focuses on a student's ability to network successfully. Examples of social well-being include dialogue with others (family, teachers, etc.) and creating a circle of positive friends.
- 5) Mental well-being focuses on a student's thinking process. Examples include problem solving and critical thinking.
- 6) Emotional well-being focuses on a student's feelings about education. Examples include learning healthy strategies on ways to navigate stressful situations or adapt to change.
- 7) Physical well-being model focuses on a student's respect for his or her body. Examples include eating a healthy diet and exercising.
- 8) Environment well-being focuses on a student's respect for place. An example includes selecting a college that is a good fit in meeting a student's goal.

While most outreach programs focus on academic preparedness alone and even fewer address one or two of the preceding elements in isolation, we seek to incorporate as many aspects of the model in all our activities as a way to promote holistic development. Research has shown that a cultural disconnect between home and school for Native American youth is a predictor for high school dropout rates (Jefferies, Nix, & Singer, 2002; Reyhner, 1992). Thus, we aim to include family as cultural resources and to partner with them to promote greater care and support for the students, which studies have shown lead to positive academic outcomes amongst Native American youth (Cummins, 1993; Freng, Freng, & Moore, 2007).

Extending Project SOAR

Native SOAR takes as its point of departure the highly successful SOAR model that has been underway at UA for many years. Since HELIOS' grant to Project SOAR in 2006, the program has increased from an average of 30 to 100 mentors per semester and is now a self-sustaining program. Data from research and evaluation of the current SOAR program suggest notable educational gains such as increased college aspirations and commitment to one's education among mentees and higher leadership and diversity awareness among mentors. For example, a mentee survey indicated that 73.3% of mentees credited their mentor for motivating them to do well in school, and 67.9% said their mentor had increased their motivation to get good grades. Additionally, 72% of the middle school mentees surveyed agreed that their mentors had increased their interest in going to college. We intend to gather longitudinal data on academic persistence amongst this population.

While Project SOAR aims to instill college aspirations and preparedness during the middle school years, Native SOAR's focus will be on high school students. Specifically, the mentoring component of the Native SOAR program will target academically high-achieving Native American students, while workshops will be open to all Native American students at the school sites. While we work under the premise that all Native American students have the potential to attend college during their lifetime, we choose to focus on high-achieving students with a 3.0 or above GPA as they are most likely to attend college immediately upon high school graduation. We will focus on one-on-one mentoring on this high-achieving population because research has shown that grade point average alone is not the main predictor of high school retention for this population. Even students with grades of B or better still make up nearly half of the Native Americans who drop out of high school (Reyhner, 1992). Thus, we understand that while Native American students may be academically prepared, they may be in dire need of additional support in college readiness, especially during the high school years. In other words, unlike for most high school students, good grades alone do not necessarily indicate that a Native American high school student has the necessary knowledge, motivation, and understanding of college that is required to navigate the college admissions, financial aid, and enrollment processes. Finally, designing an afterschool component of this program is also intentional, not only because of the increased opportunities for family involvement, but also because students who are engaged in afterschool extracurricular programs have higher retention rates (Ream & Rumberger, 2008). We will also utilize the afterschool component as a form of outreach to the students who do not qualify for the one-on-one mentoring but may raise their GPA to qualify the following year or choose to attend a community college upon graduation.

An important extension of Native SOAR, unlike Project SOAR, is a two-tiered mentoring model in which undergraduate mentors will be mentored by graduate students. Given the disproportionate rates of college degree attainment among Native Americans compared to the general population (Tierney, Sallee, & Venegas, 2007), Native SOAR also aims to support current Native American college student success. Little research and programmatic attention have focused on long-term educational goals and providing the

necessary mentoring support utilizing indigenous approaches (i.e., American Indian Well-being Model). Therefore, Native SOAR will work to provide mentoring to undergraduate and graduate students by offering indigenous-based support to increase Native American college graduation rates as well as future aspirations and preparation towards graduate school. While not every Native American college student in the program may choose to pursue graduate school, we seek to increase knowledge and support to introduce graduate school an accessible option.

The model of the proposed Native SOAR program is unlike the University of Arizona's Project SOAR in the population it serves (Native American high school and college students rather than middle school students of all ethnic backgrounds), mentor involvement (50 hours per semester rather than 25), target time (after-school programming rather than classroom hours) and the conceptual framework that it works with students (indigenous approach). However, the operational infrastructure of Native SOAR program as a service-learning course—curricular planning, obtaining school support, training teaching assistants and mentors, recruiting mentors and mentees, program assessment, budgeting, and coordinating mentoring schedules—is derived from all that we have learned from the successes and lessons learned from Project SOAR. Thus we are in an excellent position to implement the new components (detailed below) and integrate the models specific to Native American education and outreach, while using the logistical knowledge (i.e., fingerprinting procedures, timesheets, coordinating transportation, supervision, etc.) gained from our 8 years of experience with Project SOAR. As with Project SOAR, we will also be flexible, depending on the specific needs at the local high schools. For example, if afterschool programming is not possible due to conflicting activities, we would provide alternative meetings during the lunch hour and/or weekends.

Native American Tribal Needs

As advised, we have met several times with tribal education directors and/or scholarship directors of the Pascua Yaqui tribe, Tohono O'odham nation, and the Navajo tribe to demonstrate the likelihood of future partnerships and obtain their involvement from the onset. The Pascua Yaqui and Tohono O'odham nations are located near the University of Arizona and are home to the majority of the Native American high school students who will be served. The majority of the University of Arizona's Native American undergraduates on the other hand, are from the Navajo nation, which is located in northern Arizona. Thus, we also sought partnership with the Navajo nation as that is the largest tribe represented at the UA as well as the state of Arizona. At each these meetings, we shared our plans for Native SOAR and elicited their feedback on the proposal. We also shared that the possibility of implementation would largely depend on Helios funding and that all plans were preliminary. All discussions were insightful as the tribes expressed a strong need to address college knowledge to their tribal youth and to create support for the undergraduate mentors. Their comments were as follows:

Pascua Yaqui: Dr. Vivian Lopez (Education Director) was enthusiastic and discussed how students from her community are experiencing “shockers” in college, such as negotiating the college culture by learning how to work with faculty. She emphasized that

USP V.F.1.p

7

her students need support on how to access college as well as to prepare them for the “shockers” that may occur. She was optimistic that Native SOAR would serve as a valuable resource in acquiring the necessary tools to navigate through these challenges. She indicated that the Pascua Yaqui Education department could assist by providing transportation for mentors to visit Hiaki High School. Dr. Lopez also offered helpful recommendations on ways we could strengthen the future of Native SOAR. We have included those recommendations in the Sustainability segment of this proposal.

Tohono O’odham: Mrs. Vicki Hobbs (Education Director) appreciated that we incorporated the Family Educational Model into our program as she agreed that college information needs to be addressed to not only the student, but also to the family. She expressed that including family into our program is an ideal model for her community. She asked that we assist her staff and tribal schools by providing literature on college knowledge as they are working to expand their tribal library/resources, which we agreed to provide. She indicated that Tohono O’odham would be willing to provide financial support for transportation needs for her students to attend the family gatherings on the UA campus. She values the importance of bringing her community members to the campus.

Navajo Nation: Mrs. Rose Graham (Department Manager for the Navajo Nation Scholarship and Financial Assistance office) was especially interested in efforts to retain the Native American UA undergraduates, who are mostly from the Navajo Nation. She discussed that Navajo college enrollment is slowly increasing and that most Navajo students do not always “drop-out,” as much of the research demonstrates. She shared that there are many life circumstances that occur while students are in college such as a death in the family, family financial hardships, etc. Thus, in her experience, she recognizes that many of their Navajo students “stop-out” of college and eventually return to college and even complete college with a degree. She advocated that more work should be done to understand students’ life circumstances and to also encourage students to return to college should they decide to take a temporary break. Her insight allowed us to think broadly on how we think of persistence and how we mentor the undergraduate students. Ms. Graham expressed interest in further conversations about Native SOAR if the program is implemented and could envision a partnership with the Navajo Scholarship office in the future.

Based on the discussions and recommendations from tribes, we have incorporated their suggestions, such as Rose Graham’s suggestion on mentoring the college mentors, into this proposal. All tribal contacts expressed the need for a program like Native SOAR in order to build the necessary foundational college knowledge to tribal youth and to further support current college students. Additionally, all tribal contacts indicated a willingness to pursue future funding and offered several ideas, such as fundraisers, channeling scholarship funds, and seeking external grants as strategies for long-term sustainability. We have outlined these ideas in more detail in the Sustainability section at the end of the proposal.

Targeted Schools

All partner high schools (Pascua Yaqui educational liason to Haiki high school, Baboquivari high school counselor, Tohono O'odham high school assistant principal, Ha:san high school assistant principal, and TUSD Native American district advisor) were contacted and responded with enthusiasm for Native SOAR. Many expressed their challenges in instilling college as a viable option, particularly for their Native American students who lack college-educated role models. Although there are students who are university-eligible, many do not take that step after high school. They also shared that despite their desire to provide in-depth, personal connections with students regarding college pathways, they feel ill-equipped to do so given ongoing turnover of leadership and teachers, pressures to meet Arizona state standards, and addressing student disciplinary issues. Native SOAR seeks to fill these gaps that are in dire need of attention.

Tucson Unified School District (TUSD): There are 483 Native American students enrolled in Tucson Unified School District (TUSD) high schools alone, accounting for 3.9% of all high school students in the district. The high schools with the highest proportion of Native American students in TUSD will be targeted by the Native SOAR program. This will include Cholla (146 Native American students, 7% of the high school population; 10 Native students have a 3.0 GPA or above), Tucson (190, 4.8%; 30 Native students have a 3.0 GPA or above), and Pueblo (99, 3.7%; 5 Native Students have a 3.0 GPA or above) high schools. The largest tribal affiliations represented in all three schools are the Tohono O'odham nation with Cholla having (29) students, Tucson (38), Pueblo (18) as well as the Yaqui nation with Cholla having (49) students, Tucson (118), and Pueblo (63).

Ha:san Preparatory and Leadership School: A charter high school founded to provide culturally relevant, college-prep courses for Tohono O'odham high school students, will also be served by the program. A majority of these students travel from Sells, Arizona which is about 70 miles from Tucson, and located on the Tohono O'odham Nation. Ha:san Preparatory and Leadership School has recently been largely funded by the Tohono O'odham Nation. The 2010-11 enrollment at Ha:san includes a total of 178 students, with 150 or 84% identified as Tohono O'odham, 21 or 12% identified as Pascua Yaqui and 7 or 4% identified as other. The number of students with a 3.0 GPA or higher 30.

Haiki High School: Located on the Pascua Yaqui Indian reservation, Haiki serves 9-12th grade students with an emphasis on providing Yaqui studies and Yaqui language. Currently, in 2011-12 there are a total of 70 Yaqui students who attend Haiki High School. Majority of students attending Haiki High are Pascua Yaqui students. No students have a 3.0 GPA or above. Given there are no students with a 3.0 GPA, we will draw from the 20 students with a GPA of 2.5 to 3.0.

Tohono O'odham reservation high schools: Baboquivari and Tohono O'odham High School are both located on the Tohono O'odham reservation, which is located 70+ miles southwest of Tucson. Baboquivari high school is a public school that serves 9-12th grade

students with enrollment at 210 students. Tohono O’odham high school is a Bureau of Indian Education (BIE) school that serves 9-12th grade with an enrollment of 120 students. Majority (95%) of students attending these schools are Tohono O’odham students. There are 25 students with a GPA of 3.0 or above.

University of Arizona: Enrollment trends have shown a steady increase of Native American students. For example, in 1983 there were a total of 260 (.85%) Native American students out of a total of 30,460 students; most recently, in 2012 there were a total of 1,097 (2.7%) Native American students out of 40,223 students. The first-time, full-time Native American freshman enrollment trends parallel the overall growth where in 1993 a total of 102 freshmen were enrolled, in 2010 the total increased to 212, and then in 2011 the enrollment trend decreased to 156. Native American first-year persistence rates have demonstrated a steady increase with a 52% persistence rate in 1993 to a 67.5% persistence rate in 2010 (UA OIRPS, 2012).

Proposed Activities

Native SOAR has six approaches in meeting its goals for increasing college aspirations, enrollment, and success. The six approaches are: 1) mentoring high school students; 2) afterschool workshops led by undergraduate students; 3) on-campus family gatherings with college knowledge emphasis; 4) communication of existing UA access programs, 5) education research to sites (tribal education offices, schools), 6) mentoring undergraduate students and 7) assessment and research.

APPROACH #1: Targeted mentoring between undergraduate and high school students

Up to five undergraduate mentors will be designated at each local high school site, based on the proportion of Native American high-achievers at each school (Cholla, Ha:san Preparatory and Leadership, Haiki High School, Pueblo, and Tucson). In addition, two undergraduate mentors will be designated to work with each designated Tohono O’odham reservation high schools (Baboquivari and Tohono O’odham). Our aim by the end of Year 3 is a total of 25 undergraduate mentors working one-on-one with 3 high achieving high school students for a total of 75 targeted high school students. Students will be selected based on the nomination of each high school administrator with priority to upperclassmen with at least a 3.0 GPA. As with Project SOAR, we plan for incrementally growth. The target numbers of Native SOAR high school student mentees, college student mentors, and graduate student mentors each year will be as follows:

Year	Total Targeted Mentees – High School Students	Total Undergraduate Mentors	Total Graduate Mentors
1	45	15	8
2	60	20	10
3	75	25	13

All Native SOAR undergraduates will be trained to work with Native American high school students by enrolling in a 3-unit upper-division undergraduate service-learning course that introduces students to the major theories and research conducted in areas of

USP V.F.1.p

10

Native American college access, outreach, academic achievement, and resiliency. As part of their required service-learning coursework, undergraduate mentors will meet with high school students two hours per week and focus on 1) forming a meaningful and positive relationship with students by using the American Indian Well-being Model and 2) discuss and plan college aspirations for students with the understanding that family will influence their decisions. Students who will be working with tribal high schools at a distance (Baboquivari and Tohono O’odham high) will meet with students less frequently (2 hours per month) and work with students through the phone and online (Facebook, Skype, Email) for two hours per week. Because these students will not be meeting with their students on a regular basis, when compared to the local high school mentors, they will have a different approach to sharing college information to their students and families. Their major role will be to lead in the development of approach #3; family gatherings including college knowledge workshops (twice per semester) for students and families.

APPROACH #2: Afterschool workshops led by undergraduate mentors

In addition to the targeted mentoring, each undergraduate mentor will participate in weekly afterschool workshops at local school sites, which will be open to all Native American high school students and families. Undergraduate students will organize and lead weekly educational workshops. Invitations to selected workshops will be sent to students’ family members requesting that their participation is encouraged and important. Refreshments and school supplies will be provided as well as regular drawings for university apparel as incentives for participation. These workshops will include not only university college information, but will also explore other higher education options such as community college.

Undergraduate mentors will be asked to design each workshop by incorporating elements of the American Indian well-being model as a guide. We intend to utilize *talking circles* as a form of group discussions. This activity includes 5 pillars (cultural, environment, mental, social and spiritual) of the American Indian well-being model. Talking circles are part of Native American teachings (*cultural* pillar) as this activity recognizes the significance in sharing and listening to stories. This cultural approach supports and reinforces the values of respect and community by being patient and attentive while others speak. Talking circles first begin with a prayer (*spiritual* pillar). Students are prompt with a question or topic to guide discussion. For example, students can discuss their hopes and fears of attending college. Students are then invited to think (*mental* pillar) and share (*social* pillar) with others within the circle topics that are occurring in their lives. Typically, a feather or cultural artifact is utilized during a talking circle to symbolize home (*environment* pillar), or a sacred and safe place. We aim to open these weekly afterschool programs to a broader audience of high school students and their families, with particular attention for Native SOAR one on one mentoring participants (from approach #1).

We will strive to increase participation each year to reach:

Year	Total Participants (students and families) in afterschool workshops
------	---

1	# mentees + 20% non-mentees per workshop, per school
2	# mentees + 50% non-mentees per workshop, per school
3	# mentees + 100% non-mentees per workshop, per school

An expected outcome of these activities will be increased college interest and aspirations. As this outreach grows, we also anticipate that the number of students who participate in the one-on-one mentoring will also grow.

APPROACH #3: On-campus family gatherings with emphasis on college knowledge

To further involve families, mentors will plan two events per semester specifically aimed for families and students to learn about the Native SOAR program, to get to know the mentors, and to participate in an introductory college knowledge training session. This platform will bring together tribal and local schools on the university campus. Our tribal partners indicated that it is important for students and their families to see the campus and get acquainted with what their students experience as they attend college.

Undergraduate students (mentors) will utilize the American Indian Well-being Model and the Family Education Model as a guide for the development of these family gatherings. For example, students may invite guest speakers from the university to discuss essential topics such as financial aid and admissions. During this event, families would hear from university faculty and administrators but also share their concerns about the college journey. The talking circle format in small groups will be used as a strategy to open dialogue among families and university administrators. Often, Native American concerns are not heard by university administrators; therefore, the talking circle format would be an opportunity not only for Native Americans to feel heard, but to also to educate university officials on Native American issues. Like the after school events, we will provide food and school supplies. Tohono O’odham Education department is willing to provide transportation support for their tribal members who attend tribal schools to participate in these events.

We aim to open these family gatherings to all who wish to participate, with particular focus on recruiting Native SOAR participants who have been involved in the one on one mentoring and the weekly afterschool workshops. We will stagger our growth and aim to reach 50 participants in year 1, 100 in year 2, and 150 in year 3.

YEAR	Total Participants attending Family Gatherings on UA campus
1	50

2	100
3	150

APPROACH #4: Communication to students/families of existing UA access programs

We will disseminate information to Native SOAR participants about existing UA access programs that are led by UA's Early Academic Outreach (EAO) office during the academic year. EAO offers a half-day campus visit for high school students and their parents. This visit aims to educate parents and students about the details of college admissions, financial aid, and career planning. Native SOAR would assist EAO by informing Native SOAR families of this and other college access events.

EAO also offers the program, Native American Science and Engineering Program (NASEP) for incoming juniors and seniors who are enrolled members of an American Indian or Alaskan/Hawaiian tribe. NASEP is designed to increase academic success and college preparation for future science and engineering major students. A challenge for this program is recruiting Native American students who are eligible to participate. Entry requirements include that students are on track to completing upper-level course work such as Physics, Chemistry, Pre-Calculus or Trigonometry with a C or better. Unfortunately, the numbers of students who meet the stated requirements to participate are small and tend to come from Northern Arizona. Native SOAR would be used as a link to inform and educate students toward taking the necessary upper-level coursework for participation in programs like NASEP, as well as for admissions into universities. Notably, NASEP also utilizes the American Indian well-being model in their program, which is ideal in such partnerships.

APPROACH #5: Educational resources to tribal and school sites

Native SOAR will work closely with tribal and school sites to provide scholarly research and college knowledge curriculum that is needed to further knowledge on college access and persistence for Native American students. For example, workshop curriculum developed by undergraduate mentors will be compiled to create a Native College Knowledge curriculum/resource for tribal and school sites.

APPROACH #6: Mentorship between undergraduate students and graduate students

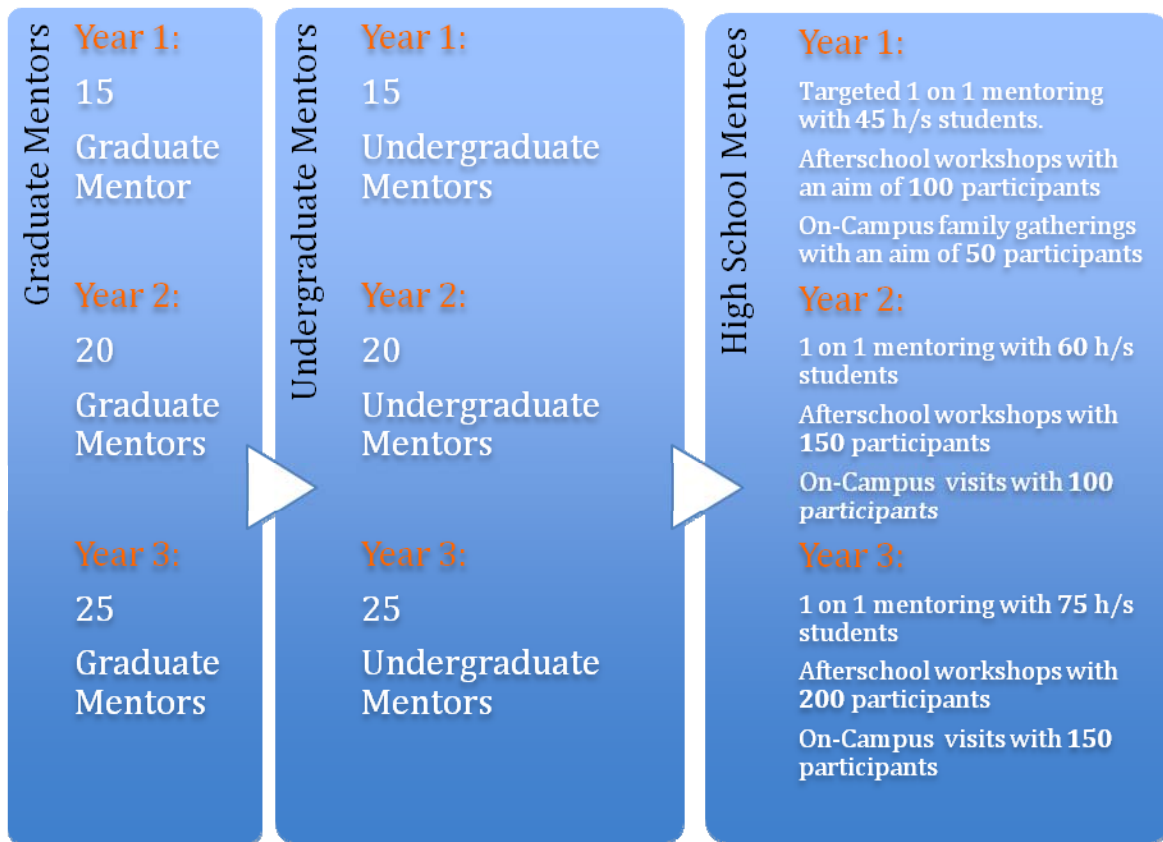
Undergraduate mentors will be assigned a graduate student mentor. Using the American Indian Well-Being Model (as explained earlier), the graduate student mentor will work with undergraduate students on long-term educational planning with an emphasis on practical present day negotiating tools. Regular, tailored meetings will occur between students with conversations that center on navigating life circumstances and planning for the future with the overall goals towards educational success. In addition to the mentoring that the undergraduates would receive from the teaching staff, we also aim to provide one-on-one mentoring for each undergraduate mentor by a graduate student in the same academic field. Graduate student mentors will be recruited as volunteers and encouraged to informally meet with their mentees at least once every two weeks and encouraged to participate in the on-campus events (Approach #3).

APPROACH #7: Assessment and research

Several studies have resulted from the ongoing research based on Project SOAR (Lee & Espino, 2011; Espino & Lee, 2011; Bell, Levitt& Lee, 2013). As discussed earlier, there is limited research on Native American persistence, particularly the factors that impede and support college aspirations and success. What is especially lacking in the research are Native students' approaches to their educational planning and how they negotiate life circumstances. Additionally, how does Native students' participation in a mentoring program influence their college-going experience? Native SOAR would contribute the much-needed scholarship on Native American college student persistence by investigating these and potentially other questions based on Native SOAR participants.

The research team will regularly survey all mentor and mentee participants at the beginning and end of each semester, as well as family members and other participants at the larger events. We will also conduct interviews and focus groups to gather information from all participating students, high school administrators, and family members throughout the year. This data will be analyzed each summer and utilized to a) improve the existing program and b) contribute to the larger, but sparse, scholarly body of research on Native American education. Best practices will be presented at national conferences and several research articles will result from this project. Native SOAR will serve as a model service-learning program that is built on Native American values and tribal partnerships. Project SOAR has received national honors as the 2011 recipient of the Exemplary Project Award by the American College of Public and Land-grant Universities. It is anticipated that Native SOAR would gain similar, if not more, recognition for its unique, culturally based approach.

Diagram of Mentors and Mentees Participant Numbers



Proposed Timeline of Native SOAR

Year 1 of Program (Fall 2013 - Planning Phase) When working with Native American communities, it is vital that time is committed to nurturing a positive relationship by including partners in the planning process. The Native SOAR director will:

- 1) Create an advisory team that would meet quarterly during the duration on this program with key stakeholders (Tucson Unified School District, Ha:san Preparatory and Leadership School, Tucson Unified School District’s Native American Studies Department, UA Early Academic Outreach, UA Native American Student Affairs, UA American Indian Studies department, Pascua Yaqui Tribe education department, Tohono O’odham Nation education department, Navajo Nation scholarship office, Haiki High School, Baboquivari High School, and Tohono O’odham High School) to plan and strengthen relationships among high schools and the UA.
- 2) Lead in creating a Memorandum of Understanding (MOU) that outlines the relationship and role of all entities (university, schools, and tribes) involved with Native SOAR.
- 3) Work with tribal education departments, high school counselors and TUSD’s Native American Studies Department staff who serve at these targeted school sites to:
 - A. identify students and their families eligible for program participation,

- B. familiarize the Native SOAR staff about the specific needs and circumstances of these students in order to effectively tailor meaningful program content, and
 - C. build the infrastructure for after-school programming at high schools.
- 4) Further develop the 3-unit undergraduate course that includes the American Indian Well-being model and Family Education Model (draft of course syllabus is in the appendix).
 - 5) Recruit undergraduate students and graduate students to serve as mentors.
 - 6) Develop an assessment plan and research instruments for programmatic review.
 - 7) Develop undergraduate mentoring component.
 - 8) Establishing a calendar of UA programs in which high school students and families can participate.
 - 9) Plans towards long-term sustainability will be a major priority through the grant period.

Year 1 of Program (Spring 2014 – Implementation)

1) Approach #1: 15 undergraduates will be trained as culturally competent mentors; each mentor will serve 50 hrs/semester with a total of 45 mentees (high school students). Social network (Facebook and email) platform will be developed for the 2 tribal high schools (Baboquivari and Tohono O’odham) where 4 undergraduate mentors will use this platform to link college knowledge information to high school students.

2) Approach #2: Native SOAR after-school programs will be established at local high schools where undergraduate mentors will use this platform to provide weekly culturally relevant college knowledge workshops. We will open these after-school gatherings to all who wish to participate, with particular focus on recruiting Native SOAR participants who have been involved in the one on one mentoring. We aim to include all mentees and at least 20% additional non-mentees at each afterschool event.

3) Approach #3: Family Saturday workshops (two workshops) will be provided as a platform to provide college knowledge workshops for students and their families with an emphasis on relationship building among UA mentors, students, and family, and introduction to college knowledge. We aim to open these family gatherings to all who wish to participate, with particular focus on recruiting Native SOAR participants who have been involved in the one on one mentoring and/or the weekly afterschool workshops. We will stagger our growth and aim to reach 50 participants in year 1.

4) Approach #4: Native SOAR will partner with UA offices to increase Native American family and student participation in existing University programs such as the College Knowledge for Parents.

5) Approach #5: Native SOAR director will work with Advisory team to formulate educational, scholarly research needs that are relevant and pertinent to build educational resources for tribal and local schools.

6) Approach #6: Graduate student mentors will meet with undergraduate students in a one on one meeting at least 4 times per semester.

7) Approach #7: All participants will be interviewed and surveyed during the beginning and end of the semester. Data will be analyzed during the summer. Any identified areas for improvement will be incorporated into the following year.

Year 2 of Program (Fall 2014 and Spring 2015) Native SOAR will continue with above program goals from Year 1 and will also implement the following:

1) We have the following targets:

Approach #1: 20 undergraduates will be trained as culturally competent mentors; each mentor will serve 50 hrs/semester with a total of 60 mentees (high school students).

Approach #2: We aim to include all mentees and at least 50% additional non-mentees at each afterschool event.

Approach #3: We aim to reach 100 participants (students and families).

2) At the beginning of the fall semester, four returning undergraduate students will be identified as Native SOAR student coordinators. These students must have had prior experience in the program and have strong leadership skills. In addition to their regular mentoring hours, they will serve as peer leads to a set of mentors as a way to build a student leadership team.

3) Native SOAR instructor will seek inclusion of the Native SOAR course as eligible courses for College of Education undergraduate major and minor degrees.

4) Native SOAR Advisory team will strategize on future financial support for the sustainability of the program.

Year 3 of Program (Fall 2015 and Spring 2016) Native SOAR will continue with all program goals as outlined in year 1 and 2, in addition to the following:

1) Approach #1: 25 undergraduates will be trained as culturally competent mentors; each mentor will serve 50 hrs/semester with a total of 75 mentees (high school students).

Approach #2: We aim to include all mentees and at least 100% additional non-mentees at each afterschool event.

Approach #3: We aim to reach 150 participants (students and families).

2) Assessment of Native SOAR will be shared with stakeholders.

3) Native SOAR instructor will submit course component of Native SOAR to the General Education committee as an upper division, General Education course.

4) Native SOAR will secure financial support for the sustainability of the program.

Anticipated Outcomes

1. High school students will demonstrate an increase in college aspirations and knowledge about the college search, application, and enrollment process.
2. High school students' family members will demonstrate a greater understanding of the college application, financial aid, and enrollment process.
3. Undergraduate students will demonstrate an increase understanding in long-term educational planning.
4. Undergraduate students will improve leadership skills, cultural awareness, self-efficacy, and high school GPA.
5. Researchers will present at national conferences and publish articles about Native SOAR and Native American college access and success.
6. Relationships between the College of Education and local tribes will improve and continue.
7. Native SOAR will be an institutionalized program by Spring 2016.

Financial Request

\$666,047 for 3 years (see enclosed)

Funding items: Native SOAR director salary, Native SOAR TAs salaries, Native SOAR mentor stipends, transportation and supplies, and research.

Note: As with past Project SOAR funding, college student "stipends" will be called "scholarships," which will allow students to get both academic credit and financial support. Students will not be "paid" for their outreach activities but will earn a financial award at the end of the semester for their service as mentors.

Sustainability

Our goal is to strengthen support and relationships with key stakeholders such as TUSD Native American Studies Department, Ha:san Preparatory and Leadership School, Haiki High School, Baboquivari High School, Tohono O'odham High School, UA's Center for the Study of Higher Education, UA Native American Student Affairs, UA Office of Early Academic Outreach, UA American Indian Studies department, Pascua Yaqui Tribe, Tohono O'odham Nation, and the Navajo Nation. Based on the number of tribal members at these schools, we believe we can establish a strong case for investment towards college outreach activities for Native American students in the following ways:

- As we establish an ongoing program at the local and tribal high schools, we will work with administrators in incorporating college knowledge workshops into the high school curriculum (i.e., elective credit for participation).
- We will work towards making Native SOAR a course that would fulfill undergraduate major and/or minor requirements in the College of Education, which will support future enrollment.
- Based on the recommendation of Vicki Hobbs from the Tohono O'odham, we will seek an internship feeder program with the Tohono O'odham Education

department where college students could get internship credit for added tribal work experience.

- We will work with Pascua Yaqui, Tohono O’odham, and Navajo Nation to establish financial support to offset stipend cost for undergraduate mentors. Vivian Lopez from Pascua Yaqui stated that it is likely that they could provide stipend support to undergraduate mentors with a condition that the undergraduate students provide culturally sensitive service to Native SOAR. Vicky Hobbs from Tohono O’odham stated that we can work to seek dollars either from the tribal government and/or from external sources in order to provide stipend support to undergraduate mentors. Rose Graham from Navajo Nation is receptive to seeking ways to provide stipend support for undergraduate mentors by creating a Memorandum of Understanding with Native SOAR that would outline dollars committed and service provided. All representatives are open to the possibility of making service participation, such as Native SOAR, a condition of tribal scholarships.
- We will coordinate a fundraising committee that will work to seek funding support from tribes and from other external sources of revenue as we demonstrate the success of this outreach program. Recommendations from tribal partners on potential fundraising ideas include:
 - Applying for gaming dollars from the Tohono O’odham and the Pascua Yaqui Nations, as well as seek support from other Arizona tribes.
 - Utilize the AVA Amphitheater (Pascua Yaqui concert arena) concession stand facility to sell food/drinks during an event.
- We will seek support from within the UA as the visibility and success of the program grows. As a past example, the documented success of Project SOAR led to a long-term partnership with the College of Science, which now offers and funds a Project SOAR section for science majors.

About the PIs and Director

Primary PI: Jenny J. Lee is an associate professor in the Center for the Study of Higher Education at the UA and served as the Director of Project SOAR from 2004-2010. Dr. Lee was the recipient of a Helios grant to support Project SOAR from 2007-2010 and led efforts to expand and institutionalize the program. Prior to her arrival at the UA, she founded a similarly successful service-learning program at UCLA to mentor low-income high school students in the Los Angeles Unified School District. Under her leadership, Project SOAR was the recipient of the Exemplary Program Award by the Association of Public and Land-grant Universities in 2011. Dr. Lee is authored over 60 publications on a range of higher education topics, including issues related to student access and success.

Director: Amanda Tachine is a PhD candidate of higher education at the UA and is anticipated to graduate Spring 2014. Her dissertation and related research examines Native American access and persistence in higher education. She served with Dr. Lee as the co-founder of Native SOAR in 2005 and has directed and instructed the service-

learning class for 3 years. She worked as the Director of Native American Student Affairs at the UA where she led in campus wide initiatives that focused on social justice and academic success for Native American and marginalized students. Prior to her work at the UA, she was a high school teacher at Ha:san Preparatory and Leadership School and then middle school teacher on the Navajo reservation, where she learned about the lack of college knowledge available to students and committed her career to addressing this need. Ms. Tachine is a member of the Navajo Nation originally from Ganado, AZ.

Co-PI for Year 1: Karen Francis-Begay is the Special Advisor to the President on Native American Affairs at The University of Arizona (UA). She serves as a key liaison between Native Nations and the University to advance mutual goals and strengthen partnerships. Previously, Karen was the Director for Native American Student Affairs where she developed the First-Year Scholars Program, a living-learning community for Native students that has resulted in increased retention rates. In addition to her work at the UA, Karen serves on several community and national boards to advance the voice and representation of Native peoples. She is a trustee with the College Board and is on the Board of Directors with the Hopi Education Endowment Fund and College Horizons. Karen is Navajo originally from Chinle, Arizona.

While Dr. Lee is on leave during Year 1 for a Fulbright grant, Ms. Francis-Begay will serve as the co-PI, overseeing the program. We believe Ms. Francis-Begay's involvement during the first year will be critical to solidifying relationships with local tribes and Native American leaders. We also anticipate that she will bring heightened visibility to the program as she is a member of the UA central administration and highly regarded in the Native American community. Ms. Tachine will serve as the director of the program given her past experience in the original Native SOAR program. Dean Ron Marx enthusiastically supports involving Ms. Francis-Begay in this proposed capacity.

APPENDIX

Native SOAR Syllabus

Course Description

This course will introduce students to the role of individual, cultural, social and environmental factors that affect student academic achievement and the path to higher education in the United States. Students will be exposed to literature and discussions that will allow them to analyze the major theories and research conducted in the areas of Native American college access, outreach, academic achievement, and resiliency.

The service-learning component of this course (known as Native SOAR) exposes students to these various factors first-hand as they serve as mentors to students at local Tucson and surrounding high school students on a weekly basis. Students are expected to bring their experience back to the classroom to enhance and refine their understanding of the course topics, and provide a local angle on the theories and literature discussed in-class.

Students will gain the following competencies:

- Ability to analyze the developmental, cultural, social and environmental factors that affect Native American student academic achievement in K-12 education,
- Understand the major theories and research conducted on outreach programs, resiliency, and the implications for effective learning,
- Create a set of strategies to promote academic achievement in a variety of fields,
- Develop partnerships with a variety of stakeholders including school district & high school administrators and teachers, parents/guardians, tribal administrators, and the student mentees, and
- Develop methods in which to encourage student mentees to pursue higher education. □
- Develop tools to navigate life circumstances and planning for the future with the overall goals towards educational success.

Assignments

Course Notebook/Journals.

All students are required to purchase two inexpensive, *lightweight* journals or notebooks for the course. Neither needs to exceed 50 pages, so if you'd prefer to purchase a packet of exam blue booklets that's fine too. The journals must be bound and must have a cover. One journal should be titled Reflection Journal, the other should be Reading Notes/Quiz Journal.

Reading Notes/Quiz Journal. As noted below, there will be 7 pop-quizzes about the week's readings over the course of the semester. You are encouraged to make notes about the reading(s) in your Reading Notes/Quiz Journal. You may use these notes when taking a pop-quiz. Notes can be either hand written or typed and then printed and stapled into your notebook.

Reflection Journal. Service-learning courses are intended to connect and apply the theories and concepts learned in a formal academic setting with the lessons they're taking from their experience at the service site. How does what we see in the local high schools confirm, complement, or challenge what we're learning in class? Once students begin mentoring (proposed date) we will begin each discussion section responding to a brief prompt with 10-15 minutes of free writing about the mentoring experience. At the end of class students will turn this journal in to their TA and it will be returned in class the following week. The TA may write a brief response to the reflection. There is no right or wrong way to answer the prompts, and spelling/punctuation will not be graded. However, turning this journal in each week will serve as the way to track students' class attendance/participation each week.

Quizzes. Seven (7) pop-quizzes will be given over the course of the semester at the beginning of lecture. The lowest score will be dropped. Students will have 10 minutes from the start of class to complete the pop-quiz, and those who read the required material should be able to answer the questions with ease. Students will record their answers in their Reading Notes/Quiz Journal, which will be handed in to their TA when completed. TAs will grade each quiz and return your notebooks in Discussion section on Wednesdays.

Papers. Students will submit 3 papers over the course of the semester via D2L. These papers should be double-spaced, with 1-inch margins, and Times New Roman 12-point font. All papers are due by 2pm on Wednesdays in the D2L Dropbox. Paper copies will not be accepted. Assignment sheets for all Reflection Papers are posted on D2L under Content.

Paper 1: Family Education Model and American Indian Well-Being Model

Drawing from the readings of *Family Education Model* presented in Heavyrunner and Cellas (2002) and *American Indian Well-Being Model* presented by Secatero, 2009, explain what you believe to be your mentees' relationships with their families, and how can Native SOAR consider ways to engage family members of your mentee or other mentees who participate. Using strategies noted in the literature, provide specific examples of ways in which you are currently engaging, or plan to engage, your mentees' as you work with them throughout the semester. This paper must be 3-5 pages.

Paper 2. College Obstacles

Using semi-structured interviewing as discussed in class, you will conduct a one-on-one interview with one of your mentees regarding perceived obstacles to attending college. This interview will be transcribed and you will use this primary data and literature discussed in the course to write a 4-page paper discussing the findings from your interview. You will use your data to either support or contradict data or conclusions found in the course literature, and addressing how you can use this data to shape the format and content of their mentoring sessions for the remainder of the semester. Your transcript must be uploaded onto D2L in addition to your paper.

Paper 3: Personal Reflection of Service Experience

Students will reflect upon their service-learning experience, and honestly discuss their personal experience and impressions. This assignment is due the last week of class.

On-Site Participation. Students are required to participate in 2 hours per week of on-site fieldwork starting the week of (state date). This includes time used in transportation to and from the site, actual mentoring time, and preparation time. Students will document their hours and have a site coordinator verify participation. Time cards will be collected in class. Students will be required to keep track of preparation time, transportation time, and mentoring time each week.

Students who are unable to attend a mentoring session must notify the school contact at least 24 hours in advance of your assigned mentoring session. In the event of an emergency situation prevents a student from attending a mentoring session on the assigned day, he or she must call the school directly. A directory of school contacts (email and phone) is available on D2L.

When working in the field with students, students are representing The University of Arizona. The University and the high schools have high expectations for Native SOAR mentors, as do the mentees. Students are expected to treat students and their families with respect, sincerity, enthusiasm and integrity. Native SOAR staff will gather feedback about student performance and attitude when working in the field, and this may impact students' on-site participation grades.

Lesson Plan for Afterschool Workshop. Students are required to participate in 10 hours per semester at their designated school for the afterschool workshops. Students will work with a team and design an original lesson plan for their afterschool workshop meetings. All students will be assigned dates when they will lead in the afterschool workshop. The lesson plans will be submitted on D2L at some point during the semester, after the mentors have used their lesson plans.

On-campus family gatherings with emphasis on college knowledge

To further involve families, mentors will plan two events this semester specifically aimed for families and students to learn about the Native SOAR program, get to know the mentors, and to participate in an introductory college knowledge training session. This platform will bring together tribal and local schools on the university campus. Mentors who are assigned Baboquivari and Tohono O'odham High Schools will lead in the planning of these events.

Meetings with Graduate Student Mentors

Each undergraduate mentor will meet with an assigned graduate student mentors at least four times during the semester (approximately once per month). It is recommended that dates are scheduled in advance during the beginning of the semester. At each meeting, students will share experience about serving as a mentor to high school students. Additionally, students will share their personal college experience and discuss strategies/tools for navigating through college.

Class Topics with selected Readings

Introduction to the Course; Expectations

USP V.F.1.p

23

Service Learning & Role of a Mentor

Eyler & Giles (1999). *Where's the Learning in Service-Learning*, Chapter 1. □ Miller, C. L. (2006). *Mentoring Teens: A Resource Guide*. Lexington, KY: BookSurge, pp. 3-5, 8-10, 27-28, 30-36.

American Indian Well-Being Model

Secatero, S. (2009) American Indian Well-Being Model

It's about family: Family Education Model

HeavyRunner, I., & DeCellas, R. (2002). Family Educational Model: Meeting the student Retention challenge. *Journal of American Indian Education*, 41 (2).

Guillory, R. M. & Wolverton, M. (2008). It's about family: Native American student persistence in higher education. *Journal of Higher Education*, 79(1), 58-87.

Native American College Going

Fann, A. (2004). *Forgotten Students: American Indian High School Students' Narratives on College Going*. Unpublished Dissertation. University of California, Los Angeles, Los Angeles. (Read Findings and Conclusion Chapters)

Educational Attainment & Theories

Bidwell, C. E. (1989). The Meaning of Educational Attainment. *Research in the Sociology of Education and Socialization*, 8, 117-138

Hossler, D., Schmit, J. & Vesper (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore: Johns Hopkins University Press. Read pp. 141-156.

Guillory, J. (2008). *Diverse pathways of "giving back" to tribal community: perceptions of Native American college graduates*. (Unpublished doctoral dissertation) Washington State University: Washington. (Read Findings and Conclusion Chapters)

Environmental Factors: The Cycle of School Funding

Kozol, J. (2005). *The Shame of the Nation*. New York: Crown Publishing Group. Read Chapters 2 & 7.

Environmental Factors: Learning Environments & Pedagogy I

Kahn, L. & Civil, M. (2001). Unearthing the mathematics of a classroom garden. In E. McIntyre, A. Rosebery & N. Gonzales (Eds.), *Classroom Diversity*, pp. 37-50.

Rist, R. (2000). Student Social Class and Teacher Expectations. *Harvard Educational Review*, 70(3), pp. 257-301. (Read pages 9-41 of the pdf)

Environmental Factors: Learning Environments & Pedagogy II

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum. Read pp.71-86. □hooks, b. (1993). Transformative pedagogy and multiculturalism. In T. Perry & J.W. Fraser (Eds.).

Freedom's Plow: Teaching Multiculturalism in the Classroom. New York: Routledge.

Environmental Factors: School Resources

McDonough, P. (2004). Counseling Matters: Knowledge, Assistance, and Organizational Commitment in College Preparation. In W. Tierney, Z. Corwin, & J. Colyar (Eds.). *Preparing for college: Nine elements of effective outreach*. State University of New York Press, 69-87.

Bonous-Hammarth, M. & Allen, W. R. (2004). A dream deferred: The critical factor of timing in college preparation an outreach. In W. Tierney, Z. Corwin, & J. Colyar (Eds.). *Preparing for college: Nine elements of effective outreach*. State University of New York Press, 155-172.

Environmental Factors: School Culture & Teachers

Hurwitz et al. (under review). Students' Perceptions of College-Going Cultures and the Mismatch with School Demographics.

Hofstadter, R. (1962). *Anti-intellectualism in American Life*. New York: Vintage Books, pp. 299-317.

Environmental Factors: Media Exposure & Recruiters

Tobolowsky, B. (2006). Beyond demographics: Understanding the college experience through television. *New Directions for Student Services*, 114, pp. 17-26

Fann, A., Calderon, S. & McDonough, P. (2006). *No child left unrecruited: When military recruiters play the role of high school college counselors*. Paper presented at the Association for the Study of Higher Education Conference, Anaheim, CA.

Sociocultural Factors: Families & Educational Ideologies

Auerbach, S. (2007). From moral supporters to struggling advocates: Reconceptualizing parent roles in education through the experience of working-class families of color. *Urban Education*, 42(3), 250-283.

Bell, L. F. & Joseph, D. Middle School Students' Perceived Obstacles in College Attendance. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, April 2012.

Individual Factors: Self-Efficacy versus the American Dream

Alvarado, L. A. (2010). Dispelling the Meritocracy Myth: Lessons for Higher Education and Student Affairs Educators. *The Vermont Connection*, 31, pp. 10-20.

Montgomery, D. et.al. (2000). American Indian college students: An exploration into resiliency factors revealed through personal stories. *Cultural Diversity and Ethnic Minority Psychology*, 6(4)387-398.

Individual Factors: Beliefs & Threats

Fryberg, S. & Markus, H.R. (2003). On being American Indian: Current and Possible Selves. *Self and Identity*, 2, 325-344.

Astin, A. W. (2007). *Mindworks: Becoming more conscious in an unconscious world*. Charlotte, NC.: Information Age Publishing. Read Chapter 2.

Individual Factors: The Role of a Mentor

Shotton, H. Oosahwe, S. & Cintron, Rosa (2007). Stories of Success: Experiences of American Indian Students in a Peer-Mentoring Retention Program. *The Review of Higher Education*, 31(1)81-107.

Gandara, P. & Majorado, M. (2004). Putting your money where your mouth is: Mentoring as a strategy to increase access to higher education. In W. Tierney, Z. Corwin, & J. Colyar (Eds.). *Preparing for college: Nine elements of effective outreach*. State University of New York Press, 69-87.

Good morning Parents!

We hope you are having a terrific Friday morning. Native SOAR is busy finishing up last minute details for the campus visit tomorrow and we hope you are just as excited as we are! Our students have spent the last few weeks preparing workshops and mapping out the details to ensure everything goes as smoothly as possible.

Attached is an information sheet providing you with details about where we are meeting, where to park, and phone numbers in case you get lost or have any additional questions. Lunch will be provided in the Student Union so you and your student can get a sense of what daily surroundings your student might be dealing with.

We look forward to hosting you and your student(s) tomorrow!

Sincerely,

The Native SOAR Team

USP V.F.1.p

Native SOAR (Student Outreach, Access and Resiliency) Campus Visit

What is Native SOAR?

Native SOAR is a mentorship program that utilizes culturally competent, trained University of Arizona undergraduates to mentor Native American high school students in Tucson and surrounding areas. The program is designed to encourage growth, development, college preparedness, and to ensure the progress of Native American students by helping them achieve their educational goals.

Why should I attend the campus visit?

Native SOAR Campus visit is an opportunity for high school student and their families to attend workshops led by UA students. Our campus visit will cover finding money for college, admissions, budgeting, campus living and a residence hall tour!

Event Details:

Location: College of Education, 1430 E 2nd Street, 85721

Parking is available for FREE in the 2nd street garage

Check-in: 8:30-am-9:00am

*Lunch will be provided**

[Saturday, May 3, 9:00am-1:00pm]
[The University of Arizona, College of Education]



RSVP DETAILS

RSVP WITH MONIKA VIA E-MAIL:
MHONEYESTEWA@EMAIL.ARIZONA.EDU
OR PHONE: (505)908-0642
RSVP DEADLINE: MONDAY, APRIL 28, 2014

USP V.F.1.p

Native SOAR Campus Visit Information (Student Outreach, Access and Resiliency)



DATE & TIME:

[SATURDAY, APRIL 5]
9:00 am – 4:00pm

Contact:

Josie (210)725-7518 or
Monika (505) 908-0642 for:

DIRECTIONS



QUESTIONS



HELP



Sponsored by:



Where will we be meeting?

Our day will start with an introduction at the college of education:

College of Education
1430 E 2nd Street, 85721 –
KIVA Room 211
[Campus Map](#)

Where can I park?

Parking for the event is highlighted on the map in red. The 2nd street garage is located next to the Student Union and the College of Education.



Check in is from 9:00am-9:30am*
Lunch will be provided**