

APPENDIX V – 198 (Part 1)



African American Student Services Department

Parent Quarterly Events 2015-2016

	Event Name	Location	Number of Parent Signatures	Approximate Number of Family Members/Guests in attendance	Date
1 st Quarter	1 st Quarterly Parent Meeting	Safford	41	60	10/06/15
1 st Quarter	1 st Quarterly Parent Meeting	Booth-Fickett	16	25	10/06/15
1 st Quarter	Parent Mixation information and Resource Fair	Rising Star Baptist Church	Did not capture attendance		10/11/15
1 st Quarter	Parent University	PCC West Campus	Did not segregate by ethnicity 213 signatures and approximately 350 in attendance		11/07/15
2 nd Quarter	2 nd Quarterly Parent Meeting	Palo Verde	199	350	12/10/15
3 rd Quarter	STEM Parent Workshop & Student Recognition	Rincon	55	80	01/21/16
3 rd Quarter	Books & Breakfast & Black History Reading Resources	Archer Center	70	100	02/20/16
3 rd Quarter	3 rd Quarterly Parent Meeting	Doolen	14	22	03/15/16
3 rd Quarter	3 rd Quarterly Parent Meeting	Booth-Fickett	30	45	03/15/16
4 th Quarter	4 th Quarterly Parent Meeting	Palo Verde	61	200	05/03/16
4 th Quarter	Student Recognition Parent Meeting	U of A Student Union	113	500	05/09/16
	TOTALS		812	1,382	

Mexican American Student Services**2015 – 2016 Parent Quarterly Sessions****Number of Parents that attended per Quarter**

Date	Time	Location	Schools To Invite	Number of Parents that attended
1st Quarter				
09/03/15	5:30 – 7:00 p.m.	Booth-Fickett		15
09/03/15	5:30 – 7:00 p.m.	Palo Verde HS	Rincon	25
09/10/15	5:30 – 7:00 p.m.	Catalina HS	Doolen	14
09/10/15	5:30 – 7:00 p.m.	Pueblo Gardens	Holladay, Utterback	34
09/10/15	5:30 – 7:00 p.m.	Pistor	Valencia,	34
09/10/15	5:30 – 7:00 p.m.	Cholla HS	Pueblo	11
Total				133
2nd Quarter				
10/22/15	5:30 – 7:00 p.m.	Wakefield	(All TUSD Schools)	111
11/13/15	5:30 – 7:00 p.m.	Valencia	Pistor	15
11/17/15	5:30 – 7:00 p.m.	Utterback		76
11/18/15	5:30 – 7:00 p.m.	Tolson		171
11/19/15	5:30 – 7:00 p.m.	Holladay	Pueblo Gardens	12
11/19/15	5:30 – 7:00 p.m.	Hollinger		4
12/01/15	5:30 – 7:00 p.m.	Pueblo	Cholla	10
12/01/15	5:30 – 7:00 p.m.	Maxwell		19
12/03/15	5:30 – 7:00 p.m.	Doolen		4
12/10/15	5:30 – 7:00 p.m.	Rincon	Palo Verde	7
12/10/15	5:30 – 7:00 p.m.	Tucson	Catalina	16
12/15/15	5:45 – 7:15 p.m.	Booth-Fickett		6
12/15/15	5:30 – 7:00 p.m.	Lynn Urquides		8
Total				459
3rd Quarter				
03/15/16	5:30 – 7:00 p.m.	Utterback		11

02/18/16	5:30 – 7:00 p.m.	Hollinger		2
03/10/16	5:30 – 7:00 p.m.	Pistor		25
02/04/16	5:30 – 7:00 p.m.	Pueblo Gardens	Holladay	23
02/23/16	9:15 – 12:10p.m.	Maxwell		57
02/17/16	5:30 – 7:00 p.m.	Lynn Urquides		18
02/08/16	5:30 – 7:00 p.m.	Catalina	Tucson	13
03/10/16	5:30 – 7:00 p.m.	Valencia		78
02/10/16	5:30 – 7:00 p.m.	Cholla	Pueblo	104
02/09/16	5:30 – 7:00 p.m.	Palo Verde	Rincon	20
01/14/16	5:00 – 7:30 p.m.	Tolson		62
Total				414
4th Quarter				
04/08/16	4:30 – 6:00 p.m.	Utterback		28
05/03/16	5:00 – 6:00 p.m.	Hollinger		35
05/19/16	5:00 – 7:00 p.m.	Pistor		17
04/14/16	5:30 – 7:00 p.m.	Holladay	Pueblo Gardens	30
05/10/16	9:15 – 12:00 p.m.	Maxwell		70
04/22/16	8:30 a.m.	Lynn Urquides		12
05/19/16	5:00 – 7:00 p.m.	Booth-Fickett		73
04/07/16	5:30 – 7:00 p.m.	Tucson	Catalina	13
04/19/16	5:30 – 7:00 p.m.	Valencia		86
05/05/16	3:30 – 5:30	Pueblo	Cholla	8
04/16/16	6:00 – 8:00 p.m.	Rincon	Palo Verde	19
05/06/16	5:00 – 7:30 p.m.	Johnson	Tolson	38
Total				429
TOTAL FOR THE SCHOOL YEAR				1,435

10 ways to support your child For academic success

- 1. Create a smooth takeoff each day.** Give your child a hug before they ventures out the door and you head to work. Look them in the eye, and tell them how proud you are of them. Your child's self-confidence and security will help them do well both in school and in life.
- 2. Prepare for a happy landing at the end of the day when you reconvene.** Create a predictable ritual such as 10-20 minutes listening to your child talk about their day—before you check phone messages, read the mail, or begin dinner. That way you are fully present to listen, and your child has a touchstone they can count on between school and home.
- 3. Provide your child with healthy snacks and lunches.** Have dinner at a reasonable hour and a healthy breakfast. A well-balanced diet maximizes your child's learning potential.
- 4. Include calm, peaceful times in your children's afternoons and evenings.** Maintain a schedule that allows them to go to school rested, and if they are sick, have a system in place so they are able to stay home.
- 5. Remember it's your children's homework, not yours.** Create a specific homework space that's clutter-free and quiet. Encourage editing and double-checking work, but allow your kids to make mistakes, as it's the only way teachers can gauge if they understand the material. It's also how children learn responsibility for the quality of their work.
- 6. Model for your child a love for learning-** by showing your child your own curiosity, respecting his questions, and encouraging their efforts.
- 7. Fill your home with books:** to read books or simply to look at books find books that provide answers to life's many questions. The public or school library is an excellent resource. Join a book club
- 8. Be a partner with your child's school.** When you have a specific issue concerning your child, do it privately, not in front of your child. Make a point never to criticize your child's teacher/school in front of your child. If you don't show respect for your child's school your child wont either
- 9. Set up a system where routine items are easily located**—such as backpacks, shoes, signed notices. Create a central calendar for upcoming events to avoid the unexpected.
- 10. Tuck a "love note" in your child's lunch bag to let her know how special they are.** Knowing they are loved makes it easier for children to be kind to others.

Ten easy ways to help at School

Volunteering your time or donating equipment can make a big difference at Blenman. Find out what you can offer. Once a week, or even just for one or two projects during the school year will have a big impact.

Have you ever thought about all the people and processes that work together to make a school a healthy, stable environment for learning? Teachers and administrators work tirelessly to provide students with a strong education, sense of discipline, and respect for knowledge. A great way to teach children about community is by showing them HOW a community works best when people work together.

Families bring a lot to a school in the form of your energy, time, ideas, or donations. Here are some ways to get started using your skills and resources to help your local school.

1. **Join the club.** The PTA, home and school club, or school site council are key organizations. Being a part of any of these groups will also help to connect you with other parents and community members. Call the school secretary for contact information.
2. **Attend school board meetings.** You will have the opportunity to provide your input as well as get an inside view on how the school board makes decisions that affect your community's schools.
3. **Give a boost to a school club.** In the era of "no extras" in education, your school's enrichment programs can probably use a little help. If your child is involved with any clubs or activities at school, call the person in charge of the group and see if you can help with transportation, supplies, or planning.
4. **Get technical.** If you have strong computer skills, such as Web site creation or network administration, see if your school needs help setting up a computer system or maintaining or upgrading the equipment they already have.
5. **Share your time and talents.** Teachers often need parent volunteers to help with small-group activities, reading to children, or correcting papers. Are you a fabulous chef or a craft whiz? Volunteer to give students a classroom demonstration of how to make an exotic dish or a creative holiday gift.
6. **Organize a workplace tour.** Do you work for a company that would be an interesting place for a field trip? Suggest a class visit to your office.
7. **Start a cleanup crew.** Support the Blenman "School Cleanup Day"?
8. **Nurture your green thumb.** Have you noticed that Blenman's grounds could use some work? We have a few plots for gardening and the tortoise habit could use some support
9. **Be in the driver's seat.** Teachers often need parents to drive or chaperone on school field trips.
10. **Volunteer at the school library.** Most schools, short on funds to hire librarians, rely on parent help to keep the library open for students. Offer to check out or shelve books, assist students, or donate money to buy books for the library.



AHCCCS (Arizona's Medicaid Program)

▪ For free in-person enrollment help:
Call 1-844-790-4946 or visit www.coveraz.org/connector
to schedule an appointment.

▪ What is AHCCCS?

AHCCCS provides free or low cost health insurance for low-income Arizona residents who meet the eligibility requirements listed below. For those who qualify, there are no monthly premiums.

▪ Who is eligible for AHCCCS?

The applicant may qualify for this program if the applicant:

- Is a US Citizen or Legal Permanent Resident (LPR/Green Card Holder) for more than five years
- Is an Arizona Resident
- Has a Social Security Number
- Cooperates with the Division of Child Support Services if needed
- Applies for potential income that may be available, such as unemployment, pensions, and Social Security
- Does not qualify for Medicare
- Is at or under the income limit (see below)

**Important: As of January 2014 childless adults, age 19-64, may qualify for AHCCCS if they meet the above criteria.*

▪ Income Limits:

This chart shows how much money a household can receive each month before taxes (gross monthly income) and other deductions are subtracted to qualify for AHCCCS.

Household Size	Gross Monthly Income Limit
1	\$1,305
2	\$1,766
3	\$2,227
4	\$2,688
Each Additional Person *Higher income limits may apply to children and families	\$461

▪ What if I am denied AHCCCS?

If you are denied AHCCCS, you may qualify for a Special Enrollment Period to enroll in a Marketplace health insurance plan.

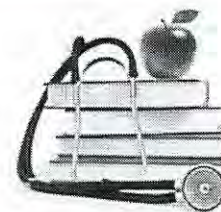
▪ How do I apply?

For help applying for AHCCCS, call 1-800-377-3536 or www.coveraz.org/connector for an appointment. You may also apply on your own at www.healthearizonaplus.gov or by calling 1-855-432-7587.



WHAT AZMERIT MEANS FOR YOUR CHILD

AzMERIT is like an annual checkup – an important opportunity to find out how your child is doing in school. Just as doctors check height and weight, teachers and parents use the test to check how students are doing in English and math.



Know if Your Child is on Track to Succeed

Although testing is never fun, assessments can be effective tools to support your child's learning. With AzMERIT, you will know if your child is on track to succeed in the next grade and ultimately in college or career. As a parent, you will have the information you need to make sure your child is making progress and is not falling behind.

New Test, New Scores

AzMERIT will set a more realistic benchmark for student performance. Because it is a completely new test, scores will look different than AIMS and may seem lower than before. However, this doesn't mean your child is doing worse. Instead, the scores will provide a more accurate view of how your child is doing academically.

Important Things Parents Need to Know

- + Arizona students in 3rd grade through high school take the AzMERIT test in reading, writing and math each spring. For high school students, the test is given at the end of their English and math courses, similar to a final exam.
- + School districts and charter schools can choose to administer AzMERIT via pencil/paper or on a computer. The questions are adaptable to either format, so your child will get a similar experience no matter how the test is administered.
- + Passing AzMERIT is not a graduation requirement for high school students. Scores are not incorporated into course grades; however, they may be in the future.
- + AzMERIT will allow for faster score reporting. Results should be available before the end of each school year. However, initial results from the spring 2015 test are expected to be released in fall 2015.
- + Parents will receive a score report that provides information on your child's performance and specific skills that you and his/her teacher can work on through the summer and the following year.
- + A new law was adopted in 2015 to provide students, teachers and schools with a two-year transition period to adjust to the new AzMERIT exam in the 2014-2015 and 2015-2016 school years. During this time, our state's accountability system, including school letter grades, will be placed on hold.
- + Groups of Arizona teachers will hand grade the essay questions from AzMERIT, as well as provide recommendations for scoring the entire test. The testing vendor will grade the multiple choice and short answer questions, but provides all results to the Arizona Department of Education to calculate. The Arizona State Board of Education will decide on the final scoring levels.
- + The AIMS Science test will still be administered to students in 4th and 8th grade and in high school.
- + Your child's test data is protected by a number of state and federal laws. Personal student data has never been, and never will be, shared with the federal government.

What is AzMERIT?

AzMERIT replaced the AIMS test in reading, writing, and math for Arizona students in grades 3 through high school.

AzMERIT is better aligned with what your child is learning in the classroom. It goes beyond multiple choice questions to measure real learning, with a focus on assessing critical-thinking and problem-solving skills.

Tips to Help Your Child

Set shared goals with your child's teacher for what your child needs to know and be able to do during this school year.

Check in with your child's teacher regularly on your child's progress.

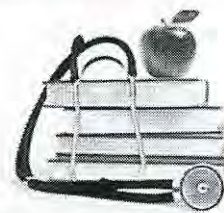
Help your child continue learning at home with fun activities you can do together.

Talk with your child about AzMERIT and other tests. Your conversations can help reduce your child's fear or anxiety when taking tests.

If test scores look lower than you are used to, talk to your child's teacher and work together to determine a plan to help your child improve.

LO QUE SIGNIFICA AZMERIT PARA SU HIJO/A

AzMERIT es como una revisión anual – una importante oportunidad para determinar cómo van sus hijos en la escuela. Justo como los doctores revisan la estatura y el peso de sus hijos, los maestros y los padres de familia usan la prueba para revisar cómo van los estudiantes en inglés y matemáticas.



Sepa Si Su Hijo/a Va en Camino al Éxito

Aunque pasar por pruebas nunca es divertido, las evaluaciones pueden ser herramientas efectivas para apoyar el aprendizaje de su hijo/a. Con AzMERIT, usted sabrá si su hijo/a va en camino a tener éxito en el siguiente grado y a la larga en el colegio, la universidad o su carrera profesional. Como padre o madre, usted tendrá la información que necesita para asegurar que su hijo/a esté progresando y no se esté atrasando.

Nueva Prueba, Nuevas Calificaciones

La prueba AzMERIT establecerá un parámetro más realista para el desempeño estudiantil. Como es una prueba completamente nueva, las calificaciones se verán distintas a las de AIMS y es posible que sean aún más bajas que antes; sin embargo, esto no significa que su hijo/a se esté desempeñando peor. En lugar de ello, las calificaciones proveerán un panorama más preciso sobre cómo va su hijo/a académicamente.

Cosas Importantes que los Padres de Familia Deben Saber

- + Los estudiantes de Arizona del 3er grado a high school toman la prueba AzMERIT en lectura, escritura y matemáticas cada primavera. Para los estudiantes de high school, se da al final de sus cursos de inglés y matemáticas, en forma similar a un examen final.
- + Los distritos escolares y las escuelas incorporadas pueden elegir administrar la prueba AzMERIT ya sea usando papel y lápiz o por medio de computadora. Las preguntas son adaptables a ambos formatos, así que su hijo/a pasará por una experiencia similar sin importar cómo sea administrada.
- + Pasar AzMERIT no es un requerimiento de graduación para los estudiantes de high school. Las calificaciones no son incorporadas a las calificaciones del curso; sin embargo, pueden serlo en el futuro.
- + La prueba AzMERIT permitirá que las calificaciones se reporten más rápidamente. Los resultados deben estar disponibles antes del final de cada año escolar. Sin embargo, se espera que los resultados iniciales de la prueba de la primavera de 2015 serán liberados en el otoño de 2015.
- + Los padres de familia recibirán una tarjeta de calificaciones que proveerá información sobre el desempeño de su hijo/a y aquellas habilidades específicas en las que ustedes y su maestro/a pueden trabajar durante el verano y el año siguiente.
- + En 2015 se adoptó una nueva ley para proveer a los estudiantes, los maestros y las escuelas un periodo de transición de dos años, a fin de ajustarse a la nueva prueba AzMERIT durante los años escolares 2014-2015 y 2015-2016. Durante este tiempo, nuestro sistema de responsabilidad del estado, incluyendo las calificaciones con letras de las escuelas, será suspendido temporalmente.
- + Grupos de maestros de Arizona calificarán a mano las preguntas de las composiciones de AzMERIT, además de que proveerán recomendaciones para calificar dicha prueba. El proveedor realizando la prueba calificará las preguntas con varias opciones y con respuestas cortas, pero proveerá todos los resultados al Departamento de Educación de Arizona para su cálculo. La Junta de Educación del Estado de Arizona decidirá en los niveles finales de las calificaciones.
- + La prueba AIMS en Ciencias continuará siendo administrada a los estudiantes en 4° y 8° grado, así como en high school.
- + Los datos de la prueba de su hijo/a están protegidos por varias leyes estatales y federales. Los datos personales de los estudiantes nunca han sido, y nunca serán, compartidos con el gobierno federal.

¿Qué es AzMERIT?

La prueba AzMERIT reemplazó a la prueba AIMS en lectura, escritura, y matemáticas para los estudiantes de Arizona del 3er grado a high school. La prueba AzMERIT está mejor alineada con lo que su hijo/a está aprendiendo en el salón de clases. Va más allá de preguntas con varias opciones para medir el aprendizaje real, enfocándose en la evaluación de las habilidades del pensamiento crítico y de resolución de problemas.

Consejos para Ayudar a Su Hijo/a

Establezca metas compartidas con el/la maestro/a de su hijo/a con respecto a lo que su hijo/a necesita saber y poder hacer durante este año escolar.

Comuníquese regularmente con el/la maestro/a de su hijo/a para hablar sobre su progreso.

Ayude a que su hijo/a continúe aprendiendo en su hogar con actividades divertidas que ustedes puedan hacer juntos/as.

Hable con su hijo/a sobre la prueba AzMERIT y otras pruebas. Sus conversaciones pueden ayudar a que su hijo/a no tenga miedo ni sienta ansiedad cuando tome las pruebas.

Si las calificaciones de la prueba se ven más bajas de aquello a lo que usted esté acostumbrado/a, hable con el/la maestro/a de su hijo/a y trabajen juntos/as para determinar un plan para ayudar a su hijo/a a mejorar.



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TUCSON UNIFIED SCHOOL
DISTRICT

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Monday-Friday

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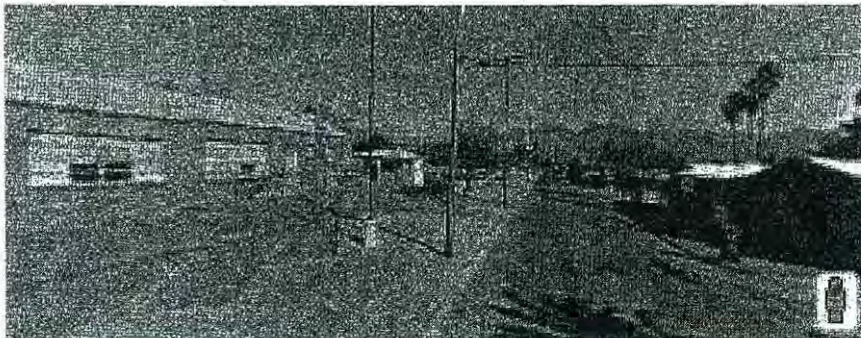
The Clothing Bank offers many items you need!

Clothes Uniforms Shoes Backpacks

Undergarments School Supplies Toiletries

Appointments and Drop-Ins are welcome.

Please be aware that all items are NOT available all of the time.



The TUSD Clothing Bank
at 655 N. Magnolia Ave.
&
Wakefield Family Resource
Center at 101 W. 44th St.

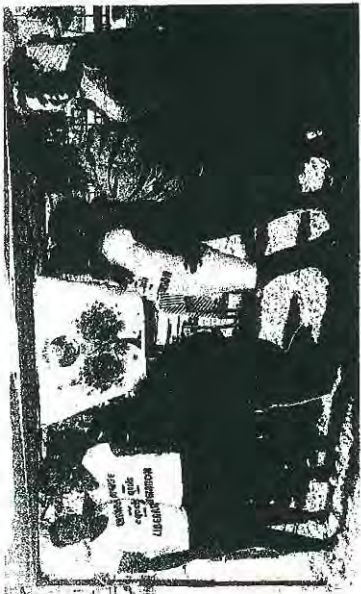


We are located on the Northwest corner of Magnolia Ave. and 5th
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Elga Torres
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Family Engagement Matters

Students do better in school and in life when their families are engaged. A strong body of evidence is clear that family engagement, from birth through adolescence, contributes to a range of positive student outcomes:

Family engagement is associated with reduced drop-out rates and higher graduation rates. In a study of high school dropouts, 71% of diverse teenagers interviewed said that more communication between parents and schools might have prevented them from dropping out of school.¹ Another study found that students were more likely to stay in school when their families were more engaged in their education.² Evaluations of the Parent Institute for Quality Education (PIQE), a nine-week program that builds immigrant parents' skills and knowledge about how to support their child's education, found that children of program participants were more likely to go on to college than similarly matched students.³

Family engagement leads to increased student achievement. Meta-analyses of over 40 studies investigating the impact of family engagement have found that there is a significant and large association between family engagement and the academic achievement of urban elementary and middle school students. These findings also suggest that certain forms of family engagement, such as having high expectations and helping a child make real-world connections to their learning, are the strongest predictors of achievement.⁴ In a study of Title I schools, growth in reading test scores was 50% higher for students whose teachers and schools reported high levels of parental outreach versus those that reported low levels.

Family engagement can reduce absenteeism. Researchers examining family engagement practices at 18 schools found that communications with families and family workshops helped both chronically and occasionally absent students. Home visits, particularly those that can "humanize" school policies around absences, also improved chronic absence rates.⁵ Studies of schools instituting high-quality family engagement programs also show that these schools have higher attendance rates than similarly matched schools without such programs.⁶

Family engagement encourages students to have better attitudes towards learning. Research on the federal Head Start program shows that children with parents who were more involved at home or at school were more motivated and had higher attention and persistence.⁷ A randomized study of low-income, African American parents also demonstrated that children of parents receiving home-based family engagement programs displayed significantly more positive academic self-concept than students whose parents did not receive this additional support at home.⁸

Family engagement leads to better social skills and less conduct problems. A review of 13 empirically tested family-strengthening programs found that robust family engagement interventions can lead to improved socio-emotional competence in children.⁹ For example, evaluations from over ten randomized trials demonstrate that youth whose parents participated in the Families and Schools (FAST) program were less likely to be referred to special education services, had less anxiety, were less aggressive, had more social skills, and had more self confidence than non-participating students.¹⁰



Schools benefit from family engagement. Emerging evidence suggests that family engagement can have important benefits for the inner-functioning of schools:

Family engagement is associated with higher expectations. Teachers' expectations for students are affected by their beliefs about and interactions with families. A study of at-risk first-graders found that teachers' self-reported relationship quality with parents impacts their perceptions of student ability, and that teachers report their relationship to be better with white (and, to a lesser extent, Hispanic) parents than they do with African American parents.¹¹ A study of Latino middle and high-schoolers found that parent-reported family engagement efforts were also associated with teacher perceptions of student aptitude.¹²

Family engagement can lead to better student-teacher relationships. A national longitudinal study found that school-based family involvement from kindergarten through fifth grade was associated with improved student-teacher relationships among low-income families and their children. When parents increased their involvement their child's relationships with their teacher improved and when they decreased their involvement this relationship decreased in quality.¹³

Family engagement helps improve trust in schools. When researchers studying the characteristics of high-performing schools in Chicago compared the 30 schools with the least amount of improvement to the 30 schools with the highest rate of improvement, they found that teachers in high-performing schools reported higher levels of trust and respect with one another *and* with parents.¹⁴

Family engagement leads to more cultural competence. Research on decentralized decision-making shows that teachers report more cultural and community awareness and more school-wide efforts to involve parents when their schools have governing bodies that include parents who are representative of the community. In turn, teacher awareness of the culture and community of their students translated into a 9.6 percentage point increase in reading scores and a 24.1 percentage point increase in math scores.¹⁵

¹ Bridgeland, J., DiIulio, J., & Morison, K. (2006). *The Silent Epidemic: Perspectives of High School Dropouts*. Washington, DC: Civic Enterprises.

² Barnard, W. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 2, pp. 39-62.

³ National Family, School, and Community Engagement Working Group. (2010). *Taking Leadership, Innovating Change: Profiles in Family, School, and Community Engagement*. Cambridge, MA: Harvard Family Research Project.

⁴ Jaynes, W. (2005). A Meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3): pgs. 257-269. Hill, N. & Tyson, D. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3): pgs. 730-763

⁵ Epstein, J., & Sheldon, S. (2002). Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. *The Journal of Educational Research*, 95(2): pgs. 308-318.

⁶ Sheldon, S. (2007). Improving student attendance with school, family, and community partnerships. *Journal of Educational Research*, 100: pgs. 267-275.

⁷ Fantuzzo, J., McWayne, C., Perry, M., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review*, 33(4): pgs. 467-480.

⁸ Fantuzzo, J., Davis, G., & Ginsburg, M. (1995). Effects of Parent Involvement in Isolation or in Combination With Peer Tutoring on Student Self-Concept and Mathematics Achievement. *Journal of Educational Psychology*, 87(2): pgs. 272-281.

⁹ Caspe, M. & Lopez, W. (2006). *Lessons from family-strengthening interventions: Learning from evidence-based practice*. Cambridge, MA: Harvard Family Research Project.

¹⁰ Hernandez, L. (2006). *Families and Schools Together: Building Organizational Capacity for Family-School Partnerships*. Cambridge, MA: Harvard Family Research Project.

¹¹ Hughes, J., Cleason, K., & Zhang, D. (2005). Relationship influences on teachers' perceptions of academic competence in academically at-risk minority and majority first grade students. *Journal of School Psychology*, 43: pgs. 303-320.

¹² Kuperminc, G., Darnell, J., & Alvarez-Jimenez, A. (2008). Parent involvement in the academic adjustment of Latino middle and high school youth: Teacher expectations and school belonging as mediators. *Journal of Adolescence*, 31: pgs. 469-483.

¹³ Dearing E., Kreider, H., & Weiss, H. (2008). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. *Marriage and Family Review*, 43(3/4): pgs. 226-254.

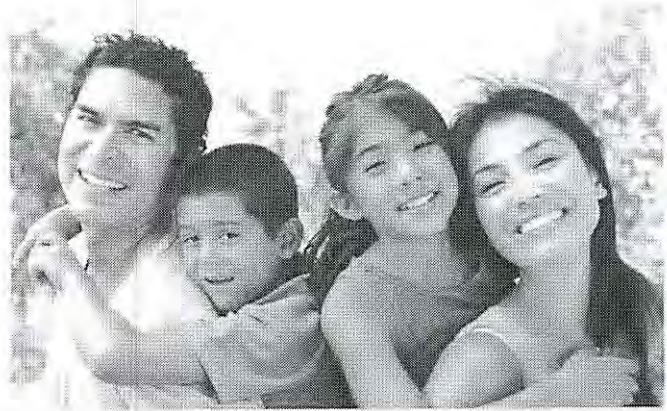
¹⁴ Payne, C. & Kaba, M. (2001). So much reform, so little change: Building-level obstacles to urban school reform. *Northwestern University*, 2.

¹⁵ Marshall, M. (2006). Parent involvement and educational outcomes for Latino students. *Review of Policy Research*, 23(5): pgs. 1053-1076.

WORLD-CLASS EDUCATION FOR EVERY ARIZONA STUDENT

As Arizonans, we want our state to be a great place to live, work and raise a family. A strong education system doesn't just benefit students, it strengthens the economy and quality of life for everyone.

Expect More Arizona champions a world-class education – from the early years through career – for every child. Together with a growing network of partners and individuals across the state, we are working to build an education-first culture and create opportunities for you to support students and educators – in your home, your local community and statewide.



The path to excellence requires students who are motivated and ready to learn, involved parents, trained and committed educators, informed and engaged voters, and capable and supportive elected officials. In other words, it takes all of us.

You can be part of the solution. Join the movement, today.



ExpectMoreArizona.org



Expect More Arizona
THE MOVEMENT FOR
WORLD-CLASS EDUCATION

_____ I want to **Join The Movement** for world-class education and receive information and resources.

_____ I'd also like to receive **Advocacy Alerts** with timely information about actions I can take to make a difference for Arizona teachers and students.

_____ I'm interested in learning about **Volunteer Opportunities**.

First Name: _____ Last Name: _____

Email Address:* _____ Zip Code: _____

* **Please note:** You may unsubscribe from our email lists at any time. Your information will not be sold or shared with other organizations.

I EXPECT MORE

To help ensure a world-class education for every Arizona student, I commit to the following:

- I will join the Expect More Arizona movement by signing up below and encouraging my friends, neighbors and colleagues to do the same.
- I will make education my top priority issue and vote for people, programs and policies that support world-class achievement for all students.
- I will learn more about how my local school is doing by looking up its A-F letter grade on the Education Evaluator link at **ExpectMoreArizona.org**.
- I will support students by volunteering my time to a local school or an education-supporting non-profit. Volunteer opportunities are available at **ExpectMoreArizona.org**.
- I will support local schools by investing resources through Donor's Choose and/or Arizona state tax credits.



EXPECTMOREARIZONA.ORG®
Ready Kids • Ready Graduates • Ready Workforce

ExpectMoreArizona.org



Yes, I want to join the movement to build a world-class education system for all Arizona students.

Sign up to receive education-related news and information as well as opportunities to help ensure Arizona students are prepared to thrive in college, career and life.

First Name: _____ Last Name: _____

Organization: _____

Email Address: _____ Zip Code: _____

I am a/an: Concerned Arizonan Student Educator Parent Employer Policymaker Media
 Business/Community Leader Other: _____

I am interested in: Early Learning K-12 Postsecondary

I want to: Get More Information Become a Speaker Request a Speaker Become a Volunteer Become a Partner
 Other: _____

Please Note: By submitting your contact information, you agree to be added to Expect More Arizona's email communications list. You may unsubscribe at any time. Your information will not be sold or shared with other organizations.

5M

Your third grader's success begins with you.

Along with your child's teachers, you play the most important role in her education. Find out what your child is learning this year and how you can make education a top priority at home.



What is my child learning this year?

Below are some of the key things your child will be learning this year. Use this list with your child's teacher to set goals and to make sure she is on track to succeed.

Reading at grade level in third grade is a key milestone to your child's future success. In fact, research tells us that students who are behind in third grade have a hard time catching up and are likely to struggle in future grades. If you aren't sure if your child is reading at grade level, talk with her teacher and find out what you can do to help ensure she is on track.

English Language Arts & Literacy

- + Compare characters, settings, or important points and key details presented in two different texts.
- + Compare and contrast the characters, setting, and plot of different stories.
- + Read grade-appropriate books easily — reading most words correctly (accuracy), with a normal speed (automaticity), and as if they are telling a story (prosody).
- + Produce, expand, and rearrange simple, compound and complex sentences when writing. (A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. Dependent clauses cannot stand alone as a sentence.)

Mathematics

- + Develop fluency in multiplication and division with numbers under 100.
- + Solve word problems involving addition, subtraction, multiplication, and division.
- + Develop understanding of fractions as part of a whole, as well as units on a number line.
- + Measure and solve problems involving time, length, liquids, and mass. Utilize both the metric system (millimeters, centimeters) and U.S. customary measures (inches, feet).

Fun activities to do at home

Encourage reading by having your child read and reread familiar books for 20 minutes every day.

Ask your child to pick out a new vocabulary word from one of the books she is reading. Talk about what the word means and then make up a sentence with the new word. Try to use the word again that week.

Cook with your child. Cooking together will reinforce measurement; doubling the recipe or halving the recipe will reinforce multiplication and purchasing the items will reinforce solving problems involving addition and subtraction.

Working with number lines is a critical piece in developing understanding of fractions as parts of whole numbers. Using a ruler at home will emphasize measuring length, which is also critical in third grade.

Note: Every child develops at his/her own pace. These expectations are based on Arizona's current academic standards that students should master by the end of each school year.

If you have specific questions about the grade level standards, please contact your child's teacher. A full list of academic standards is available at ArizonaAimsHigher.org.

El éxito de su hijo/a en el tercer grado comienza con usted.

Con los maestros de su hijo/a, usted desempeña el papel más importante apoyando su educación. Infórmese qué está aprendiendo su hijo/a este año y cómo puede usted hacer de su educación una prioridad importante en el hogar.



¿Qué está aprendiendo mi hijo/a este año?

Abajo están algunas cosas clave que su hijo/a estará aprendiendo este año. Use esta lista con el/la maestro/a de su hijo/a para establecer metas y asegurar que vaya en camino al éxito.

Leer al nivel del grado en el tercer grado es un hito clave para el éxito futuro de su hijo/a. De hecho, la investigación nos indica que a los estudiantes que están atrasados en el tercer grado se les dificultará ponerse al día, y tendrán más probabilidades de batallar en los grados siguientes. Si usted no está seguro/a si su hijo/a está leyendo al nivel del grado, hable con su maestro/a para informarse qué puede usted hacer para ayudar a asegurar que su hijo/a vaya en buen camino académico.

Aa Artes del Idioma Inglés y Alfabetismo

- ✦ Comparar los personajes, los entornos, o los puntos importantes y detalles clave presentados en dos textos distintos.
- ✦ Comparar y contrastar los personajes, los entornos, y la trama de dos historias distintas.
- ✦ Leer fácilmente libros apropiados para su grado — leyendo la mayoría de las palabras correctamente (precisión), con una velocidad normal (automaticidad), y como si estuviera contado un cuento (prosodia).
- ✦ Producir, ampliar y cambiar oraciones simples, compuestas y complejas cuando escribe. (Una oración compleja está compuesta por una cláusula independiente y una o más cláusulas dependientes conectadas a ella. Las cláusulas dependientes no pueden ser oraciones independientes.)

+ Matemáticas

- ✦ Desarrollar fluidez en la multiplicación y división con números más bajos de 100.
- ✦ Resolver problemas de palabras envolviendo suma, resta, multiplicación, y división.
- ✦ Desarrollar el entendimiento de fracciones como parte de un entero, así como unidades en una línea de números.
- ✦ Medir y resolver problemas envolviendo tiempo, longitud, líquidos, y masa. Utilizar tanto el sistema métrico (milímetros, centímetros) como las medidas tradicionales de los Estados Unidos (pulgadas, pies).



Visite ExpectMoreArizona.org para recursos adicionales y para inscribirse para recibir información para ayudar a su hijo/a a tener éxito.

Cosas divertidas para hacer en casa

Anime la lectura haciendo que su hijo/a lea y vuelva a leer libros familiares durante 20 minutos cada día.

Pídale a su hijo/a que elija una palabra nueva de vocabulario de uno de los libros que esté leyendo. Hable sobre lo que significa la palabra y entonces haga una oración con la palabra nueva. Trate de usar la palabra otra vez esa semana.

Cocine con su hijo/a. Cocinar juntos reforzará las medidas; doblar o recortar la receta a la mitad reforzará la multiplicación y comprar los artículos reforzará la resolución de problemas envolviendo sumar y restar.

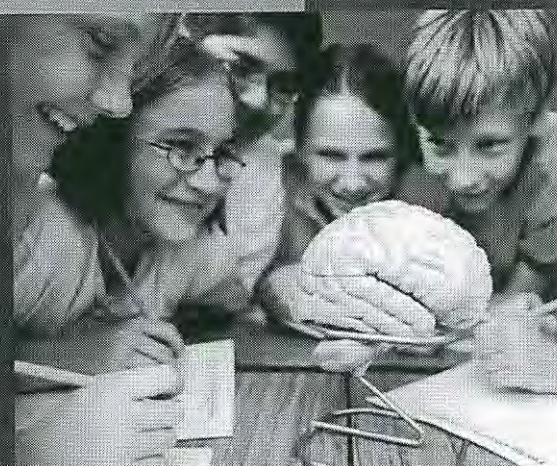
Trabajar con líneas de números es una parte crítica para desarrollar el entendimiento de las fracciones como partes de números completos. Usando una regla en el hogar enfatizará la medición de longitudes, lo cual también es crítico en el tercer grado.

Nota: Cada niño o niña se desarrolla a su propio paso. Estas expectativas están basadas en los estándares académicos actuales de Arizona que los estudiantes deberían haber dominado para el final de cada año escolar.

Si usted tiene una pregunta específica sobre los estándares para el nivel del grado, por favor comuníquese con el/la maestro/a de su hijo/a. Hay una lista completa de estándares académicos en ArizonaAimsHigher.org

Your fifth grader's success begins with you.

Along with your child's teachers, you play the most important role in her education. Find out what your child is learning this year and how you can make education a top priority at home.



What is my child learning this year?

Below are some of the key things your child will be learning this year. Use this list with your child's teacher to set goals and to make sure she is on track to succeed.



English Language Arts & Literacy

- + Read closely to find main ideas and supporting details in a variety of texts.
- + Determine two or more main ideas from a text and explain how they are supported by key details.
- + Analyze how character traits influence that character's actions. Be able to predict a character's actions.
- + Produce, expand, and rearrange simple, compound, and complex sentences when writing. (A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. Dependent clauses cannot stand alone as a sentence.)



Mathematics

- + Understand place value with an emphasis on decimals and fractions.
- + Demonstrate confidence with multi-digit addition, subtraction, and multiplication of whole numbers using the standard algorithm (set of rules) and other place-value strategies.
- + Solve word problems using addition, subtraction, multiplication, and division with decimals.
- + Solve problems with fractions with different denominators.
- + Understand what volume means and how to solve for the volume of rectangular prisms (items such as a cereal box or Kleenex box).

Fun activities to do at home

Encourage your child to write a **persuasive letter** to a family member, a teacher, or an elected official about an issue she is passionate about. Have her include facts to support her position.

Ask your child to tell you what **unit of measurement** she would use to measure different objects (for example: a kitchen table, milk in a cup, or the distance from room to room).

Create a **grocery shopping list with your child**. Find the prices in the grocery ads and ask your child to estimate the total amount of money needed to complete the shopping list.

Ask your child to **add up the ages of all of the adults in your family** and add up the ages of all of the children in your family. Divide the total number by the number of family members in order to find the average age of your family.

Point out where you see and use **fractions on a daily basis** (for example: time, money, measurement, and music).

Note: Every child develops at his/her own pace. These expectations are based on Arizona's current academic standards that students should master by the end of each school year.

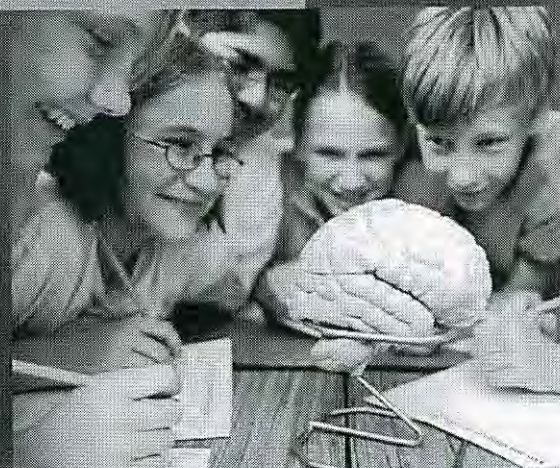
If you have specific questions about the grade level standards, please contact your child's teacher. A full list of academic standards is available at ArizonaAimsHigher.org.



Visit ExpectMoreArizona.org for additional resources and to sign up for information to help your child succeed.

El éxito de su hijo/a en el quinto grado comienza con usted.

Con los maestros de su hijo/a, usted desempeña el papel más importante apoyando su educación. Infórmese qué está aprendiendo su hijo/a este año y cómo puede usted hacer de su educación una prioridad importante en el hogar.



¿Qué está aprendiendo mi hijo/a este año?

Abajo están algunas cosas clave que su hijo/a estará aprendiendo este año. Use esta lista con el/la maestro/a de su hijo/a para establecer metas y asegurar que vaya en camino al éxito.

Aa Artes del Idioma Inglés y Alfabetismo

- + Leer cuidadosamente para encontrar las ideas principales y los detalles de apoyo en una variedad de textos.
- + Determinar dos o más ideas principales de un texto y explicar cómo están siendo apoyadas por los detalles clave.
- + Analizar cómo es que los rasgos de la personalidad del personaje influyen las acciones del personaje. Poder predecir las acciones del personaje.
- + Producir, ampliar, y cambiar oraciones simples, compuestas, y complejas cuando escribe. (Una oración compleja está compuesta por una cláusula independiente y una o más cláusulas dependientes conectadas a ella. Las cláusulas dependientes no pueden ser oraciones independientes.)

+ - Matemáticas

- + Entender el valor del lugar con mayor énfasis en decimales y fracciones.
- + Demostrar confianza sumando, restando, y multiplicando números enteros de varios dígitos usando el algoritmo estándar (juego de reglas) y otras estrategias de valor del lugar.
- + Resolver problemas de palabras usando suma, resta, multiplicación, y división con decimales.
- + Resolver problemas con fracciones, con distintos denominadores.
- + Entender lo que significa el volumen y cómo resolver para obtener el volumen de prismas rectangulares (artículos como una caja de cereal o una caja de Kleenex).

Cosas divertidas para hacer en casa

Aníme a su hijo/a a escribir una carta convincente a un miembro de la familia, a un/a maestro/a o a un oficial electo sobre un tema por el cual sienta gran pasión. Haga que incluya los hechos para apoyar su posición.

Pídale a su hijo/a que le diga qué unidad de medida debería usar para medir distintos objetos. (Por ejemplo: una mesa de la cocina, la leche en un vaso, o la distancia de un cuarto al otro.)

Haga con su hijo/a una lista de compras de comestibles. Encuentre los precios en los anuncios de los supermercados. Pídale a su hijo/a que calcule la cantidad total de dinero que necesitarán para completar su lista de compras.

Pídale a su hijo/a que sume las edades de todos los adultos en su familia y que sume las edades de todos los niños en su familia. Divida la cantidad total por el número de miembros de la familia para encontrar la edad promedio de su familia.

Hágale notar dónde ve usted y usa fracciones diariamente (Por ejemplo: la hora del día, dinero, medidas, y música)

Nota: Cada niño o niña se desarrolla a su propio paso. Estas expectativas están basadas en los estándares académicos actuales. Arizona que los estudiantes deberían haber dominado para el final de cada año escolar.

Si usted tiene una pregunta específica sobre los estándares para el nivel del grado, por favor comuníquese con el/la maestro/a de su hijo/a. Hay una lista completa de estándares académicos en ArizonaAIMSHigher.org.



Expect More Arizona®
EL MOVIMIENTO PARA LA EDUCACIÓN DE CLASES EN UNIDAD

Visite ExpectMoreArizona.org para recursos adicionales y para inscribirse para recibir información para ayudar a su hijo/a a tener éxito.

Your eighth grader's success begins with you.

Along with your child's teachers, you play the most important role in her education. Find out what your child is learning this year and how you can make education a top priority at home.



What is my child learning this year?

Below are some of the key things your child will be learning this year. Use this list with your child's teacher to set goals and to make sure he is on track to succeed.

English Language Arts & Literacy

- + Determine the central idea of a passage and analyze its development over the course of the text, including its relationship to supporting ideas or events.
- + Compare and contrast the structure (organization) of two or more texts and analyze how the differing structures contribute to the meaning.
- + Analyze the author's point of view or purpose in a text and analyze how the author acknowledges the conflicting evidence or viewpoints.
- + Determine the meaning of unfamiliar words and use them in everyday speaking and writing.

Mathematics

- + Understand connections between proportional relationships, lines, and linear equations. (Proportional relationships are relationships between two equal ratios. For example, if oranges are sold in a bag of 5 for \$2 the ratio of oranges to their cost is 5:2 or 5/2.)
- + Understand and apply the Pythagorean Theorem ($a^2 + b^2 = c^2$).
- + Use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.
- + Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Fun activities to do at home

Practice measuring the perimeter of common household items like picture frames and practice estimating the area of various rooms in your home.

Ask your student to search the newspaper (either hard copy or online version) and find examples of articles that are fact-based (news article) and those that are opinion-based (editorial). Ask your child to analyze the language to determine the difference between the two texts.

Have your child write out the lyrics to his favorite song. Ask him to look up the definition of any unfamiliar words and encourage him to incorporate the new words into his vocabulary.

Start talking to your student about his career aspirations and ask him what he thinks he will need to do to achieve his goals. Encourage your child to visit CreateYourNext.org, an interactive college and career planning tool to help him plan for additional education or training after high school.

Note: Every child develops at his/her own pace. These expectations are based on Arizona's current academic standards that students should master by the end of each school year.

If you have specific questions about the grade level standards, please



HAVE QUESTIONS
ABOUT FEDERAL
STUDENT AID AND
WANT TO TALK
TO A REAL PERSON?

Call the Federal Student Aid Information
Center at 1-800-4-FED-AID (1-800-433-3243)
or 1-800-730-8913 (TTY for the hearing
impaired). Toll number: 1-319-337-5665.

Many of the publications mentioned
in this checklist are available to order
or download for free at www.edpubs.gov.

Find detailed federal student aid information
at www.studentaid.ed.gov.

Photo: U.S. Department of Education



COLLEGE PREPARATION CHECKLIST

- FIND MONEY FOR SCHOOL
- TAKE THE RIGHT CLASSES
- CHOOSE A CAREER



START HERE
GO FURTHER
FEDERAL STUDENT AID



START HERE
GO FURTHER
FEDERAL STUDENT AID



THE UNIVERSITY OF ARIZONA
COLLEGE OF SCIENCE

Speech, Language, & Hearing Sciences

1131 E. Second St.
Tucson, AZ 85721
520-621-1644
slhs.arizona.edu

Facts about the UA Department of Speech, Language, and Hearing Sciences

1. Speech, Language, and Hearing Sciences is part of the **School of Mind, Brain and Behavior** in the College of Science.
2. Our clinical programs achieve top rankings by *US News and World Report*.
 - **Speech-Language Pathology** is ranked **#5 in the US**.
 - **Audiology** is ranked **#12 in the US**.
3. Our department includes 37 research, teaching, and clinical faculty, and 20 research professionals and support staff.
4. We have 360 undergraduate students and 106 graduate students, and confer approximately 100 Bachelor of Science, 25 Master of Science, 10 Doctor of Audiology, and 2 Doctor of Philosophy degrees each year.
5. 100% of our graduate students in Speech-Language Pathology and Audiology achieve employment within three months of graduation.
6. Our on-campus **Speech, Language, and Hearing Clinics** provide service to over 3,000 Tucsonans every year; another 2,000 individuals are served at off-campus sites each year.
7. Our researchers address the basic and applied science questions in our field, supported by a research portfolio of over **\$12 million** from the National Institutes of Health, the National Science Foundation, and other sources.
8. Our research faculty are national and international leaders, with a history of **13 Fellows of the American Speech-Language-Hearing Association**, **1 Fellow of the Acoustical Society of America**, and 9 Emeritus Faculty receiving the highest **Honors of the American Speech-Language-Hearing Association**.
9. Research faculty members are internationally recognized leaders in:
 - **Language Comprehension and Production** – Alt, Beeson, Plante, Wilson
 - **The Neurobiology of Language** – Plante, Beeson, Wilson
 - **Developmental Language Disorders** – Alt, Plante
 - **Aphasia Research** – Beeson, Wilson
 - **Auditory Cognitive Neuroscience** - Lotto
 - **Speech Sound Production and Acoustics** – Story, Bunton, Hoit
 - **Speech Sound Development and Disorders** – Bunton, Hoit, Darling-White, Fabiano-Smith
 - **Bilingual Speech and Language Development** – Fabiano-Smith
 - **Auditory Processing Disorders** – Musiek
 - **Electrophysiological Measures of Hearing in Infants** - Cone
 - **Hearing Aid Research** – Dai, Marrone
 - **Auditory Rehabilitation** - Marrone



Pélagie M. Beeson, PhD, Department Head
Brad Story, PhD, Associate Department Head
slhs.arizona.edu
www.facebook.com/ArizonaSLHS



TRiO ASEMS

Arizona's Science, Engineering, and Math Scholars Program

Services

- Courses and workshops that provide students with tools and techniques for success in STEM (Science, Technology, Engineering, and Math) related majors
- Exposure to research
- Career exploration
- Belonging to a community of faculty, student peers, and professional staff
- Provide assistance with tools and skills to prepare for graduate school in STEM
- One on one support from faculty, peer advisors, and ASEM's staff
- Funding opportunities for graduate school
- ASEM campus activities, volunteering, and various events
- Assist with financial aid and scholarships
- Individual and small group academic assistance with various STEM content areas

Contact Us:
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[Facebook.com/UAASEMS](https://www.facebook.com/UAASEMS)
 Phone: 520.621.2243

~ Our Mission ~ is to assist students who are first in their family to receive a bachelor's degree to be successful in order to graduate! The program is tailored to fit your individual needs.

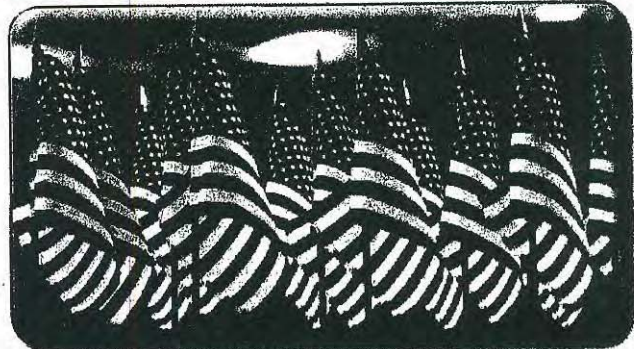


The ASEMS STEM Student Support Services Program is 100% funded through the a grant from the U.S. Department of Education under the Higher Education Act of 1965 in the amount of \$220,000 to serve 120 participants annually.

PimaCommunityCollege Adult Education

High School Equivalency • Basic Math • Reading • Writing • English Language

Rights and Responsibilities of Citizenship



These classes provide opportunities for you to learn about U.S. government and US history and improve your English. Classes are offered in several locations around Tucson.

These FREE classes are offered year-round:

Adult Education Learning Centers

- **El Rio Learning Center** **206-3800**
1390 W. Speedway Boulevard
Wednesday, 6:30-8:00 pm
Friday, 8:30-10:00 am
- **El Pueblo/Liberty Learning Center** **206-3737**
101 W. Irvington Road, Building 7
Wednesday, 5:30-7:00 pm
Friday, 8:30-10:00 am
- **PCC 29th Street Coalition Center** **206-3550**
4355 E. Calle Aurora
Thursday, 7:00-8:30 pm
Friday, 10:00-11:30 am

Other Locations

- **Eckstrom-Columbus Library** **594-5285**
4350 E. 22nd Street
Wednesday, 6:00-7:30 pm
- **Martha Cooper Library** **594-5315**
1377 N. Catalina Avenue
Thursday, 6:00-7:30 pm
- **Mission Library** **594-5325**
3770 S. Mission Road **206-3550**
Wednesday, 6:00-7:30 pm
- **Nanini Library** **594-5365**
7300 N. Shannon Road **206-3550**
Thursday, 6:00-7:30 pm
- **Sam Lena Library** **594-5265**
1607 S. Sixth Avenue **206-3550**
Thursday, 6:00-7:30 pm (Spanish only)
- **Valencia Library** **594-5390**
202 W. Valencia Road **206-3550**
Wednesday, 5:30-7:00 pm

Requirements for U.S. Citizenship:

USCIS form N-400; fee \$675, 5 years Legal Permanent Residency (3 years if married to US Citizen), Basic English skills (understand, speak, read & write English) and Knowledge of US Government & History. i-912 fee waiver form (economic hardship) also available.

Call today for more registration information!



PimaCommunityCollege

(520) 206-4500

www.pima.edu

Pima Community College District is governed by an elected five-member board. For information on the Board of Governors, see: www.pima.edu/about-pima/board-of-governors.

Pima Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. Upon request, reasonable accommodations will be made for individuals with disabilities. Every effort will be made to provide reasonable accommodations in a timely manner. For public and employee accommodation requests, as well as information related to the ADA complaint process, contact the College ADA Coordinator at (520) 206-4539 or 4905C E. Broadway Blvd., Tucson, AZ 85709-1130. For PCC student accommodation requests, please contact the appropriate campus Disabled Student Resource office (520) 206-4500 (TTY 520-206-4530).

September 2014



How to Get to COLLEGE

YOU CAN MAKE IT HAPPEN!
 A college degree can help you reach your dreams of being a teacher, astronaut, doctor, nurse, athlete, scientist or whatever you want to be. Plan early and follow the steps in each grade level.

WHAT CLASSES DO I NEED TO TAKE? (Ninth through 12th Grades)

The Arizona state university system requires the following college preparatory pattern of classes for admission. Some area high schools, such as Salpointe Catholic and Empire, have additional requirements.



Subject Requirements Minimum Standards

Subject	High School	Pima Community College and ASU, NAU and UA
English	4 credits total; one each for freshman, sophomore, junior and senior years	4 years of college preparatory English
Mathematics	4 credits - Algebra I, Algebra II, Geometry and 1 more Math credit	4 years, including Algebra 1-2, Geometry, Algebra 3-4 and advanced math for which Algebra 3-4 is a prerequisite
Science	1 credit - Biology by end of sophomore year (Class of 2015)	3 years, including Chemistry-Physics, Biology and Chemistry, Physics or Earth Science
Social Studies	3 credits - American Government, American History and Economics (Class of 2015)	2 years must include American History
Foreign Language	2 years of the same foreign language (Optional Class of 2015)	2 years of the same Foreign Language
Fine Arts/Practical Arts/Vocational Education	1 credit (Class of 2015)	1 year of a Fine Art
Physical Education	1 credit (Class of 2015)	None
Health Education	.5 credits (Class of 2015)	None
Electives	6.5 credits (Class of 2015)	
TOTAL ELECTIVES	23 credits	16 Core Courses
Test Requirements		ACT* or SAT* test
Other		3.0 unweighted Core GPA or 22 ACT* or 1040 SAT* (Critical Reading & Math)

Transferring from Pima www.pima.edu/transfer

If you're planning to transfer to a four-year college or university, the work you complete at Pima Community College will put you well on your way to earning your bachelor's degree. Here's how:

PCC's transfer partnerships: The credits you earn at Pima are accepted by your target college or university.

Arizona General Education Curriculum Certificate: Earn a certificate with either an Arts, Business or Sciences concentration by completing courses that meet lower division general education requirements for UA, NAU, ASU and other institutions, as well as the general education requirements for Pima's transfer degrees.

The AGEC-A (Arts), AGEC-B (Business) and AGEC-S (Sciences) have the same categories - English Composition, Humanities and Fine Arts, Biological and Physical Sciences, Mathematics, and Social and Behavioral Sciences, as well as courses that meet special requirements for Intensive Writing and Critical Inquiry, Cultural Diversity and Global Awareness - with specific required courses to fulfill those categories.

Degrees for transfer: For students pursuing an AGEC, the College strongly recommends they also complete the Associate of Arts, Associate of Fine Arts, Associate of Business Administration or Associate of Science degrees before transferring.



THE UNIVERSITY
OF ARIZONA

Are you a FRESHMAN interested in College?

Why go to college?

- More Money – Average 4-year bachelor's degree holder earns nearly \$1 million more in their lifetime than a high school diploma holder
- Stable Jobs - College degree = 3.2% unemployed
- High school degree only = 6.5% unemployed
- Skills & Experience – Confidence, exposure to new people/cultures, limitless opportunities and social/professional connections

Can't afford college? Think again!

- Federal Aid
 - \$24 billion of FREE money offered for need-based grants in 2014
 - \$100 billion of low-interest government loans in 2014
- Private Aid – College scholarships and private donors

START NOW to ENSURE FUTURE ADMISSION

- GPA – aim for at least 3.0 *unweighted*
- Complete the Sweet 16 (classes needed for college enrollment)
 - 4 years of English Composition or Literature
 - 4 years of Math - Algebra I, Geometry, Algebra II, Pre-calculus
 - 3 years of Laboratory Science - Biology, Chemistry, Physics, Earth Science, integrated lab science etc.
 - 2 years of Social Science
 - American History (required)
 - World history, Economics, sociology, government, etc.
 - 2 years of a 2nd Language – must be same language both years
 - 1 year of Fine Arts
- Plan to take the SAT or ACT exam (Junior year)
- Community Leadership/Involvement – Sports, clubs, church, volunteering etc.
- Forge strong relationships – Teachers, Counselors, Community Leaders

DO NOT DO IT ALONE! – Frequently visit your COLLEGE ADVISER!!!

Get help with:

- Any questions/concerns about college
- Choosing your class schedule
- Exploring your interests/career path
- Finding tutoring
- College/career guidance
- Much more