

# APPENDIX V – 305

**African American Student Services College Mentoring Services  
2016 - 2017 SY**

College Student Mentor Support

In the 2016 -2017 school year, AASSD partnered with the University of Arizona African American Student Affairs Office, University of Arizona Athletics and University of Arizona Project SOAR to recruit students as mentors (Appendix V - #, AASSDPartnershipsMentoringProg1617). The Project SOAR program provided college student mentors and tutors at Doolen MS, Magee MS, and Mansfeld MS. Project SOAR (Student Outreach for Access & Resiliency) is a University of Arizona college student to K-12 student 1:1 and small group mentoring program. College students work with K-12 students to address academics, conflict resolution, career exploration and the college search process. The Project SOAR program partnership with AASSD grew from three schools in SY 2014-15 to five schools in SY 2015-16. Unfortunately in SY 2016-17 the numbers of Project SOAR programs dropped back down to three schools where the program was coordinated or co-coordinated by an AASSD Student Success Specialist. Project SOAR mentors completed training through the UA College of Education. Once appropriate paperwork was completed, site administrators and Student Success Specialists were informed that students would be working on their campus.

The University of Arizona African American Student Affairs Office and the AASSD will continue collaboration in SY 17-18. In SY 16-17, the AASSD and the UA African American Student Affairs Office collaborated to host three "A Road To College" programs at Palo Verde Magnet HS, Sahuaro HS, and Rincon HS. High school students met with first-year college students to discuss transition to college, barriers to college and overcoming those barriers, financial aid, and preparing and applying for scholarships. Attendance at the "A Road To College" programs totaled 75 high school students. Furthermore, AASSD worked with College and Career Readiness Coordinators and other school-site staff to provide scholarship information and opportunities for students to interact with college students and local graduates.

To improve department mentoring supports, the AASSD Director assigned all Student Success Specialists to a secondary site, and sometimes a third site, to serve as a mentor and lead small groups. The purpose of this strategy was to build capacity and serve more students in more schools (Appendix V-# AASSD1stQAssign2016).

Community Partners for College and Career Readiness

To further support the District's efforts to collaborate with colleges and universities, the AASSD partnered with several community-based organizations to connect high school students with college students, and graduates of college. Organizations like Tucson Chapter of Delta Sigma Theta Sorority, African

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American Young Professionals Group, and the Tucson Southern Arizona Black College Community Support Group collaborated with AASSD to increase college and career exposure to students. In SY 2016-17, The AASSD established a new partnership with the African American Young Professionals (AAYP) group to provide mentoring at Palo Verde Magnet High Schools. The AAYP group provided mentoring support at Palo Verde Magnet High School from October, 2016 to May, 2017. Thirty male students and seven female students participated in the AAYP mentoring program. The AAYP provided six mentors (4 males, 2 females) on a consistent basis.

In SY 2016-17, the AASSD partnered with Thrive Generations an eight-week leadership development seminars for middle and high school students. Approximately 30 students from across the District participated in the leadership and character development. During the Thrive Generations workshops, students connect with current undergraduate and graduate level college students, and community members working in different careers. The program focused on self-awareness, health choices, and positive outcomes for student's futures (Appendix V - #,AASSDThriveChoices2017; ChoicesParentLetter2017). In addition to supporting and mentoring students, the AASSD and Thrive Generation hosted four workshops for parents of participating Thrive Generations students.

The AASSD also continued partnerships with The State of Black Arizona and the Southern Arizona Black College Community Support Group. The State of Black Arizona hosted a STEM Summit for approximately 85 middle school students. The STEM Summit connected students to African American leaders working in the areas of Science, Technology, Engineering and Math (Appendix V -# AASSDSTEMSummit12.10.16).

In February, 2017, the AASSD partnered with the Southern Arizona Black College Community Support Group for the Annual African American Youth Heritage Day. Approximately 420 TUSD high school students attended the event focused on college and career readiness (Appendix V - #AASSDHeritageDay2017; Heritage Program\_final). The Annual Heritage Day focused on financing college, college athletics, STEM careers and goal setting/planning for college.

Other community partnership included working with the Graduate Chapter of Delta Sigma Theta Sorority for a girls' mentoring program at Tucson Magnet High School, and partnering with members of the African American Young Professionals group for leadership development, exposure to college students, and career readiness discussions. In addition to the above highlighted groups, the AASSD team collaborated with the Arizona Mentor Society, Tucson Parks and Recreation, The

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Girls Project, Goodwill Good Guides, Desert Men's Council, Tucson Urban League TOP program, and Trinity Missionary Baptist Church. Trinity Missionary Baptist Church partnered for our Too Cool Tuesdays tutoring at Tucson High Magnet School. In addition to tutoring, community members provided mentoring support (Appendix V-# AASSTooCoolTutoringTuesday1617).

**AASSD STUDENT SUCCESS SPECIALISTS ASSIGNMENTS 2016-17**

NAME	SCHOOL 1	SCHOOL 2	SCHOOL 3
	Primary Site		
Ismail Abdi	Booth-Fickett K8 6 <sup>th</sup> – 8 <sup>th</sup> grade (3.5)	Booth-Fickett K8 3 <sup>rd</sup> – 5 <sup>th</sup> grade (1)	●Steele (.5)
Teresia Albritton	Erickson (3.5)	Dietz K8 (1)	●Wheeler (.5)
Eric Brown	Mansfeld MS (3.5)	Safford K8 (1.5)	Project More HS (As Requested)
George Brown	Catalina HS (3)	Cholla HS (2)	N/A
Elaine Buckner	Cragin ES (4)	Bloom ES (.5)	N/A
Evelyn Cassidy	Holladay ES (3)	Myers ES (1.5)	N/A
Nikki DeSouza	●Magee MS (3.5)	Gridley MS (1.5)	N/A
Amy Gile	Rincon/UHS (3.5)	Roberts-Naylor K8 (1.5)	N/A
Debra Jackson	Tucson MHS (4.5)	Roskruge K8 (.5)	N/A
Richard Langford	Palo Verde HMS (3)	Sahuaro HS (1)	Mentoring outreach on Fridays
Marilyn McGlory	Doolen K8 (4.5)	●Whitmore ES (.5)	N/A
Miles Warrior	Blenman ES (3)	Wright ES (1.5)	Tully ES (.5)
Barry Wilson	Secrist MS (4)	Santa Rita HS (1)	N/A
Debbie Worthy	Utterback MS (4)	●Vail MS (1)	N/A

ES = ● (13) K8 = ● (5) MS = ● (7) HS = ● (9) = 34 Schools

Schools with “●” in front of the school name means AASSD will be the only equity dept. providing support at the site.

## African American Student Services Partnerships and Mentoring Programs 2016 – 2017

School	Organization	On-Site Coordinator	Start Date	End Date	Days on site	# of Students	# of Meetings	Ratio/ Small Group	Field Trips	Objectives
Tucson High	Delta GEMS	Debra Jackson	9/16/16	5/12/17	Bi-weekly	30	3-4 Each meeting	Group	No	Growing and Empowering young women of color successfully. Mentoring
Tucson High	Trinity Baptist Church	Debra Jackson & Sam Brown	10/16	5/2/17	Weekly	Varied	3-5	Group	No	Provide tutoring and mentoring to improve overall understanding of school work
Tucson High	MathCats	Alison Williams & Debra Jackson	10/16	5/2/17	Weekly	Varied	3-5	1:1/ Group	No	Math skills and individual tutoring
Tucson High	Black Culture Club	Debra Jackson	9/16/16	5/12/17	weekly	22	SSS	1:1/ Group	No	Empowering young people to make their presence known on campus
Tucson High	In-Step/Tucson Urban League	Debra Jackson & Ashlee Pulliam	1/17	2/17	Daily	25	SSS	1:1/ Group	No	Identified students, paperwork, and assisted in other areas
Tucson High UHS, PV, Cholla, Sabino, Sabino	Historical Black College Tour	Richard Langford & Debra Jackson	9/16	4/17	Varied	16	3-5	Group	Yes March 17- March 25	Provide student with opportunity to visit 12 Historical Black Colleges. Student met with Admissions, Student and other campus resources
Tucson High	Dance Workshop	Debra Jackson	2/17	2/17	1 day	25	SSS	Large Group	No	Dance Workshop- Expose students to a professional choreographer and what it takes to be successful in the field.
Catalina	Man Up and Go To College	U of A Coordinator	11/5/16	11/5/16	1	42	10	Large Group	UofA	To Motivate students to go to college
Cholla HS	Man Up and Go To College	AASSD George Brown	11/5/16	11/5/16	1	24	6	Large Group	UofA	To Motivate students to go to college
Cholla HS	AASSD	AASSD George Brown	03/9/17	03/9/17	1	6	2	SSS	No	Empowerment

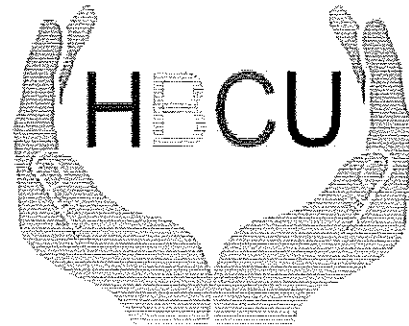
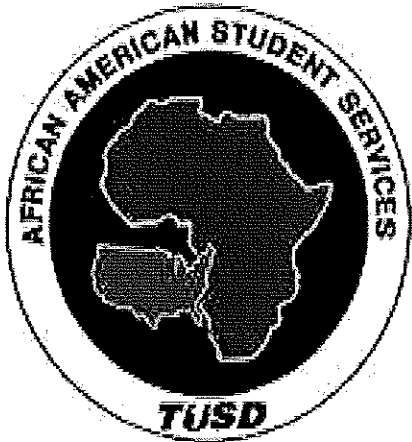
Rincon HS	UA – BLACK "Road to College"	Amy Gille	11/18/16	11/18/16	1	17	4	1:4	No	College prep
Rincon HS	AASSD	Amy Gille	8/8/16	5/19/17	Mon. Conf Ed	Varies	1	1:1	No	Math tutoring
Naylor MS	AASSD	Amy Gille	8/23/16	5/19/17	1	16	1	1:1	No	1:1 mentoring re: academics/behavior choices; "Success For Teens" used as resource
Naylor MS	TUSD "Professionals Day"	Diva Culbertson	12/14/16	12/14/16	1	All 8 <sup>th</sup> graders	20	1:1	No	Career exploration
Sabino HS	AASSD	Amy Gille	11/10/16	5/19/17	1	10	1	1:1	No	1:1 mentoring re: academic & behavior choices
Utterback Middle School	TOP-Teenage Outreach Program (Urban League)	Myself, D Cook	3/13/2017	5/23/2017	1 weekly	12	2		No	Group
Utterback Middle School	YOTO-Youth On Their Own	Myself	11/04/2016	5/8/2017	1 day every other week	20	2		No	Group
Utterback Middle School	Girls Group- with Pastor Jester	Myself				6	SSS		No	Group
Utterback Middle School	X-Mas Bikes-In-A-Box giveaway	Counselor & Myself	Nov. 2016	Dec. 2016		25	SSS			Group
Utterback Middle School	Girl Group	Myself	Jan. 30 2017	Jan 30 2017		9	SSS		1	Group of 9 girls went to see the movie "Hidden Figures"
Booth-Eickett	AASSD	Destiny Grigsby	11/2016	05/17	1	30	1	10:1 20:1	No	Middle School Girl Group Every Friday
Booth-Eickett	AASSD	Destiny Grigsby	11/2016	05/17	1	12	SSS	12:1	No	Elementary Mentoring Group Every Monday
Booth-Eickett	AASSD	Destiny Grigsby	02/15/17		1	30	4	30:4	No	University of Arizona Football Guest Speaker
Booth-Eickett	AASSD	Destiny Grigsby	02/16/17		1	30	4	30:4	No	University of Arizona Girls Volleyball Guest



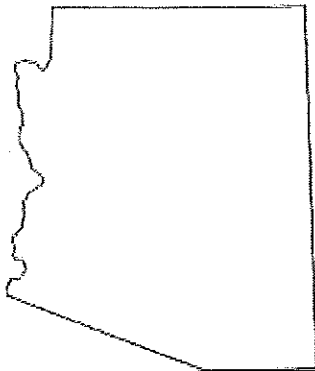
**African American Student Services  
Partnerships and Mentoring Programs 2016 – 2017**

										Speakers	
Booth-Eickett	AASSD	Destiny Grigsby	02/21/17			1	30	2	30:2	No	Buffalo Soldiers Presentation Black History Month Guest Speaker
Booth-Eickett	AASSD	Destiny Grigsby	02/22/17			1	25	2	25:2	El Con Movie/ UofA	Hidden Figures Movie Trip/ Empowerment Luncheon at UofA
Booth-Eickett	AASSD/MASSD	Destiny Grigsby Imelda Cortez	03/02/17			1	15	3	15:3	No	Cubs 2 Wildcats Guest Speakers on what it takes to get to college
Booth-Eickett	AASSD	Destiny Grigsby	12/13/16			1	25	4	25:4	No	University of Alabama Football Players Levi Wallace Guest Speaker
Booth-Eickett	AASSD	Destiny Grigsby	01/17/17			1	30	15	30:15	No	Pima Softball Team Guest Speakers
Booth-Eickett	AASSD	Destiny Grigsby	05/22/17			1	50	3	50:3	State Capital Science Center	Civics and Science Day at the state capital Museum/Arizona Science Center
Mansfeld	AZ mentors Society	C. Mosconi E. Brown	Sept 2016	May 2017	M-F	4	13	1-1 1-2		No	Student mentoring/tutoring
Mansfeld	Project Soar	C. Mosconi E. Brown	Sept 2016	May 2017	M-F	4	17	1-1 1-2		No	Student mentoring/tutoring
Mansfeld	AZ Word Cat/Math Cat	C. Mosconi E. Brown	Sept 2016	May 2017	M-F	22	25	1-1 1-2		No	Student mentoring/tutoring
Mansfeld	AASSD	E. Brown	Aug 2016	May 2017	M-T-Th-F	6	SSS	1-6		No	Advisory Group/Student leadership and enrichment
Mansfeld	AASSD	E. Brown	Aug 2016	May 2017	M-T-Th-F	3/4	SSS	1-4		No	7 <sup>th</sup> grade reading group. To improve students overall reading performance and appreciation
Safford	AASSD	E. Brown	Oct 2016	May 2017	Wed/ Fri	8	SSS	1-3		No	Mentoring group/One to one mentoring. Success for Teens (both

											academically/Socially).
U of A Volunteer Tutors/Mentors Magee	University of Arizona	C. Mosconi	Sept 2016	May 2107	M-F	2		1-1		No	Student mentoring/tutoring
	Project Soar	Nikki DeSouza & Carolyn Breed	1 Quarter	1 <sup>st</sup> quarter		4	56	14	4:1	No	Student mentoring/tutoring



# Spring 2017 Washington, DC Portion of the College and Cultural Tour





**Agenda for the Washington, DC tour of Spring 2017**

Tuesday 3/21/17

Depart Philadelphia 7:00 am  
Drive to Maryland 2 hrs 10 mins

Visit: 10:00 – 2:00 pm  
Coppin State University – Baltimore, MD  
Morgan State University – Baltimore, MD

Drive 90 mins. Check in hotel: Governor's House Inn. 6650 Arlington Blvd., Falls Church, VA

Washington, DC Sight Seeing: 5:00 pm – 10:00 pm

- White House
- Lincoln Memorial
- Martin Luther King Jr. Memorial
- Washington Monument
- Jefferson Memorial
- Dinner

Wednesday 3/22/17 Washington DC

Depart Hotel: 8:00 am

Visit: 9:00 am – 12:00 pm

- Howard University (30 minute drive from Howard to Georgetown)
- Georgetown

Washington DC Sight Seeing (con't) 12:00 pm – 10:00 pm

Potential Options (would only choose one option):

1. National African American History and Culture Museum (walk up tickets are available starting at 1:00 would likely need to be in line by 12:30 p.m.)
2. Smithsonian Air and Space Museum – Great tour with African American History included as well (This location is close by my job, if you choose this tour more than happy to also do something at my office)
3. Smithsonian National Museum of African Art (This location is close by my job, if you choose this tour more than happy to also do something at my office)

5:30 – 8:30 p.m.

- Pentagon City Mall/Ice Skating/Dinner

9:00 p.m. Return to the hotel

Thursday 3/23/17 Washington DC

Spend Tuesday and Wednesday night in Washington

Depart 8:30 am

Dinner/Hotel 5:00 -8:00 pm

## Tucsonan's with ties to Washington, D.C.

### Cressworth C. Lander



Cressworth C. Lander (5/15/1925 - 2/7/2015) was a forward-thinking administrator who worked in the public sector all of his professional life. He attended Dunbar School and thrived in the nurturing environment, graduating as valedictorian of his class. After attending Tucson High School he served with the U.S. Marine Corps during World War II at Camp Lejeune, N.C., achieving the rank of gunnery sergeant. He began his career in public service with the state of Arizona. In 1979, the Carter Administration recognized Cress's management and leadership skills and he was recruited to become the managing director of the Civil Aeronautics Board (CAB) in

Washington, D.C. He took a two-year leave of absence from the city of Tucson to run the CAB and sunset the agency. During his tenure with the CAB, he became a charter member of the federal government's Senior Executive Service. Returning to Tucson in 1981, Cress continued to provide innovative leadership within city government. He retired from the city of Tucson in 1992, but he still served the community in many capacities, one of which was board chair of The Dunbar Coalition, Inc., which is renovating Dunbar School, the segregated institution he attended as a child.

See more at:

<http://www.legacy.com/obituaries/tucson/obituary.aspx?pid=174158526#sthash.jszaenSu.dpuf>

### Dr. Melvin D. Dixon, D.D.S.



Born January 3, 1924 in Fresno, California to David and Denzil Dixon. He is survived by his wife, Kathryn Maxwell Dixon and their two sons, Melvin Morgan Dixon, D.D.S. and David Maxwell Dixon, M.D. (Andrea Serrano). He served in the U.S. Army during World War II in the South Pacific. He graduated from San Francisco State College and the Howard University College of Dentistry. After graduation in 1957, Dr. Dixon moved to Tucson, his wife's home where he practiced Dentistry for 40 years. Ten of those years were with his son, Dr. Mel Jr. He loved Tucson and said many times that he was certainly happy he moved here. Dr. Dixon was involved with many Community Activities

and Organizations. He and Dr. David Minter started the Medical and Dental Clinic for migratory farm workers in Marana. Other Organizations were the Tucson Airport Authority, Tucson Urban League, The Human Adventure Center, American Dental Association, Arizona Dental Association, National Dental Association, Sigma Pi Phi Fraternity and Alpha Phi Alpha Fraternity. died November 22, 2010 at the Oro Valley Hospital - See more at:

<http://www.legacy.com/obituaries/tucson/obituary.aspx?n=melvin-d-dixon&pid=146843112&fhid=8277#sthash.Gr6MDXV4.dpuf>

**Dr. Mel Dixon, D.D.S.**



Listed as one of Arizona's top dentists by Consumer's Research Counsel of America, Dr. Mel Dixon has over 20 years of clinical and technical expertise. He was born in Washington D.C. while his father, Dr. Dixon Sr., attended dental school. Upon graduation they returned to Tucson where he grew up. From there Dr. Mel Dixon received his Doctor of Dental Surgery degree from Howard University College of Dentistry. He completed a general practice residency at the College of Physicians and Surgeons of Columbia University at Harlem Hospital Center in New York City. He has since completed many advanced continuing education programs and is quite diversified in the field of dentistry. Dr. Dixon was a Major in the United States Air Force Reserves and served in Operation Desert Storm. He and his team take pride in creating beautiful, healthy, and natural looking smiles.

Volunteering extensively throughout his career, Dr. Dixon just recently returned from Guatemala with the St. Michael's Project, and is now a participating Dentist in the Smile Train volunteer program. Dr. Dixon also treats children in the Tucson Unified School District's Greyline Program, a local program designed to help school age children get back to dental health who otherwise could not afford to do so. He is on the Advisory Board of Big Brothers and Big Sisters. Most recently he was awarded the 2013 Arizona Vanguard Award, a recognition of his outstanding and unwavering community service in health and wellness. Dr. Dixon is an active member of the American Dental Association, Arizona Dental Association, Southern Arizona Dental Society, and Tucson Cosmetic Dental Study Club.

**Jenerra Albert**



Jenerra is a proud native of Tucson, Arizona. She is equally proud of her family-centered, outdoorsy, desert upbringing. Jenerra is a trained architect, having studied architectural design and theory in various countries; Italy, Switzerland, Colombia and Portugal, as well as many global cities such as, Paris, Istanbul, London, and her favorites: Chicago, Miami and NYC. Jenerra's craft lead her into real estate development and has worked in the industry since 2010. She is a graduate of Tucson High Magnet School, the Howard University School of Business, and received a Master of Architecture from the University of Miami.

She enjoys researching architectural structures and buildings. She loves exploring Contemporary Architecture from South America and sketching Classical Architecture in Europe.

Jenerra currently resides in New York City, and works on Wall Street as a corporate architect. She manages design and construction for a \$60 billion, global portfolio of real estate in the US, London and India. She is overwhelmingly close to her family and returns to Tucson as often as possible to visit them and join them in local community development projects.

**Marcus Tillman Coleman Jr.**



Marcus Coleman has more than ten years' experience in building, sustaining and improving the relationship between governments at the federal, state and local level and non-governmental organizations (e.g. private sector, faith-based, advocacy based and civic society), to resolve issues ranging from summer youth employment, to strengthening community resilience through national partnerships. His experience also includes serving as Obama for America's field organizer for Southern Arizona in 2008.

Currently, Marcus works at the Center for Faith-based and Neighborhood Partnerships in the U.S Department of Homeland Security (DHS Center)—one of thirteen centers under the White House Office of Faith-based & Neighborhood Partnerships. At the DHS Center, Marcus's role includes working with faith-based and community-based organizations seeking to helping communities and people made vulnerable by natural and man-made disasters. His efforts have been featured in Fortune Magazine, Religion News Service and the Associated Press.

Marcus is a graduate of Tucson High Magnet School, Howard University (Bachelor's in Business Administration, Cum Laude); American University (Master in Public Administration); Harvard's National Preparedness Leadership Initiative and is a Truman National Security Project Fellow.

## **African American History & Heritage**

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The culture of Washington, DC, is infused with African American history.

- See more at: <http://washington.org/article/african-american-history-heritage#sthash.OPUwn7aB.dpuf>

With its Southern connections, Washington has always had a significant African American population. Before the Civil War, the city was home to a growing number of free blacks who worked as skilled craftsmen, hack drivers, businessmen and laborers. It also included enslaved African Americans and was the site of slave auctions before they were outlawed in the city in 1850.

Slaves owned in Washington were emancipated on April 16, 1862, nine months before Lincoln's Emancipation Proclamation of January 1, 1863. Washington remained home to a large African American population which created vibrant communities and championed civil rights despite racial segregation and prejudice.

DC's unique history is shaped by this strong African American heritage. By seeking out opportunity and succeeding in education, business and the arts, DC's black population became integral in the development of Washington's identity as a culturally inclusive and intellectual capital.

If you're interested in learning about DC's African American heritage, start your exploration with a visit to the [Smithsonian Institution's Anacostia Community Museum](#). Located in a historic African American neighborhood southeast of the Capitol, the museum houses a collection of approximately 6,000 objects dating back to the early 1800s. The history of this neighborhood—home to orator and abolitionist Frederick Douglass—is explored throughout the museum.

After you've visited the Anacostia Community Museum, pay a visit to the [Frederick Douglass National Historic Site](#), located at his home, Cedar Hill. When Douglass bought the nine-acre estate, he became the first African American to buy a home in the Old Anacostia neighborhood. Tour the 21-room Victorian mansion or take part in a program to learn about Douglass' efforts to abolish slavery. Set high in the hills, the house and its grounds also open up onto one of the most breathtaking views of the city.

Anacostia isn't the only area of DC with roots rich in black history. Duke Ellington was born and raised in Washington's [Shaw](#) neighborhood and played in his first band here. The music legend's influence is still evident throughout the city, especially in the [U Street Corridor](#)—dubbed "Black Broadway"—where Ellington grew up and where jazz greats like Cab Calloway, Pearl Bailey and Jelly Roll Morton once played. A clearly marked neighborhood heritage trail points out landmarks like the [Lincoln Theatre](#), the newly restored historic [Howard Theatre](#), the [African American Civil War Memorial](#) and the Thurgood Marshall Center for Justice and Heritage, home of the first African American YMCA. Nearby, Howard University is one of the nation's top historically black colleges.



Another way to discover DC's black history is to follow Cultural Tourism DC's African American Heritage Trail. More than 200 significant and historic sites rich in black history—from churches and schools to famous residences and businesses—have already been identified in the city, and the trails shed even more light on the contributions of DC's black population in terms of building strong communities, churches and businesses.

## **A BRIEF HISTORY OF AFRICAN AMERICANS IN WASHINGTON, DC**

From CulturalTourismDC.org - <http://www.culturaltourismdc.org/portal/a-brief-history-of-african-americans-in-washington-dc>  
African Americans in Washington, DC: 1800-1975

by Marya Annette McQuirter, Ph.D.\*

African Americans have been a significant part of Washington, DC's civic life and identity since the city was first declared the new national capital in 1791. African Americans were 25 percent of the population in 1800, and the majority of them were enslaved. By 1830, however, most were free people. Yet slavery remained. African Americans, of course, resisted slavery and injustice by organizing churches, private schools, aid societies, and businesses; by amassing wealth and property; by leaving the city; and by demanding abolition. In 1848, 77 free and enslaved adults and children unsuccessfully attempted the nation's largest single escape aboard the schooner Pearl.

On April 16, 1862, Congress passed the District of Columbia Emancipation Act, making Washingtonians the first freed in the nation, nine months before President Abraham Lincoln issued the Emancipation Proclamation in January 1863. Congress had the authority to pass the DC Emancipation Act because it was granted the power to "exercise exclusive legislation" over the federal district by the U.S. Constitution. This federal oversight has been a source of conflict throughout Washington's history.

During the Civil War (1861-1865) and Reconstruction (1865-1877), more than 25,000 African Americans moved to Washington. The fact that it was mostly pro-Union and the nation's capital made it a popular destination. Through the passage of Congress's Reconstruction Act of 1867, the city's African American men gained the right to vote three years before the passage of the 15th amendment gave all men the right to vote. (Women gained the right to vote in 1920.) The first black municipal office holder was elected in 1868.

When Washington briefly became a federal territory in 1871, African American men continued to make important decisions for the city. Lewis H. Douglass introduced the 1872 law making segregation in public accommodations illegal. But in 1874, in part because of growing black political power, the territorial government was replaced by three presidentially appointed commissioners. This system survived until the civil rights movement of the 1960s brought a measure of self-government.



By 1900 Washington had the largest percentage of African Americans of any city in the nation. Many came because of opportunities for federal jobs. Others were attracted to the myriad educational institutions. Howard University, founded in 1867, was a magnet for professors and students and would become the "capstone of Negro education" by 1930. The Preparatory School for Colored Youth, the city's first public high school, attracted college-bound students and teachers, many with advanced degrees. (Founded in 1870, the school became renowned as M Street High School, and later, Dunbar High School.)

As far back as 1814, churches had operated and supported schools and housed literary and historical societies that promoted critical thinking, reading, lecturing, and social justice. African Americans also created hundreds of black-owned businesses and numerous business districts. At the dawn of the 20th century, African Americans had created a cultural and intellectual capital. Washington had relatively few "Jim Crow" laws. However, segregation and racism were endemic. The few existing laws mandated segregation in the public schools and recreation facilities but not in the streetcars and public libraries. African Americans, therefore, reacted strongly to President Wilson's (1913-1921) institution of segregation in all of the federal government agencies.

Clashes between African Americans and European Americans reached a fever pitch during the July 1919 race riot, when women and men fought back against violent whites, giving another meaning to the term "New Negro," a term usually associated with the cultural renaissance of the 1920s and 1930s. During the Great Depression (1929-1939) and World War II (1939-1945), the early civil rights movement gained ground.

In 1933, the same year that President Franklin Roosevelt (1933-1945) began to end segregation in the federal government, the young black men of the New Negro Alliance instituted "Don't Buy Where You Can't Work" campaigns against racist hiring practices in white-owned stores in predominantly black neighborhoods. The Washington chapter of the National Negro Congress also organized against police brutality and segregation in recreation beginning in 1936. The "Double V" effort - Victory Abroad, Victory at Home - increased civil rights activity. In 1943 Howard University law student Pauli Murray led coeds in a sit-in at the Little Palace cafeteria, a white-trade-only business near 14th and U streets, NW, an area that was largely African American. In 1948 the Supreme Court declared racially restrictive housing covenants were unconstitutional in the local *Hurd v. Hodge* case. Beginning in 1949 Mary Church Terrell led a multiracial effort to end segregation in public accommodations through pickets, boycotts, and legal action.

Four years later, in *District of Columbia v. John R. Thompson Co.*, the U.S. Supreme Court ruled that segregation in Washington was unconstitutional based on the 1872 law passed during Reconstruction but long forgotten. In 1954 a local case, *Bolling v. Sharpe*, was part of the landmark *Brown v. Board of Education* Supreme Court decision, which declared separate education was unconstitutional. In 1957 Washington's African American population surpassed the 50 percent mark, making it the first predominantly black major city in the nation, and

leading a nationwide trend. The 1963 March on Washington for Jobs and Freedom brought more than 250,000 people to the Lincoln Memorial. Its success was helped by the support and contributions of local churches and organizations. The assassination of Rev. Martin Luther King, Jr., on April 4, 1968, triggered immediate and intense reactions throughout the nation and the city.

During the 1968 riots, when buildings were burned and destroyed, many African Americans rebelled against continued racism, injustice, and the federal government's abandonment of the city. Even before Dr. King's assassination, demands for justice undoubtedly helped push the federal government to take first steps towards "home rule" by appointing Walter Washington as mayor in 1967. In 1974 residents chose Washington as the city's first elected black mayor and the first mayor of the 20th century.

By 1975 African Americans were politically and culturally leading the city with more than 70 percent of the population. The Black Arts, Black Power, Women's, and Statehood movements flowered here. Indeed, Marion Barry, who succeeded Washington as mayor, began his public life here as a leader of local justice movements. There were independent think tanks, schools, bookstores, and repertory companies. Go-go (DC's home-grown version of funk) as well as jazz, blues, and salsa, resonated from clubs, parks, recreation centers, and car radios. With the uniting of political activism and creativity, African Americans were transforming the city once again.

\*Reprinted from Marya Annette McQuirter, African American Heritage Trail, Washington, DC (Washington: Cultural Tourism DC, 2003).

9TH ANNUAL  
AFRICAN AMERICAN YOUTH  
HERITAGE DAY

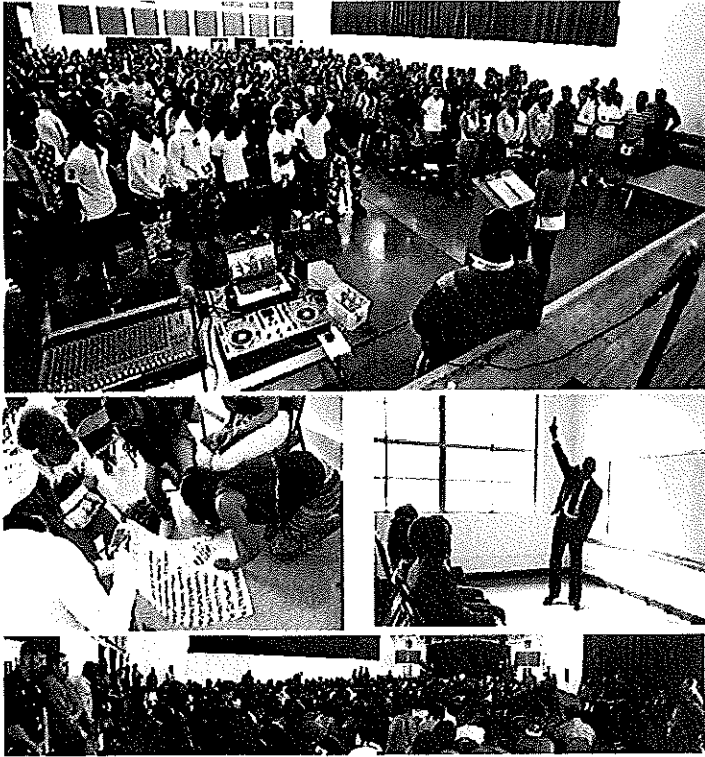
**TUSD**



Friday, February 10th  
8:50 am — 2:00 pm  
Donna Liggins Center

*For additional information contact:  
Patricia Guevara: 584-7500*

**Lunch will be  
provided by  
SABCCSG**



The TUSD African American Student Services Department in collaboration with the Southern Arizona Black College Community Support Group and the Donna Liggins Center will host the 9th Annual African American Youth Heritage Day. The day will be filled with Black History information keynote presentations, workshops, college recruiters and more!!!

*Visit the counseling office if you are interested in attending*

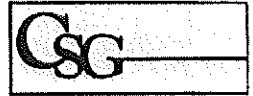
*TUSD African American Student Services  
will provide bus transportation*

*Education is the passport to the future, for tomorrow belongs to those who  
prepare for it today.*

*Malcolm X*



# 9<sup>th</sup> ANNUAL AFRICAN AMERICAN YOUTH HERITAGE DAY



## AFRICAN AMERICAN STUDENT SERVICES AND SABCCSG REGISTRATION FORM

LOCATION: Donna Liggins Center on Friday, February 10, 2017 from 8:50 A.M. – 2:00 P.M.

STUDENT NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ ZIP: \_\_\_\_\_ PHONE: \_\_\_\_\_

### PARENT INFORMATION:

I give Southern Arizona Black College Community Support Group permission to contact me and my child for future college planning workshops. Yes \_\_\_ No \_\_\_

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

### SCHOOL INFORMATION:

School: \_\_\_\_\_ Counselor \_\_\_\_\_ Current Grade: \_\_\_\_\_

HAVE YOU TAKEN: SAT \_\_\_ ACT \_\_\_ PSAT \_\_\_

ETHNICITY: African American \_\_\_ Anglo \_\_\_ Mexican American/Latino \_\_\_ Asian-Pacific Islander \_\_\_  
Native American \_\_\_

### WORKSHOPS: PLEASE SELECT YOUR 1<sup>ST</sup> AND 2<sup>ND</sup> CAREER CHOICE WORKSHOPS:

- |  |                                       |
|--|---------------------------------------|
| (1) <u>Arts &amp; Entertainment</u>      | (5) <u>Entrepreneurship</u>           |
| (2) <u>Athletics: D1 Sports</u>          | (6) <u>Law and Law Enforcement</u>    |
| (3) <u>Education – Impact the Future</u> | (7) <u>Medicine</u>                   |
| (4) <u>Engineering</u>                   | (8) <u>Choices: Finding my Career</u> |

1st Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_

ENTERTAINMENT: Would you like to participate in the Heritage Day Program? \_\_\_ (sing, dance, poetry, rap)

I'm interested in attending a Black College Tour in 2018: Yes \_\_\_ No \_\_\_

I NEED ASSISTANCE WITH COLLEGE AND CAREER PLANNING (i.e., Scholarships, College Selection, and Career Exploration): Yes \_\_\_ No \_\_\_

I AM WILL ING TO ATTEND A SATURDAY SESSION TO BUILD MY CAREER PLAN \_\_\_\_\_

### IMPORTANT INFORMATION:

- ALL students are required to complete this form prior to attending Heritage Day.
- ALL STUDENTS MUST BE ACOMPANIED BY CHAPERONES FROM THEIR SCHOOL.
- PICTURES WILL BE TAKEN FOR OUR WEB-SITE AND OTHER MEDIA

FORM: Forms must be turned in by JANUARY 20, 2017 to designated personnel at your school.



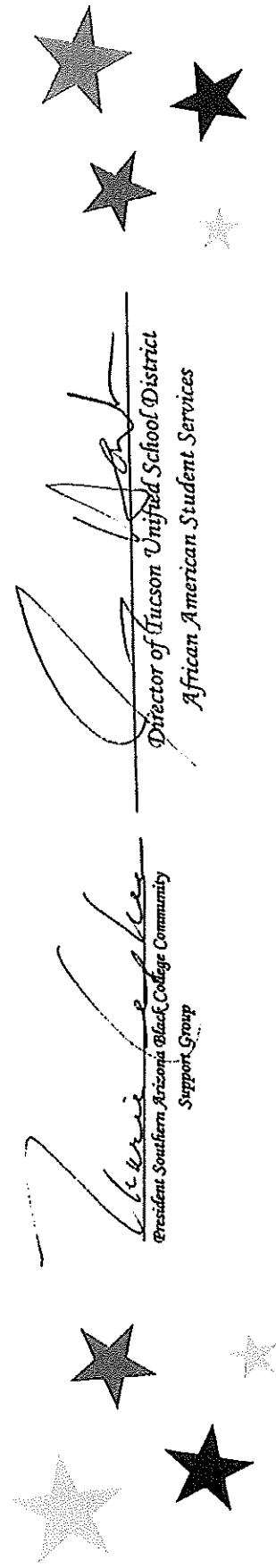
SOUTHERN ARIZONA BLACK COLLEGE COMMUNITY SUPPORT GROUP  
TUSD African American Student Services

# CERTIFICATE OF PARTICIPATION

AT THE

9TH ANNUAL AFRICAN AMERICAN YOUTH HERITAGE DAY

AWARDED THIS 10TH DAY OF FEBRUARY 2017



*Christine Scales*  
President Southern Arizona Black College Community Support Group

*[Signature]*  
Director of Tucson Unified School District  
African American Student Services



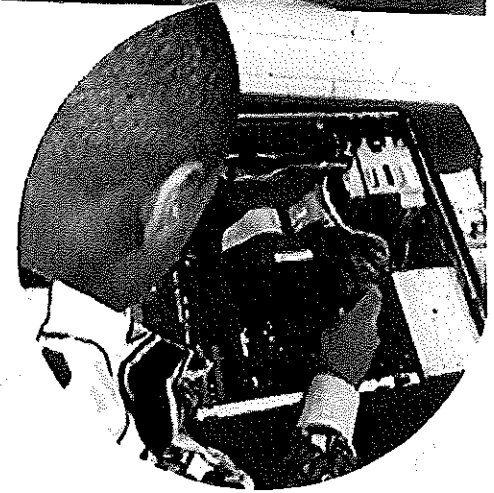
# STEM

## Student Summit

The Science of Discovering Your Passion in STEM-based Careers



**EXPLORE**  
**Engineering**  
**IT/Technology**



**Chemistry**

**SATURDAY**  
**DECEMBER 10, 2016**  
**9am - 4pm**  
(registration starts at 8:30am)

**LUNCH - GOODIE BAGS - PRIZES**



**TUCSON UNIFIED**  
SCHOOL DISTRICT





## African American Student Services Department Science, Technology, Engineering, Math (STEM) Summit

December 2, 2016

Dear Parents and Guardians:

Congratulations! We thank you for your support and for allowing your student to participate in our STEM Summit for Middle School students. This year students will interact with individuals working in engineering, computer programming, computer hardware and chemistry. Plan to register and check your student in at 8:30 a.m. on Saturday, December 10<sup>th</sup> in the Palo Verde HS Cafeteria. The Summit will start at 9:00 a.m. and end at 4:00 p.m. in the cafeteria. Students will also receive continental breakfast and lunch. During lunch, engineers from Raytheon will talk with students about STEM careers.

To register your middle school student, please visit [www.tusd1.org/aastudies](http://www.tusd1.org/aastudies) and click on the registration link. You may also register by calling Patricia Guevara at 584-7500 or email Nikki DeSouza at [Nicole.desouza@tusd1.org](mailto:Nicole.desouza@tusd1.org).

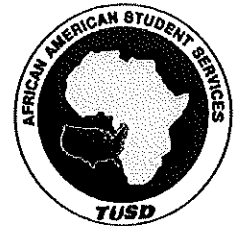
On behalf of our department, The State of Black Arizona STEM Initiative and the students we serve, we appreciate your partnership and look forward to seeing you on December 10, 2016.

Sincerely,

Jimmy Hart, Director  
[www.tusd1.org/aastudies](http://www.tusd1.org/aastudies)



**African American Student Services**  
**Student Services Department**  
**TUCSON UNIFIED SCHOOL DISTRICT**



Dear Parent & Guardian:

Congratulations! Your child was chosen to participate in "A Road to College" partnership hosted by the TUSD African American Student Services Department and The University of Arizona African American Student Affairs Office. On \_\_\_\_\_, during 2<sup>nd</sup> and 3<sup>rd</sup> periods, our students will participate in an engaging mini-conference facilitated by the University of Arizona African American Student Affairs (AASA) office and students involved in the Building Leaders and Creating Knowledge (B.L.A.C.K.) retention program.

The Building Leaders and Creating Knowledge retention program (B.L.A.C.K.) is the product of a strategic, collaborative initiative between the University of Arizona Dean of Students, Residence Life, and Academic Success and Achievement to increase student retention at the University of Arizona. The goals of this program are to:

- \*Increase access to campus and community resources to African American students
- \*Increase students' knowledge of ancestral history
- \*Help students successfully navigate the university as an institution of higher learning
- \*Provide personal, academic, and professional development and support, and
- \*Provide a safe and welcoming place for students to engage in discourse about the Black community, obtain mentorship, and take pride in oneself.

Throughout the school year, B.L.A.C.K. will be engaging in activities on and off campus that will expose students to a range of experiences and provide diverse opportunities for students to get involved in their communities in meaningful ways. They have chosen TUSD and the African American Student Services Department to partner with helping our students strive for academic excellence.

B.L.A.C.K. students will discuss their journey to college, college life, study skills and what is working for them, provide mentorship to students and to begin developing positive connections and relationships with high school students through follow-up events.

The purpose of this initiative is to start the dialogue about the college going process, promote positive self-esteem, and enrich our school and community through education, outreach, and self-discipline. ***If you do not want your child to participate you can opt out by calling and leaving a message at 584-7500 or email [richard.langford@tusd1.org](mailto:richard.langford@tusd1.org).***

Sincerely,

Richard Langford  
*African American Student Services Department*  
*Student Success Specialist*



APPLY

TAKE A TOUR

GETTING STARTED

RESIDENCE HALLS

LIFE ON CAMPUS

GRADUATE HOUSING

PARENTS

MOVE-IN

Getting Started

Processes

How to Choose

Roommates

Theme Communities

B.L.A.C.K.

Blue Chip Leadership

Cambium

Eller

Engineering Leadership

Health Sciences

Honors

Living Well

## BUILDING LEADERS AND CREATING KNOWLEDGE (B.L.A.C.K.)



FEEDBACK

The word "community" literally means to give among each other. The Building Leaders and Creating Knowledge (B.L.A.C.K.) theme community in Navajo-Pinal Hall provides a comfortable, fun and dynamic space for students interested in spending time giving and receiving support from their peers, and engaging in exploration of the African American experience on campus as well as nationally.

# AFRICAN AMERICAN COLLEGE PLANNING DAY 2017

es0.arizona.edu/culture

## Cultural College Days

The Cultural College Days are organized under the Office of Early Academic Outreach to create a seamless educational pipeline for students and their families to be college ready for The University of Arizona. The event hopes to ensure that students are aware, eligible and prepared for a university education.

The programs consist of presentations focused on admissions, financial aid, residence life and academic success and achievement; as well as parent and student panel. Additional workshops will cover topics ranging from student clubs and organizations, available college majors, and UA outreach initiatives for students.

Each of the cultural college planning days are a collaboration of the Office of Early Academic Outreach and campus partners to ensure that cultural is well represented at each program. Each program is planned in association with the university's cultural heritage months.

### Event Dates

Tu Universidad, Tu Futuro: Hispanic/Latin@ College Day -- **October 22, 2016**

- Planning Committee: Adalberto & Ana Guerrero Center & Mexican American Studies

Tradition Meets New Knowledge: Native American College Day -- **November 5, 2016**

- Planning Committee: Native American Student Affairs, American Indian Alumni Club, & Native SUAR

Advancing the Dream: African American College Day -- **February 25, 2017** [Click Here to Register](#)


- Planning Committee: African American Student Affairs, UA Black Alumni, & Tucson Unified School District's African American Student Services

Unifying Our Aspirations: Asian/Pacific Islander College Day - **April 8, 2017** [Click Here to Register](#)

- Planning Committee: Asian Pacific American Student Affairs & Asian American Faculty Staff & Alumni Association

THE UNIVERSITY OF ARIZONA

GRADUATE COLLEGE ▾ UA FUTURE ▾ NEXT STEPS CENTER ▾



VISIT

REQUEST INFO

APPLY

HOW TO APPLY


DEADLINES

ACADEMICS

COST & AID

STUDENT LIFE

CONTACT



## Advancing the Dream: African American College Planning Day

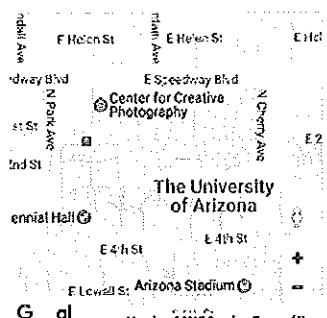
Saturday, February 25, 2017 at 09:30 AM until 03:00 PM

University Of Arizona  
Student Union Memorial Center, Grand Ballroom  
1303 E University Blvd  
Tucson, AZ 85719  
United States

You're invited to African American College Day at the University of Arizona. Learn why being an Arizona Wildcat is an experience like no other -- from world-class academics and research to a campus rich with history and tradition. Don't miss out. Whether you're already committed to the UA or just looking, be sure to take advantage of African American College Day. You'll have the opportunity to talk to current African-American students, staff, and faculty, who are happy to answer your questions.

Registration is no longer available because the registration deadline has passed.

Driving Directions >>



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