

APPENDIX V - 87

MASSD Mentoring Collaborations SY 2020-21



Description of mentoring program, including the school sites where mentors engaged with students virtually and/or in person.

Organization	Program	Description	School Sites
Chicanos Por La Causa	Nahui Ollin Wellness Program	Using a Mexican Indigenous model for social emotional well-being, this program targets high school students for prevention and decision-making.	Tucson High Pistor
Barrios Fuertes & Chicanos Por La Causa	Positive Masculinity Boys' groups	Facilitation of a 10-week program working 8th grade Mexican American/Latino boys to empower youth to raise their consciousness about the root causes of violence and discrimination to effectively navigate the educational system. The goal is to challenge youth to think critically about gender inequities in their environments and develop decision-making skills through healthy masculinity.	Roberts-Naylor Pistor
University of Arizona- College of Education & Hispanic Servicing Institution Initiatives	Project Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning in the Academy)	A program providing high school students dual-enrollment University of Arizona-designed pre-calculus courses at no cost through a grant from the university's College of Education and Hispanic-Serving Institution Initiatives office to strengthen high schools' college-going resources. Initial workshops conducted virtually for full implementation in SY 2021-22.	Pueblo Rincon Catalina
University of Arizona- College of Education	Project Student Outreach for Access & Resiliency (SOAR)	A group of mentors met one-on-one or with a small group of middle school youth weekly, addressing topics including academic strengths, self-esteem, conflict resolution, career exploration, and the college search process. Mentoring pairs or groups remain consistent throughout the semester in order to develop a strong, positive relationship. Students were engaged via virtual sessions.	Valencia
University of Arizona-Mexican American Studies Department & College of Education	Collaborative Research in Action (CRiA)	A two-semester, intergenerational, and multi-institutional ethnic studies and social justice project. Middle and high school students share their research project findings in a poster and/or panel-style format at the University of Arizona's Mexican American Studies Department's Youth Symposium on Social Justice and Ethnic Studies. The symposium was facilitated by CRPI staff in partnership with the College of Education with student support from MASSD college mentors in a virtual conference due to COVID-19.	Pueblo Rincon Tucson High Drachman

University of Arizona – College of Education	MathCats	College of Education program designed to raise math skills. College students interested in becoming teachers tutor elementary, middle and high school students. Volunteers are trained through the College of Education. College students were assigned to afternoon virtual math tutoring due to COVID restrictions.	District-wide
University of Arizona-Athletics Department	Athlete Pen Pals	College athletes were paired with students to serve as positive role models for academic mentoring through the Athletic Department. Athletes exchanged regular communications with students and visited classrooms virtually.	Manzo
University of Arizona- Early Academic Outreach	College Academy for Parents	Mentoring for parents and students by the Office of Early Academic Outreach to prepare the family for college. 6-week workshops were facilitated in a virtual platform to connect with families in a fall and spring session.	District-Wide
Pima Community College	MAS Courses	In partnerships with PCC Mexican American Studies, CRC classes were targeted to provide with college role models while promoting MAS and other ethnic studies offerings.	Pueblo
University of Arizona- MEChA	Movimento Estudiantil Chicano/a de Aztlan (MEChA)	Movimento Estudiantil Chicano/a de Aztlan (MEChA) believes that political involvement and education constitute the avenue for change in society. MEChA is a focused organization of committed leaders who are community role models. One of the goals of MEChA is to build relationships with youth and serve as a bridge between high school and college-aged students. UA MEChA advises and mentors high school students to promote higher education. Mentoring exchanges conducted through videoconferencing.	Pueblo
Pima Community College	Upward Bound program	A federally funded college prep program designed to serve low-income, first-generation college students. Targets freshman and sophomore students with academic assistance and whose parents have not graduated from a four-year university. Students participate in the program for the remainder of their high school career and the first two years of college. The Upward Bound program offers the following: summer programs, tutoring, career counseling, college prep workshops, parent workshops, financial aid advising, assistance with college admissions application, college classes, scholarship searches, college campus visits, field trips, and cultural events. Sessions were conducted via videoconferencing.	Hollinger Pueblo
Pima Community College	Educational Talent Search (ETS) program	Targets low-income and first-generation high school students considering college. This federally funded program provides support of one-on-one encouragement, motivation, and mentoring. Also provides students with	Pueblo

		academic, career and financial counseling and encourages post-secondary education. Mentoring facilitated online.	
University of Arizona- College of Law	Diversity in Law	Collaboration with the College of Law to target high school students interested in pursuing a career in law with college mentors and faculty. Video conferences were set during COVID-19 closure.	District-wide
Calpolli Teoxicalli	Academia Huitzilin	Partnered with MASSD staff to facilitate bilingual cultural activities to mentor students in grades 3-5 to build academic and cultural identities during Saturday virtual sessions.	District-wide

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Transforming Education Through Innovation of
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June 10 – 11, 2021



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Javier Baca, AZALAS President,
Sunnyside Unified School District

María Federico Brummer,
Tucson Unified School District

Joanne Fimbres,
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School District

Deanna Cuevas,
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Hilda Ortega-Rosales,
School Board Member,
Pendergast Elementary School District

Ema Jauregui,
Cartwright School District

BREAKOUT SESSION 2

4:00 PM

Mariachi in Education**B3**

This session will focus on Mariachi education. A description of mariachi curriculum genre with a live demonstration will be provided.

Richard A. Camanza is the current Chief of Strategy and Global Development for IXL. He is the former Chancellor of the New York City Department of Education, the largest school system in the nation. He was responsible for educating 1.1 million students in over 1,800 schools.

During Camanza's nearly 30 years in education, he has served in virtually every role. Prior to New York City, he was the superintendent of the Houston Independent School District, the largest school district in Texas, and the seventh largest in the United States. Before that, he served the San Francisco Unified School District, first as deputy superintendent and then as superintendent. Before moving to San Francisco, Camanza was the Northwest Region superintendent for the Clark County School District in Las Vegas. He began his career as a high school, bilingual social studies, and music teacher, and then as a principal, both in Tucson, Arizona.

Bridge Building for Post-Secondary Education: Partnership Priorities for Mexican American/Xicanx/Latinx Students & Their Families**B4**

Intentional leadership in K-12 schools and programs build viable and effective partnerships with universities benefiting both institutions, especially those identified as HSI. District leaders will create a win-win proposal integrating benefits of access to volunteers, career explorations for students, support in program evaluation, and professional development for staff and teachers. A critical advantage fosters role models for Mexican American/Xicanx/Latinx students to develop an academic identity. School leaders will explore the partnership with Tucson Unified School District and the University of Arizona's Adalberto & Ana Guerrero Student Center as effectively connecting Xicanx/Mexican American/Latinx students to higher education.

María C. Federico Brummer (she/her/ella), M.Ed., is a 20+ year educator proudly serving as the Director of the Mexican American Student Services department in Tucson Unified School District. With an extensive background in Mexican American Studies, culturally responsive practices, and healing centered engagement, she advocates for districtwide equity for Xicanx/Mexican American/Latinx students and their families. María is a current doctoral student in the University of Arizona's Mexican American Studies department with a focus on the impact of historical trauma on Mexican Indigenous identity.

Dominique Calza (she/her/ella), M.S., serves as the University of Arizona's Director of the Adalberto & Ana Guerrero Student Center. In her previous role in the Tucson Unified School District's Mexican American Student Services Department as a Program Coordinator, she built equitable educational opportunities for K-12 Mexican American/Latinx students and families. Her expertise includes engaging educators and staff in culturally inclusive and responsive practices through district-wide professional development training. Dominique has worked in the areas of mental and behavioral health, substance use and abuse, suicide prevention, sexual health, and cultural awareness over the past 18 years.