

Parents' Guide to Student Success



This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4th grade.

3RD GRADE

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as *something's fishy* and *cold shoulder*
- Spelling correctly and consulting dictionaries to clarify meanings of words

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar
- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Mathematics

A Sample of What Your Child Will Be Working on in 3rd Grade

- Multiplying and dividing up to 10×10 quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying 9×80)
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that $\frac{3}{1}$ and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9×7 ?)

TALKING TO YOUR CHILD'S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Make reading for fun a part of your child's daily routine.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Mathematics

Look for "word problems" in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables — such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division to "work backward" in the times tables — such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party.

For more information, the full standards are available at www.corestandards.org.



everychild.onevoice® National Office: 1250 N Pitt Street • Alexandria, VA 22314 • Toll-Free: (800) 307-4PTA (4782) • PTA.org • info@pta.org

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**6TH ANNUAL
AFRICAN AMERICAN YOUTH
HERITAGE DAY**

TUSD



**Friday, January 31, 2014
9:00 AM—1:30 PM
Dunbar Center
325 W. Second Street**

For additional information contact:
**Marie Cephers 869-5885
Joshua Sanders 248-3473**



**Lunch will be
provided by
SABCCSG**

The Southern Arizona Black College Community Support Group and TUSD African American Student Services Department is hosting the Sixth Annual African American Youth Heritage Day. The day will be filled with Black History workshops, history, college recruiters and more!!!

See the counseling office if you are interested in attending

***TUSD African American Student Services
will provide bus transportation***

“AND THE CHILDREN SHALL LEAD”

SABCCSG

SABCCSG

P.O. Box 90643

Tucson, AZ 85752

email: ptlcepers@yahoo.com

← → **T** http://www.tusd1.org/contents/depart/aastudie **T** Tucson Unified School Distr... x

Convert Select

home our schools directory information volunteer employment governing board student rights

[Home](#) > [Departments](#) > African American Student Services

African American Student Services

Second Quarterly Parent Meeting and Career Fair

Where: Rincon High School Auditorium, 422 N. Arcadia Ave.
(Fifth and Swan)

When: 6:00-7:00 p.m., December 5, 2013

[Online R.S.V.P for the event >>](#)

Students who have achieved an un-weighted **3.0** or better grade point average for the 1st quarter of the 2013-2014 school year will be honored at this event.

Following the program will be an opportunity to meet with members of the community working in different careers like business, engineering and medicine. You will also have an opportunity to learn about TUSD's many [advanced learning experiences](#) like [Gifted and Talented Education](#) and advanced level courses available to your child.

Be sure to [R.S.V.P.](#) if you will be attending and if your child will be honored!


Our Purpose

[How to Help Your Child Prepare for College and Career](#) (in PDF)

We are a comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.

Information

- AASD Brochure
- About Us
- Black History Month Daily Fact
- Events
- FAQ
- Math Resources
- News Clips & Articles
- Newsletters
- Recognition
- Scholarships & Opportunities
- Supplemental Curriculum Resources
- Web Resources



African American Student Services
TUSD
Jimmy Hart, Director
1010 E. 10th St.
Tucson, AZ 85719
Phone: (520) 225-6247

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ADVOCATE

JUNE 2013

Tucson Unified School District

SUMMER READING AND MATH ENRICHMENT

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DID YOU KNOW?

District-wide African American student AIMS scores have improved 3 straight years in Reading and Math

When asked about the support provided by AASSD, 90% of principal responses show AASSD adds value to their school and goals

The African American Student Services Department (AASSD) and Mexican American Student Services (MASS) partnered with Booth-Fickett K-8 to provide summer enrichment for 40 students entering grades 3-6. Students are engaged in reading enrichment using Achieve 3000, a web-based reading program, and Linda Mood-Bell, a reading strategies program. Both Achieve 3000 and Linda Mood-Bell strategies reinforce what students have learned during the school year while strengthening and/or enhancing their reading skills.

Achieve 3000 is a non-fiction, web-based literacy program for grades 2 - 12. However, our focus is on grades 3 - 6. Since August 15, 2012, African American Student Services have provided over 3,000 hours of reading support using Achieve 3000.

EMBEDDING A CULTURALLY RESPONSIVE APPROACH TO READING

For the past 2 summers AASSD embedded a culturally responsive approach to reading. This year, as a result of partnering with MASS, students learn about the African American culture and the Mexican American/Latino culture. For example, students have the opportunity to read about scientists, astronauts and supreme court justices representing the African American

and Latino/Mexican American community. Individuals not discussed in our traditional curriculum.

One of the reasons AASSD believes in Achieve 3000 is that the web-based program includes a strong African American history component providing past and present information, and non-fiction reading for students based on reading level. Jimmy Hart, AASSD director stated, "The opportunity for students to read about their cultural experiences while improving their reading skills helps to make reading relevant to their historical backgrounds and strengthen their self-efficacy. Psychologist Albert Bandura argues self-efficacy plays an important role in how one thinks, feels and behaves."

COLLEGE & CAREER READINESS REPORT

Within Achieve 3000, AASSD staff have access to custom College and Career Readiness Reports used to measure student readiness for college and career based on individual Lexile® levels.

Lexile measures students reading ability to the difficulty of text read. The College and Career Readiness report shows each student's ability level based on Common Core State Standards.

MATH ENRICHMENT

New to the summer program is a 1 hour block focused on math review. Students work with Richard Langford, Academic Specialist for AASSD and Rashad Robinson, Academic Specialist for MASS. Both love math. Mr. Langford's background is in Science and Math and Mr. Robinson served as an engineer prior to choosing to work with students.

EDUCATION EXPLORATION

Students with consistent attendance have the opportunity to attend education exploration visits to the Arizona-Sonora Desert Museum and U of A Flandrau Science Center & Planetarium.



Students using Achieve 3000

NSBE & UNIVERSITY OF ARIZONA PRE-ENGINEERING INITIATIVE

Cholla students with engineering professor and Ms. Kincade

Approximately 90 TUSD students from Cholla, Howenstine, Rincon, Sabino, Sahuaro, Santa Rita and Tucson High attended the initiative sponsored by the U of A chapter of the National Society for Black Engineers (NSBE). The program is

a partnership with the U of A school of engineering, engineers from IBM and Raytheon, and TUSD AASSD.

The event was coordinated by several

TUSD graduates who attended the pre-college initiative as high school students and are now engineering students at the U of A. Jerri-Lynn Kincade, Pueblo graduate and engineering major, shared, "As a

member of the U of A NSBE chapter I can now give back to TUSD students interested in engineering. The program is a good opportunity to give high school students an idea of what they can expect when attending the U of A and majoring in engineering."

Students participated in completing engineering related projects, met professors, dialogued with college students and learned from current engineers.

HERITAGE DAY FOCUS ON COLLEGE AND HISTORY

The 5th Annual African American Heritage Day, a partnership with AASSD and the Southern Arizona Black College Community Support Group, focused on teaching students their history and strategies to prepare for college. Student also had an opportunity to meet representatives from Pima

College, U of A, Grand Canyon University and several Historical



Black Colleges and Universities. About 400 high school students attended the heritage day held during Black History Month.

Marie Cephers, founding organizer and AASSD advisory board member stated, "Our children and all children deserve to learn about the cultural experiences and contributions of African Americans."

27TH ANNUAL STUDENT RECOGNITION PROGRAM

On May 13, 2013, AASSD hosted the 27th annual student recognition program. Over 600 students, families, and community members attended the event to honor about 450 students were honored in grades 6 - 12. Students were honored for their



Mr. Jim Fish, Executive Dir. congratulates a student

academics and other criteria. Students who earned a 4.0 were honored with authentic Kente Clothe from Ghana,

Africa.

SPIRIT AWARD

In 2011 AASSD implemented the Xavier Clinton Pinellas Spirit Award. This year AASSD Academic Specialist Eric Brown presented Mansfeld Principal, Paul De Weerd, and the Mansfeld MS team with



Principal DeWeerd and Eric Brown, AASSD

the Spirit Award. Mansfeld was honored for their efforts in reducing African American suspensions and improving AIMS scores over 3 years. Although not honored, Janna Acevedo, Palo Verde Principal, and the Palo Verde HS team were strongly considered for their AIMS improvement and other school success.



4.0 Honorees

IMPORTANT DATES**AUGUST**

1 - 1st Day of School

SEPTEMBER

2 - Labor Day

23 - 25 - Parent Teacher Conferences

OCTOBER

4 - Grading Day

7 - 11- Fall Break

16 - PSAT/Explore/Plan

Open Enrollment for the 2013 - 2014 year begins

19 - *Parent University*

22 - 24 - AIMS Retake HS

NOVEMBER

11 - Veteran's Day

28 - 29 - Thanksgiving Recess

DECEMBER

20 - Grading Day

23 - Jan 3 - Winter Break

JANUARY

20 - Martin L. King, Jr. Day

FEBRUARY

13 - 14 - Parent Teacher Conferences

20 - 21 - Rodeo Break

**BLACK HISTORY
IN TUSD**

Dr. Clarice Clash is the first African American Principal of Tucson High, Southern Arizona's largest high school

Maxwell K-8 is named after TUSD's first African American principal, Morgan Maxwell

Visit www.tusd1.org/aastudies for more Black History Facts

FLOYD COOPER & JACQUELINE WOODSON VISITS TUCSON

African American Student Services partnered with the U of A World of Words and the Tucson Book Fair to introduce educators, students and parents to two

internationally known authors. Floyd Cooper and Jacqueline Woodson visited Blenman Elementary during our Parent Literacy Night, and Jacqueline Woodson

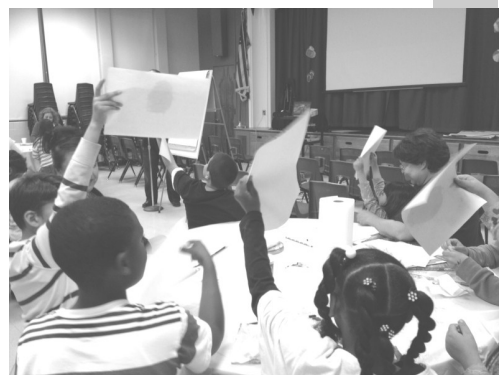


Author Floyd Cooper teaches students how to draw with chalk

visited classrooms at Blenman ES and Booth-Fickett K-8. Both Mr. Cooper and Ms. Woodson are recipients of the Coretta Scott King Award for their children's literature books.

According to Desiree Cueto, Staff Development and Curriculum Coordinator for AASSD, "It is important that we motivate children to read and desire to become life-long readers."

Having both authors visit our schools and meet with teachers, students and parents was an opportunity to showcase literature relevant to the students we serve. It was an opportunity to make reading real. Not often do children have the chance to talk with the authors of the books they are reading."

**MALE LEADERSHIP ACADEMY COMPLETES 3 YEARS**

The Male Leadership Academy continues to be a successful model. Having just completed the 3rd year of implementation, some students have graduated from the program as a mentee and now serving as a mentor to new students in the program. Chris

Golston, Mentor Specialist, has organized the academy for the past 3 years. The results include a decline in suspension, partnerships with other mentor organizations and recognition as a model program by the Southern Arizona Mentoring Coalition.



Male Leadership Academy Participants

DISTRICT-WIDE AIMS SCORES UP FOR AFRICAN AMERICAN STUDENTS

African American Students continue to show growth district-wide on the AIMS test. Although considerably lower than Anglo students, Reading and Math data provided by TUSD Stats shows some gains.

Area	% Mastery	2010-2011	2011-2012	2012-2013
Reading		56.8	57.6	60.6
Writing		33.8	36.4	35.4
Math		31.4	33.9	35.2

COMMON CORE & MOVE ON WHEN READY**COMMON CORE**

Please talk with your child's principal regarding the Common Core State Standards. Arizona and many other states including the District of Columbia adopted the new standards for implementation by the 2013/2014 school year. They are commonly referred to as Common Core Standards. For more information please visit:

www.azed.gov/commoncore or visit www.pta.org. Both sites provide

vide links for families and students.

SMART PHONE

If you have a "Smart Phone" you can download several free Apps. Just search common core standards.

MOVE ON WHEN READING

Beginning this August, students in 3rd grade will be required to pass the 3rd grade AIMS reading exam. Students

who score Falls Far Below (FFB) may be retained in the 3rd grade. If your child is entering 3rd grade please talk with the principal and/or teacher to better understand how this state law may impact your child. You may also call our office for assistance connecting with your child's school. Below is the state website.

www.azed.gov/k12-literacy/move-on-when-reading-home-page/

CULTURALLY RELEVANT & RESPONSIVENESS STAFF DEVELOPMENT

Under the leadership of Student Equity and Intervention, AASSD partnered with Blenman ES, Booth-Fickett K-8, Grijalva ES and Doolen MS for culturally responsive staff development. Staff development workshops emphasized the need for culturally proficient and culturally relevant practices within our classrooms and school culture. Topics discussed



Doolen MS Team

included identifying culturally proficient and non-culturally proficient practices, embedding a multicultural approach to the curriculum, mental models, and digging deeper into understanding students background experiences. Our hope is to partner with all schools and departments to provide culturally relevant and responsive staff development over the next few years.



AASSD team member Desiree Cueto provides PD for Blenman ES

3RD ANNUAL MULTICULTURAL SYMPOSIUM

Student Equity and Intervention's Multicultural Student Services Departments hosted the 3rd Annual Multicultural Symposium at Catalina HS. Approximately 150 TUSD educators attended the general session and workshops. Workshops were led by TUSD educators implementing best practices proven to support the needs of all students. The keynote speaker was Dr. Kathy Short, U of A professor and founder of

the World of Words.

The Purpose: Systemically address the achievement gap and issues of cultural proficiency through professional development focused



on best practices related to culturally relevant pedagogy and learning.

The Goal: Empower individuals to be better equipped to create a culturally proficient and culturally responsive learning environment.

Partnership: Cross-departmental collaboration to support the professional development needs of TUSD employees in response to the Unitary Status Plan.

CULTURALLY RELEVANT AND RESPONSIVE PRACTICES IN SCHOOLS

When asking today's male students about their dream career, many will say sports or entertainment careers. This trend in a desire to focus on sports and entertainment is in part due to a lack of diverse, positive African American Images provided in our schools. Gloria Ladson-Billings (2009), author of *The Dream-Keepers*, shares practices that successful teachers of African American children implement. Some of those practices include: 1) high self-esteem and high regard for others, 2) see themselves as part of the community and see teaching as giving back to the community, 3) believe that all students can learn, 4) help students make connections between their community, national, and global identities, and 5) see teaching as "digging knowledge out" of students. Further, Ladson-Billings (2009) encourages teachers to extend learning beyond the classroom and into the community. The belief that community involvement is critical to student success is by no means a new idea, and is a key component for the success of African American youth and the African American Student Service Department. Below is a set of ideas to engage community in the classroom.

WHAT THE COMMUNITY CAN DO TO PROMOTE A CULTURALLY RELEVANT CURRICULUM

Serve as a mentor, volunteer, or guest speaker in a school. When members of the community serve in schools the resulting benefits are many. Benefits include exposing all students to positive African American role models, something that is missing in environments with very small percentages of African Americans, and providing an opportunity for students to re-adjust mental models of success. Meaning, if our students only see success that mirrors their image on television, it will not matter how many times we encourage them to become doctors, judges, or business executives because the images on television are far removed from their daily circumstance. Our students deserve the opportunity to see living examples of rocket scientists, inventors, nurses, and business owners. Other examples include serving on school committees (e.g. site council), and participating in career days. For additional ideas please call our office at 225-6247.

TUSD COMMUNITY GIVES TIME AND MONEY

AASSD builds relationships with community organizations to support academic, cultural, and social experiences for students. The purpose of these relationships are twofold: 1) To serve as a conduit for connecting students, families and schools with community resources, and 2) To increase the number of positive role models students are able to connect with and learn about potential careers, leadership skills, and college prep. The following list of partnerships were active in our schools this year and/or provided scholarships: Graduate Chapter - Alpha Phi Alpha Fraternity, Graduate Chapter - Alpha Kappa Alpha, Graduate Chapter – Delta Sigma Theta, Graduate Chapter Phi Beta Sigma, National Society for Black Engineers, Tucson Chapter of The Links, U of A Black Engineers Club, U of A Black Law Club, Legacy of Excellence Scholarship Fundraiser Committee, Southern Arizona Black College Community Support Group, Tucson Southern Arizona Black Chamber of Commerce, Buffalo Soldiers Greater Southern Arizona Chapter, Grace Temple MBC, Living Waters Family Oasis Life Center, Trinity Mission Baptist Church and several consistent individual volunteers including, Freida Baker, Effie Gregory, Margaret Hart and many others. AASSD also appreciates the advisory committee for supporting our events and providing support to the department.



Southern Arizona Buffalo Soldiers and Scholarship winners



Delta Sigma Theta Sorority and Santa Rita A.P. Ms. Thomas



Black Chamber CEO Clarence Boykins and male leaders



National Society of Black Engineers assisted 270 students with Math

www.tusd1.org/aastudies

TUCSON UNIFIED SCHOOL DISTRICT

P.O. Box 40400
1010 E. 10th Street, Room 235
Tucson, AZ 85719

Phone: 520-225-6247
Fax: 520-225-6546
E-mail: jimmy.hart@tusd1.org

ACADEMIC SUCCESS

Congratulations to middle and high school students who earned a 4.0 GPA for the 2012 –2013 school year, and congratulations to graduating seniors who have enrolled in college this fall.

**" R E M E M B E R I N G O U R P A S T ; C R E A T I N G
O U R F U T U R E "**

SCHOLARSHIPS

www.tusd1.org/aastudies

www.naacp.com/scholarship (NAACP Scholarship)

www.uncf.org (United Negro College Fund)

www.blackstudents.com (List of scholarship in alphabetical order)

www.coca-colascholars.com (Coca-Cola Scholarship: \$10,000 - \$20,000)

www.nationalmerit.org/nasp.php (National Achievement Scholarship for African American students)

www.admissions.college.harvard.edu (Free Tuition to Harvard)

www.hsf.net (Hispanic Scholarship Fund)

www.assurance.arizona.edu (Provides scholarship money over 4 years to attend an Arizona University)

www.gmsp.org (Gates Millennium Scholarship - for next years seniors)

www.admissions.college.harvard.edu (Harvard will pay for you college depending on your grades)

<http://knowhow2go.org/> (what it takes to get into college)

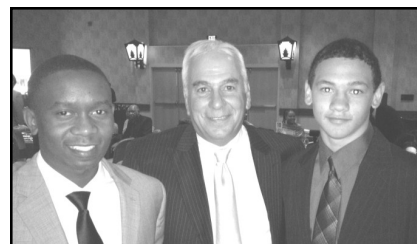
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Permit No. 790**

STUDENT ADVOCACY:

The African American Studies Department is committed to providing timely advocacy support for your child when needed or requested. If you have a concern or believe your child is not receiving equitable and fair treatment, please give us a call. We do not have a staff person in each school. However, if there is a need we will make adjustments to support you in meetings with the school and advocating on behalf of your child.

ADVOCATE:

Verb: to speak or write in favor of; support or urge by argument; recommend publicly: *He advocated higher salaries for teachers.*



2013 AASSD Scholarship Honorees Andrew Muse and Damian Shindler with Superintendent Pedicone

TUSD

Student Equity & Intervention

African American Student Services

Advisory Meeting

October 31, 2013



There is great power in harmony and mutual understanding.

USP V.F.1.s

WE ARE...

A comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.



MISSION

Delivering Excellence in Education
Every Day through Advocacy,
Collaboration, Empowerment, Equity
and Intervention.



USP V.F.1.r

SHARED VISION

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.



CORE VALUES

Advocacy

Empowerment

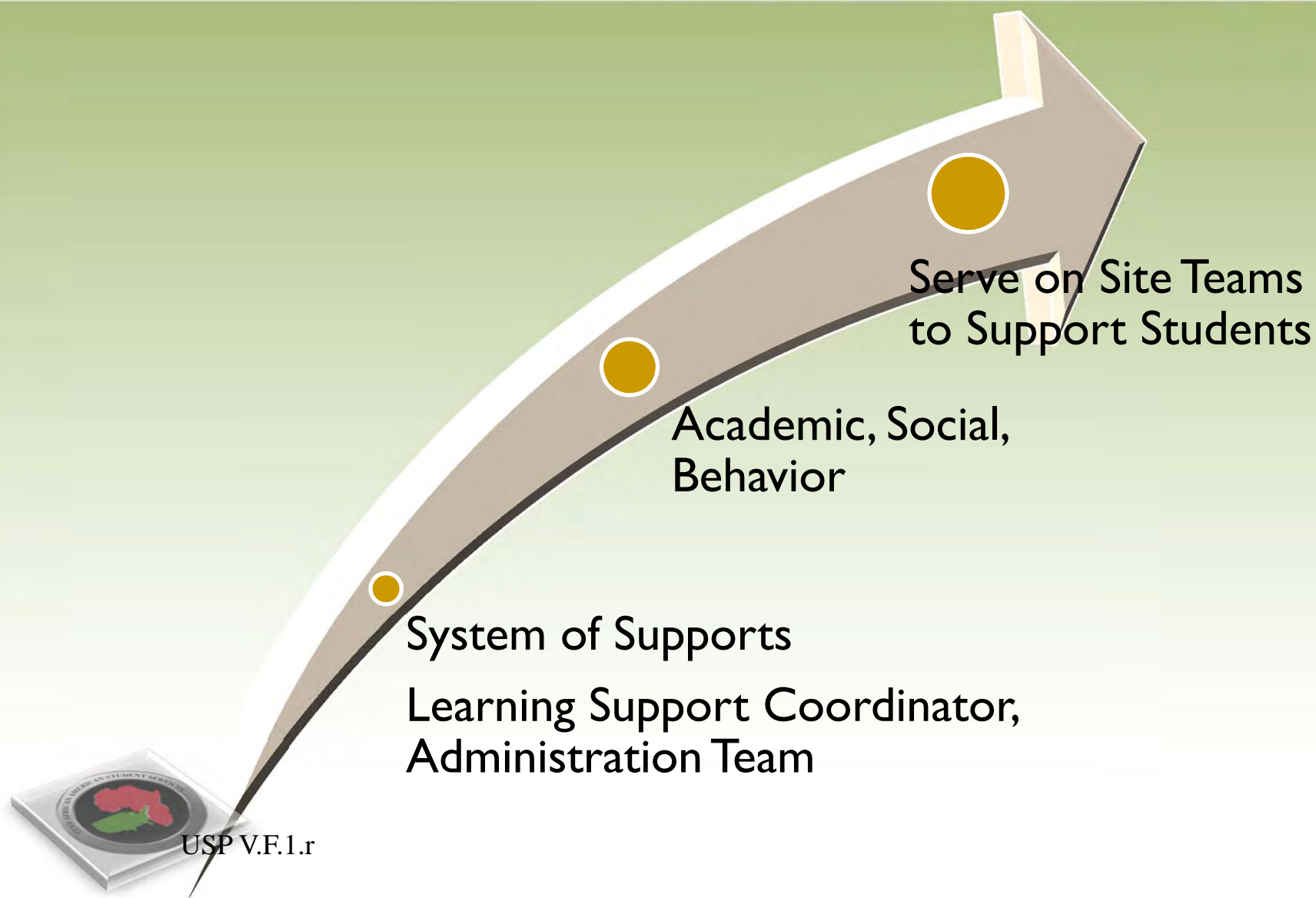
Integrity

Teamwork



USP V.F.1.r

INCREASE & STRENGTHEN STUDENT ADVOCACY



INCREASE PARENT/COMMUNITY ENGAGEMENT



Community
Volunteers

Tutoring

Parent
University

Parent
Training



USP V.F.1.r

ADDITIONAL GOALS

Attract and Retain Students in Rigorous Courses

Pilot Program @ Sahuaro

Reduce Suspensions



Reduce Failure Rates



Program Components

- Academic Instruction Support
- Support Services (e.g., home visits, mentoring, behavior)
- Literacy Initiative (Achieve 3000, Read-in Chain)
- Summer Youth Enrichment
- Culturally Relevant Enrichment Experiences
- Community Partnerships
- Multicultural Curriculum Integration



Organization Chart – 2013-14

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	DISTRICT SUPPORT
Keisha Coleman Booth	Nicole Chambliss Secrist	Chris Golston Palo Verde	Jimmy Hart, Director
Evelyn Cassidy Myers	Keisha Coleman Fickett	Joshua Sanders Tucson High	Eric Emerson Behavior Specialist
Elaine Buckner Cragin	Eric Brown Mansfeld	George Brown Cholla/Catalina	Jeff Sawyer Behavior Specialist
Lacey Grijalva Erickson	Marilyn McGlory Doolen	TBD Santa Rita	Desiree Cueto S.D. / Curr. Dev.
Miles Warrior Blenman	Debbie Worthy Utterback	Richard Langford Sahuaro	Gabriela Guglielmo Office Support
	Chris Golston Fickett/Gridley/Vail		

How We Support You

- We advocate on behalf of African American students and families.
- We provide information about TUSD's policies and practices, and help our students and families navigate the system.
- We serve as liaisons between students, families and school personnel.
- We support equity programs and curricula that promote African American student achievement.



How will we get there?

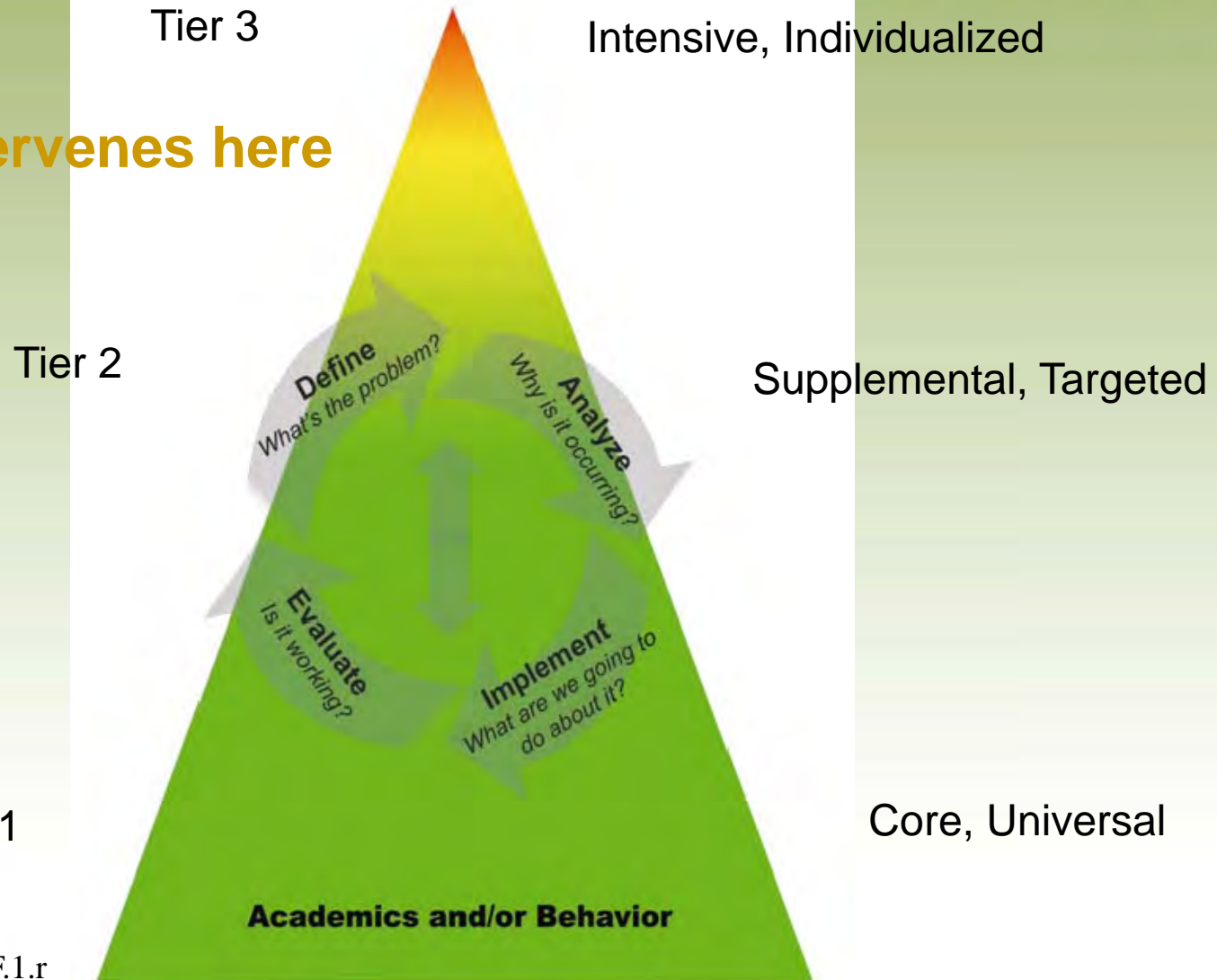
We Help Schools:

- Implement effective teaching strategies
- Create inclusive and supportive learning environments
- Support students in meeting grade level standards
- Provide interventions (“help”) as a natural, ongoing part of education that does not wait until students are struggling.



Multi-Tier System of Supports

AASSD intervenes here



Get involved, ask key questions

- Is my child successful? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to help support my child at home?
- How will we follow-up? How will I know our efforts are successful?



Culturally Responsive Practices



Leadership Development

Faith-based partnerships
career awareness



National Society of Black
Engineers

Summer leadership
development



Leadership Development

Male Leadership Academy



AKA – Emerging Young
Leaders for middle school girls



Parent University & Black College Expo



African American Heritage Day



Empowerment Groups



Female & Male
Empowerment
workshops



USP V.F.1.r

African American Read-In (February)



- Teach Black History
- Inform others about our culture
- Black History by Radio



Annual Student Recognition Program



USP V.F.1.r

End Goal



High School Graduation
College Graduation



College Bound
Students



USP V.F.1.r

Questions, Comments, Concerns??

Questions



USP V.F.1.r

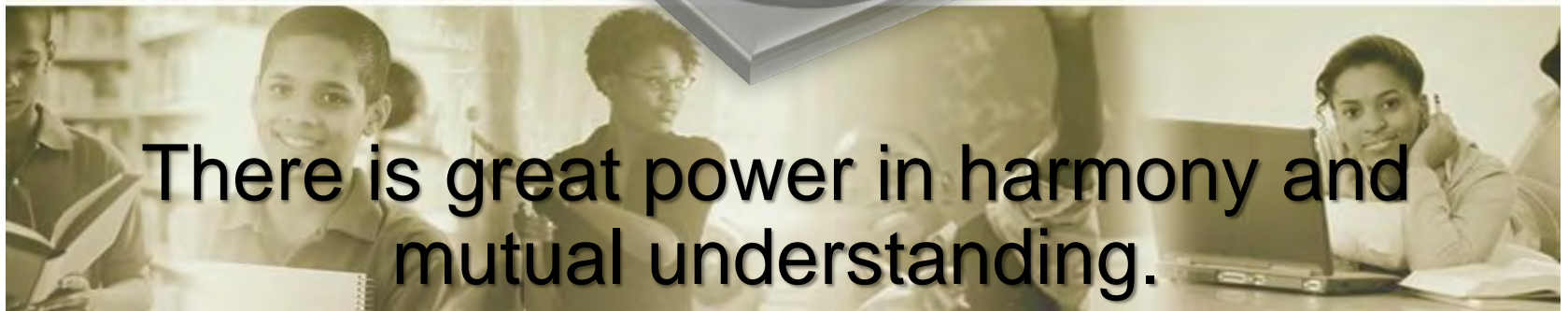
TUSD

Student Equity & Intervention

African American Student Services

Regional Parent Meeting

October 3, 2013



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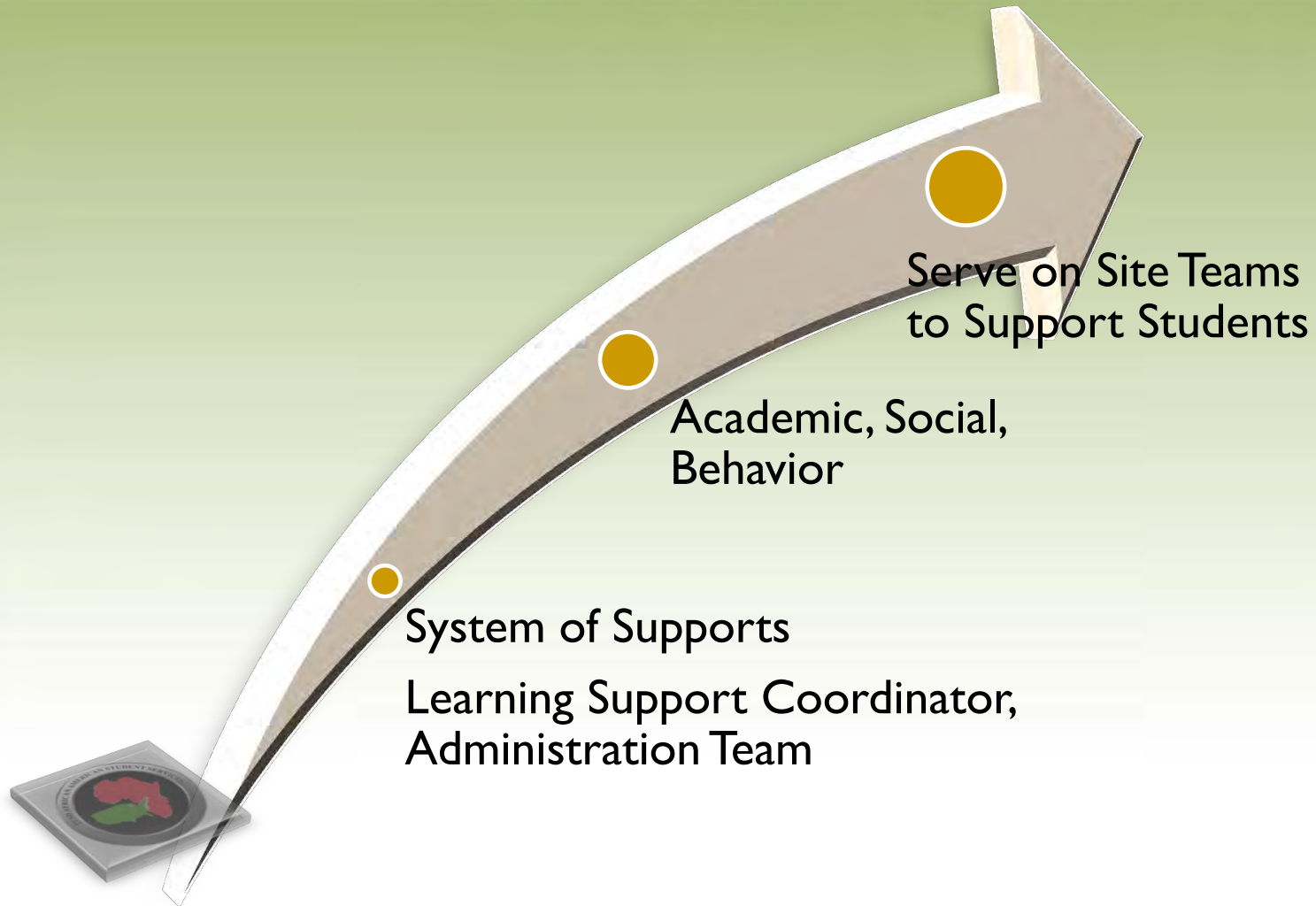
Advocacy

Empowerment

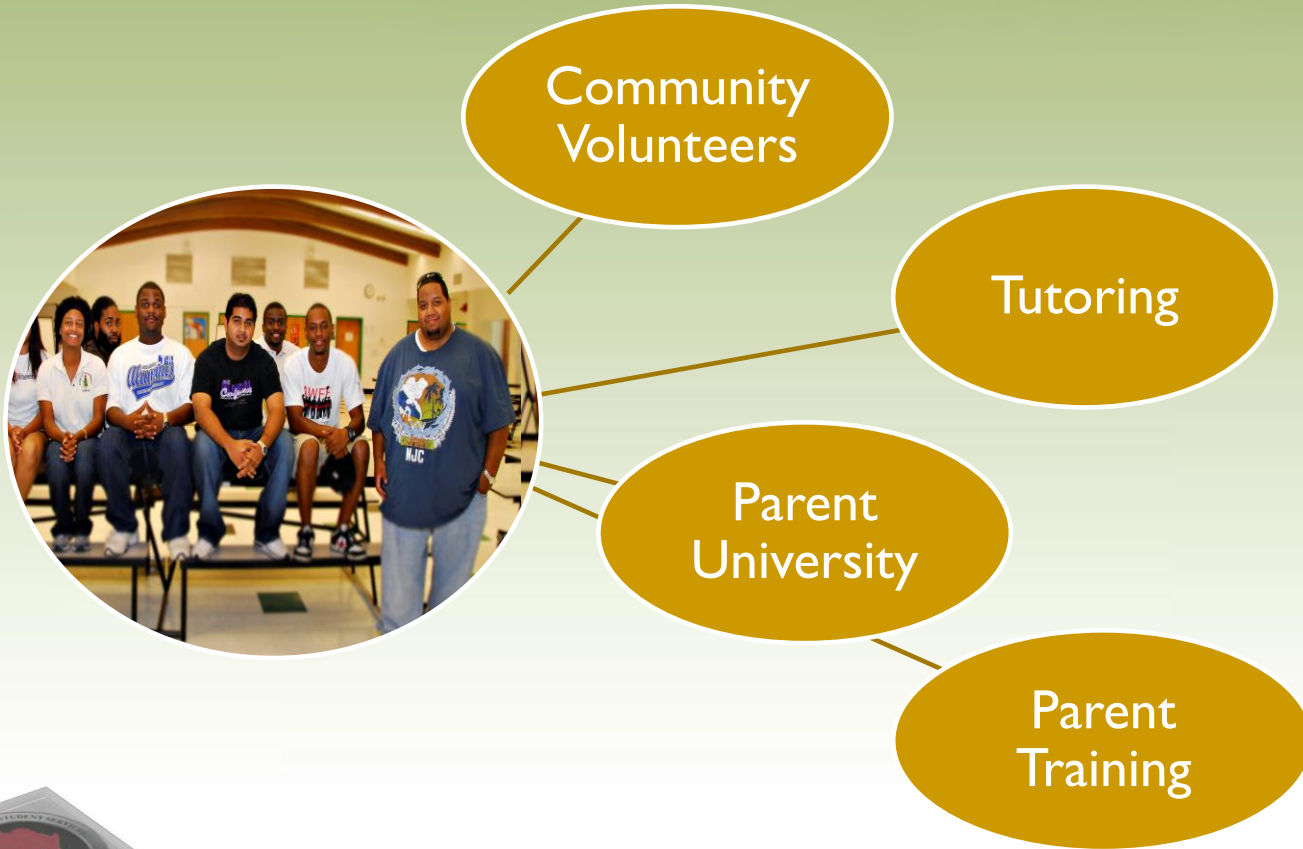
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INCREASE & STRENGTHEN STUDENT ADVOCACY



INCREASE PARENT/COMMUNITY ENGAGEMENT



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Reduce Failure Rates



Program Components

- Academic Instruction Support
- Support Services (e.g., home visits, mentoring, behavior)
- Literacy Initiative (Achieve 3000, Read-in Chain)
- Summer Youth Enrichment
- Culturally Relevant Enrichment Experiences
- Community Partnerships
- Multicultural Curriculum Integration



Organization Chart – 2013-14

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	DISTRICT SUPPORT
Keisha Coleman Booth	Nicole Chambliss Secrist	Chris Golston Palo Verde	Jimmy Hart, Director
Evelyn Cassidy Myers	Keisha Coleman Fickett	Joshua Sanders Tucson High	Eric Emerson Behavior Specialist
Elaine Buckner Cragin	Eric Brown Mansfeld	George Brown Cholla/Catalina	Jeff Sawyer Behavior Specialist
Lacey Grijalva Erickson	Marilyn McGlory Doolen	TBD Santa Rita	Desiree Cueto S.D. / Curr. Dev.
Miles Warrior Blenman	Debbie Worthy Utterback	Richard Langford Sahuaro	Gabriela Guglielmo Office Support
	Chris Golston Fickett/Gridley/Vail		

How We Support You

- We advocate on behalf of African American students and families.
- We provide information about TUSD's policies and practices, and help our students and families navigate the system.
- We serve as liaisons between students, families and school personnel.
- We support equity programs and curricula that promote African American student achievement.



How will we get there?

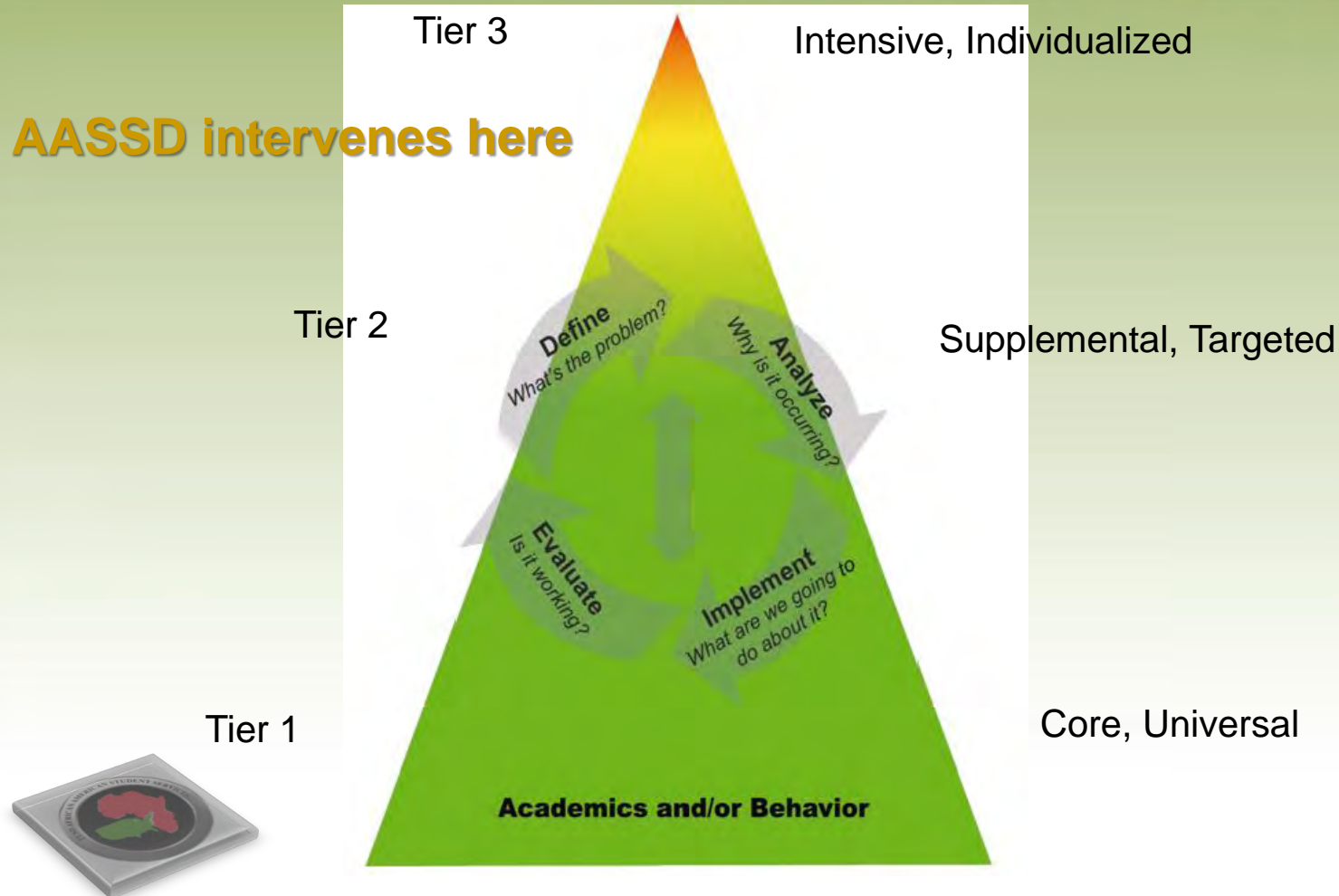
We Help Schools:

- Implement effective teaching strategies
- Create inclusive and supportive learning environments
- Support students in meeting grade level standards
- Provide interventions (“help”) as a natural, ongoing part of education that does not wait until students are struggling.



Multi-Tier System of Supports

AASSD intervenes here



Get involved, ask key questions

- Is my child successful? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to help support my child at home?
- How will we follow-up? How will I know our efforts are successful?



What do I do if I believe my child is struggling?

- Talk with your child's teacher
- Ask for regular progress reports in the areas of difficulty
- Celebrate when progress is made; ask questions when there is little or no progress
- Make a list of specific questions to ask about your child's progress.



Culturally Responsive Practices



Leadership Development

Faith-based partnerships
career awareness



National Society of Black
Engineers

Summer leadership
development



Leadership Development



Male Leadership Academy

AKA – Emerging Young
Leaders for middle school girls



Parent University & Black College Expo



Tucson Unified School District



PimaCommunityCollege



PCC vice Chancellor for Information Technology



African American Heritage Day



Empowerment Groups



Female & Male
Empowerment
workshops



African American Read-In (February)



- Teach Black History
- Inform others about our culture
- Black History by Radio



Annual Student Recognition Program



End Goal

High School Graduation
College Graduation



College Bound
Students



Learn more about AASS

- Visit www.tusd1.org/aastudies
- Call 225-6247
- Jimmy Hart, Director
- Contact your child's Academic or Mentor Specialist



Questions, Comments, Concerns??

We'd love to hear from you

- Feedback Survey
- Questions



TUSD

Student Equity & Intervention

African American Student Services

Regional Parent Meeting

December 5, 2013



There is great power in harmony and mutual understanding.

WE ARE...

A comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.



MISSION

Delivering Excellence in Education
Every Day through Advocacy,
Collaboration, Empowerment, Equity
and Intervention.



SHARED VISION

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.



CORE VALUES

Advocacy

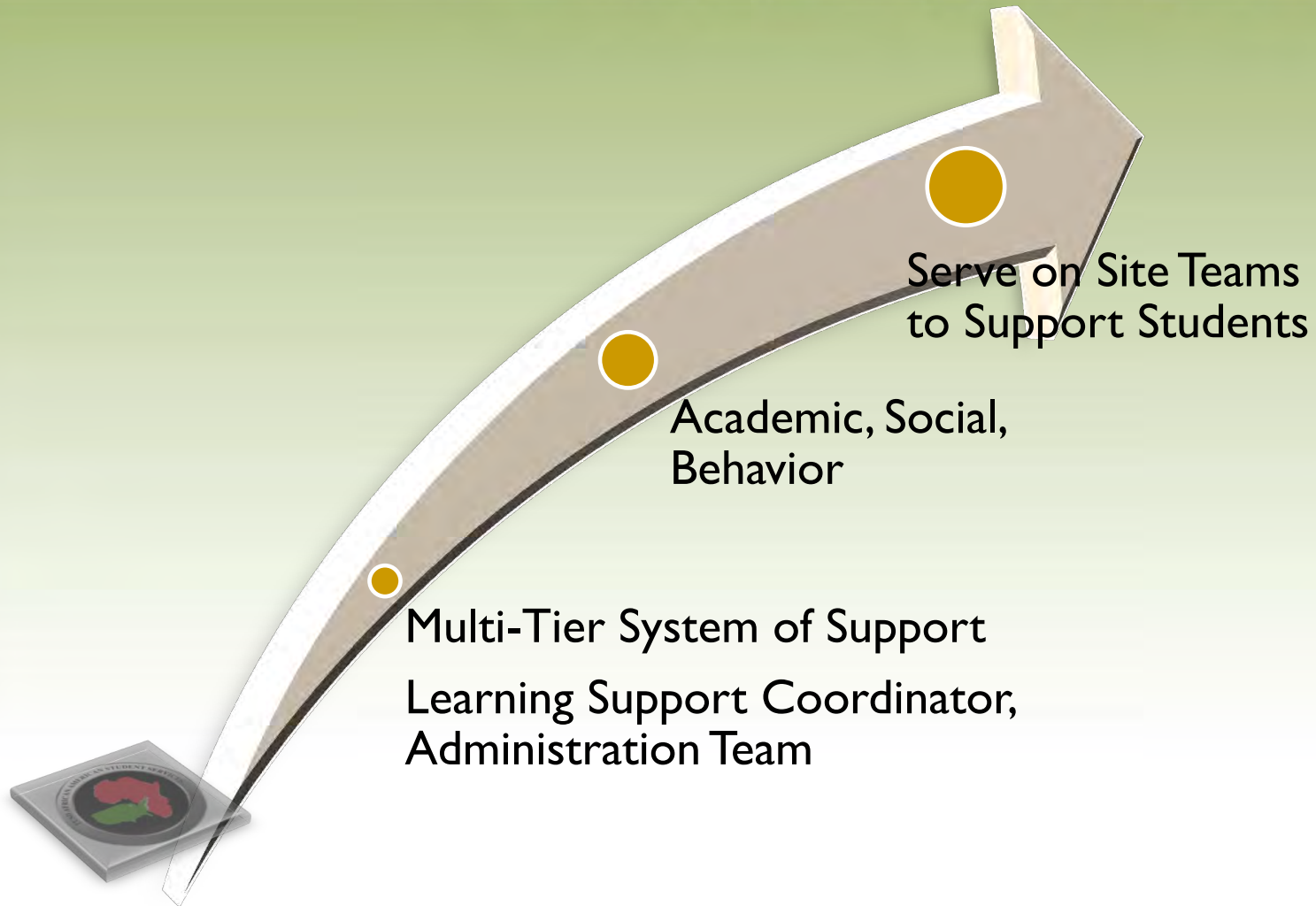
Empowerment

Integrity

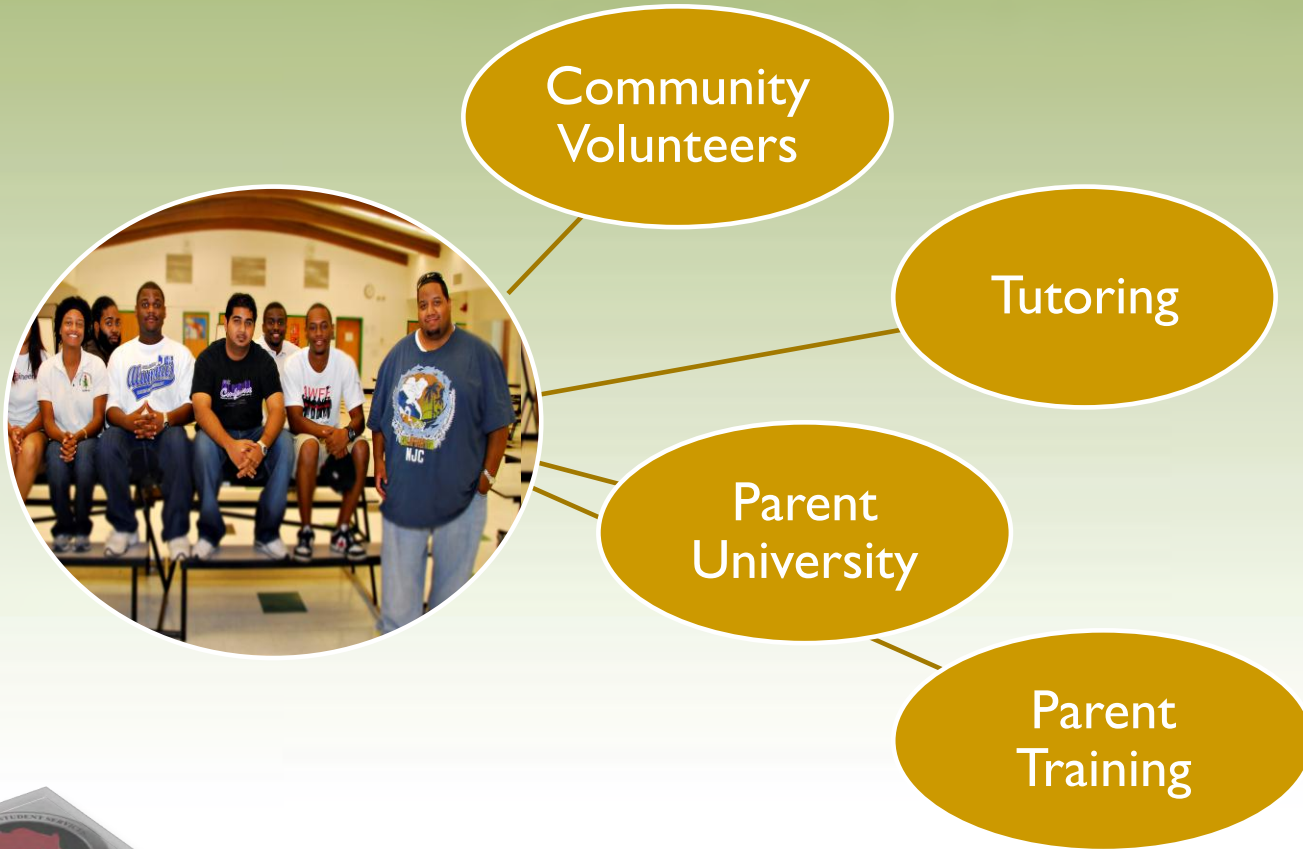
Teamwork



INCREASE & STRENGTHEN STUDENT ADVOCACY



INCREASE PARENT/COMMUNITY ENGAGEMENT



ADDITIONAL GOALS

Attract and Retain Students in
Rigorous Courses

Pilot Program @ Sahuarro

Reduce Suspensions



Reduce Failure Rates



Program Components

- Academic Instruction Support
- Support Services (e.g., home visits, mentoring, behavior)
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Miles Warrior, Academic Specialist Blenman	Debbie Worthy, Academic Specialist Utterback	Richard Langford, Academic Specialist Rincon/ <u>Sahuaro</u>	
	Chris Golston, Mentor Specialist Fickett/Gridley/Vail		

How We Support You

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- We serve as liaisons between students, families and school personnel.
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How will we get there?

We Help Schools:

- Implement effective teaching strategies
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- Support students in meeting grade level standards
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Multi-Tier System of Support

AASSD intervenes here



Tier 1

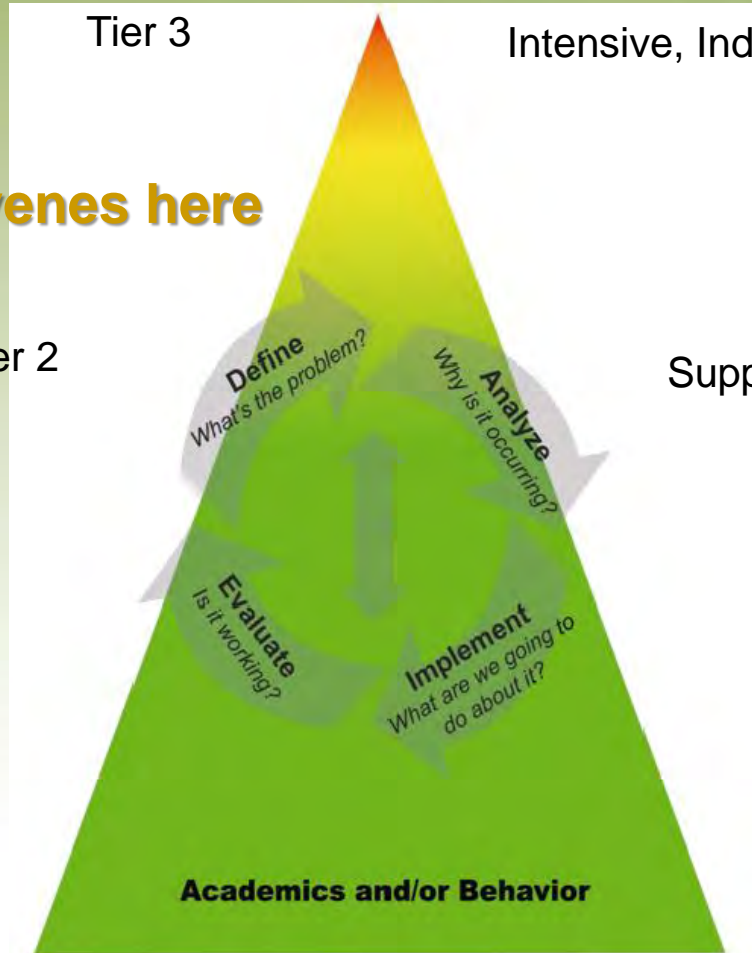
Tier 2

Tier 3

Intensive, Individualized

Supplemental, Targeted

Core, Universal



Get involved, ask key questions

- Is my child succeeding? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to help support my child at home?
- How will we follow-up? How will I know our efforts are successful?



What do I do if I believe my child is struggling?

- Is my child engaged academically?
- Ask for regular progress reports in the areas of difficulty
- Celebrate when progress is made; ask questions when there is little or no progress
- Make a list of specific questions to ask about your child's progress.



Culturally Responsive Practices



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Faith-based partnerships
career awareness



Summer leadership
development



National Society of Black
Engineers



Leadership Development



Male Leadership Academy

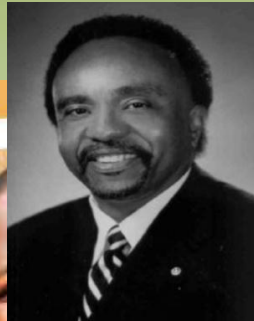
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African American Student Services Department

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mutual understanding.**

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Our Goals



- **TO CREATE A COLLEGE-GOING CULTURE**
- **TO INCREASE PARENT INVOLVEMENT**
- **TO INCREASE STUDENTS ENGAGEMENT IN RIGOROUS COURSES**
- **TO REDUCE SUSPENSION RATES**
- **TO REDUCE FAILURE RATES**

How will we get there?

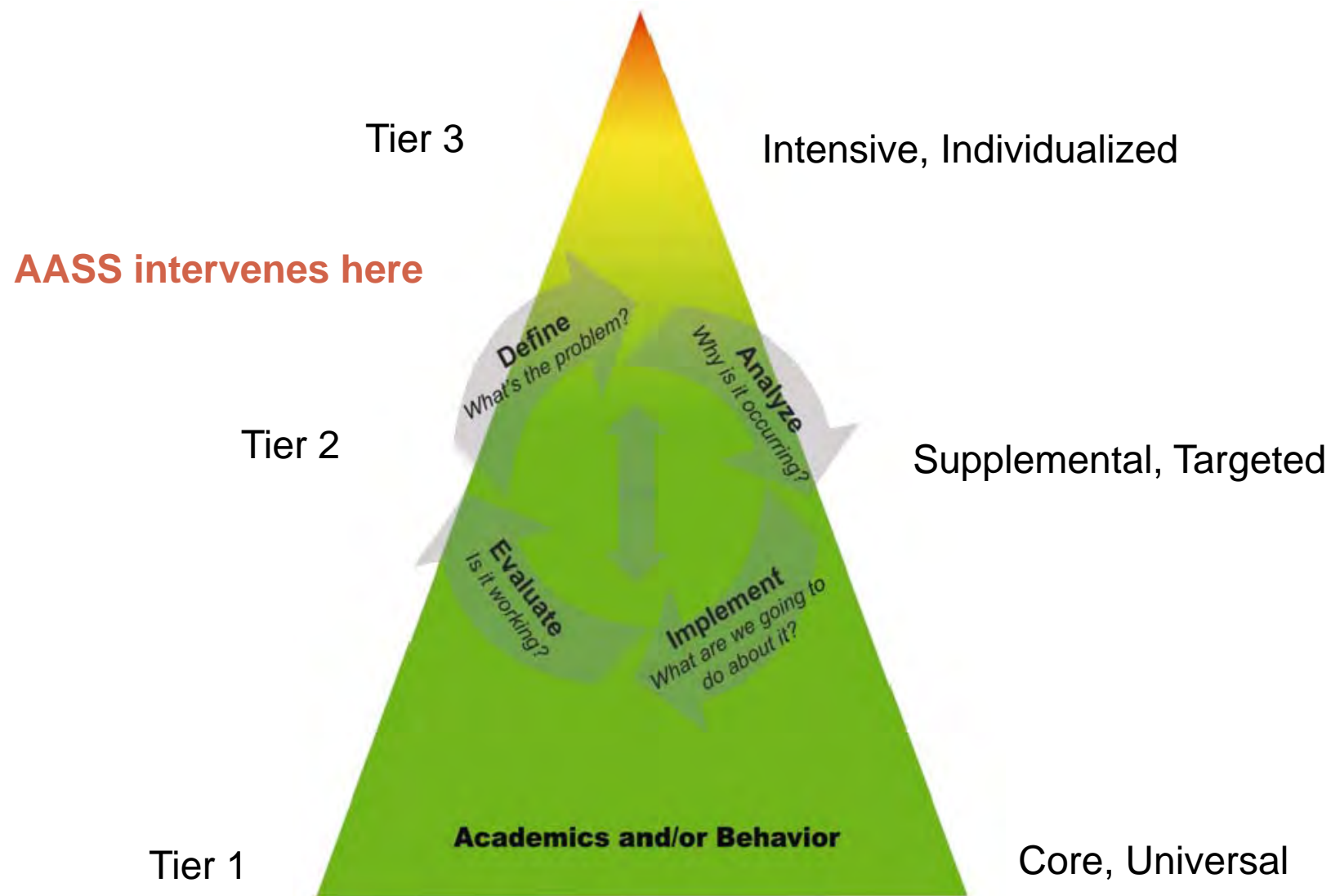


- By ensuring that each school provides effective teaching that fits the needs of African American students.
- By making sure that school environments are inclusive and supportive of African American students.
- By helping African American students meet grade level standards and go beyond.
- By providing interventions (“help”) as a natural, ongoing part of education that does not wait until African American students are struggling.

Program Components



- Academic Instruction Support
- Support Services
- Literacy Initiative
- Summer Youth Enrichment
- Culturally Relevant Enrichment Experiences
- Community Partnerships
- Multicultural Curriculum Integration



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Learn more about AASS



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- Contact your child's Academic or Mentor Specialist

Questions, Comments, Concerns????



- We'd love to hear from you

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



Male Leadership Academy

The African American Student Services Department along with Goodwill Youth Mentoring Services facilitates the Male Leadership Academy, a holistic approach to creating proactive opportunities for middle school aged males. This will occur with exposure to specific curriculum content and visibility of successful male guest speakers from the community.

During the 2013-2014 school year, thirty 8th grade males will be selected on a **first come, first serve basis**. Students will learn proactive strategies leading to more participation and commitment to beneficial activities within their education and immediate community.

Main components of the academy are: consistent mentoring from men in the community (AASSD, businesses, fraternities, U of A, and other various organizations), service activities, and family bonding (parents can participate in meetings). This academy is structured to allow for the positive development of the students' academic and socio-emotional well-being.

Students will also explore career options exposed to them through various contact with community leaders in the areas of science, business, education, and engineering. In addition, students will participate in the following activities:

- ***Exposure to guest speakers***
- ***Outings (Kings of Cooking, MLK March, U of A Homecoming, etc.)***
- ***Biweekly Meetings & Service Learning***

Please return enclosed applications by **09/09/13** to:

African American Student Services
C/o Christopher Golston
1010 E. 10th St.
Tucson, AZ 85719
(520) 225-6546 fax
(520) 225-6247

Or email to: Christopher.Golston@tUSD1.org

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



**Male Leadership Academy
*Program Objectives***

- 1. Help students improve their academic performance and prepare for college and career.**
- 2. Decrease suspension rates and days suspended from the previous school year among academy participants**
- 3. Engage students in career exploration and identify possible fields of study via contact with successful males from the community**

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



**Male Leadership Academy
*Application/Questionnaire***

Name: _____

Address: _____

Parent Phone: _____ **Parent Email:** _____

School: _____ **Student Phone:** _____

Please attach one letter or statement of recommendation from one teacher/counselor

In the spaces provided, please answer the following questions as truthfully as possible. Please print or type legibly.

1. Why do you want to be a part of the Male Leadership Academy?

2. Identify a goal to be accomplished within the next year.

3. Identify your strengths and weaknesses.

Strengths-

Weaknesses-

4. Give your own definition of leadership.

5. Please list possible career fields or post high school options you have considered.

6. Please list any other clubs, community activities, and/or extracurricular activities that will compete for your time.

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



**Male Leadership Academy
Parent Permission Slip**

I/We _____ parent(s) or guardian(s) of
_____ hereby grant permission to have my son attend meetings hosted
by African American Student Services staff. This may include other members of the
Tucson community. I/We understand these meetings function to empower my son
through discussions of any and all topics. These meetings will also include leadership
activities that may include community service events and attending mentoring sessions. I
also understand there will be times I will be asked to participate in activities alongside
my son. I commit to transporting my son to all meetings. I understand the intent of this
program is to assist my son in continuing advancement in becoming a proactive student
committed to excellence in academics and social behavior. However, if any action is
deemed hurtful to self or others, and/or meetings are not sufficiently attended my son
may be dismissed from the program.

Parent(s) signature _____

Student signature _____

**TUSD - African American Student Services Department Advisory
Council Meeting**

**Thursday, October 31, 2013
3:30 p.m. – 5:00 p.m.
TUSD District Office – Blue Room**

Agenda

1. Welcome/Introductions
 2. Update on AASD
 - a. Black Culture Clubs
 - b. Parent Advisory Group
 3. Strategic Planning
 4. Announcements
 5. Adjournment
-

Upcoming Events

- November 12 – African American Initiative, Dunbar Auditorium, 6:00 p.m. – 8:00 p.m.
- November 21- Quarterly Superintendent Meeting, Living Water Ministries, 6:30 p.m. – 8:00 p.m.
- December 5 – Student Recognition and Career Fair, TBD

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**TUSD - African American Student Services Department Advisory
Council Meeting**

**Thursday, September 26, 2013
3:30 p.m. – 5:00 p.m.
TUSD District Office – Blue Room**

Agenda

1. Welcome/Introductions
 2. Update on AASD
 - a. AIMS Reading & Math improved 3 consecutive years
 - b. Provided over 2,300 hours of direct reading support
 - c. 90% of principal responses show AASSD adds value to their school and goals
 - d. Implemented online support services data system
 3. Strategic Planning
 4. Announcements
 5. Adjournment
-

Upcoming Events

- October 19th – Parent University
- October 22nd – College Night

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USP V.F.1.s

TUSD Multicultural Student Services African American Student Services Department



September 9, 2013

Dear Advisor:

Thank you for your commitment and willingness to serve on the African American Student Services Department (AASSD) Advisory Board for Tucson Unified School District. Your expertise and partnership is vitally important to the success of our department and to the success of our African American students. It is important that we partner to address historical and generational disparities such as low academic achievement and overrepresentation in discipline/suspensions.

During our first advisory meeting we will discuss the following topics:

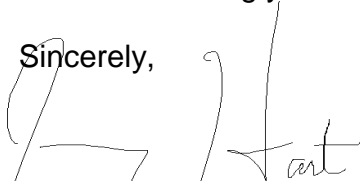
- Recommendation provided by the African American Academic Achievement Task Force;
- Intervention teams to support African American students; and
- Intervention process for at-risk African American students.

By now you may have read parts of the TUSD desegregation plan. The plan emphasizes processes and services needed to address quality of education, discipline and family/community engagement through many means. Please visit www.tucsonusp.com for the latest information regarding the desegregation plan and process. We need your input and ideas to enhance and strengthen how we ensure successful academic achievement for African American students. Your input will drive our strategic planning process.

Our first advisory meeting for this school year will be September 26, 2013 from 3:30 p.m. – 5:00 p.m. We will meet at 1010 East Tenth Street (TUSD district office) upstairs in the Blue Conference Room. Please see the attached agenda and recommendations. To RSVP call 225-6247 or e-mail to jimmy.hart@tusd1.org or gabriela.guglielmo@tusd1.org.

On behalf of our department and the students we serve, we appreciate your partnership and look forward to seeing you on September 26th.

Sincerely,



Jimmy Hart, Director

TUSD Multicultural Student Services African American Student Services Department



September 26, 2013
AASSD Advisory
AGENDA

3:00 p.m. Light snacks

3:30 p.m. Welcome/Introductions

Review the following documents:

- Recommendation provided by the African American Academic Achievement Task Force
- Intervention teams to support African American students
"The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (e.g., pullout reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement"
"All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students."
- Intervention process for at-risk African American students
"The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues)."

Brainstorm/discussion based on information provided

5:00 p.m. Adjourn

AAAATF RECOMMENDATIONS

I. Background

Closing the African American Achievement Gap in TUSD: An Analysis of

TUSD's African American students still struggle with academic under-achievement after decades of court imposed desegregation actions and funding. Multi-year TUSD data analyses, summarized below, show dismal results in all academic areas, especially Math. African American students have consistently experienced low expectations from TUSD faculty and administrators, and far too many students are performing to those lowered expectations. African American students continue to disproportionately experience disciplinary action at all grade levels, particularly African American males. The disturbing national trend of "school-to-prison pipeline" for African American males is also a major cause for concern within TUSD. The lack of parent involvement and advocacy for African American students only compound the problems associated with African American student achievement. Consequently, there is a need to identify the root causes of student performance issues with affirmative steps taken with a sense of urgency to address these factors that impede sustainable academic improvement. National studies and successful nationally recognized academic programs targeting African American students have shown that a mix of caring teachers, positive community role models and involved parents are major factors in reversing under-achievement by African American students. Without question, African American students have the intellectual capacity to perform at the highest levels of academic achievement. It's time for TUSD to transition from episodic, short-term approaches that have minimal success to institutionalized processes and programs that foster positive and sustainable results. The following snapshot of African American student academic performance provides the framework for the Task Force recommendations:

AIMS Data by Race/Ethnicity

Area:			White	African American	Hispanic	Native American	Asian American	Multi Ethnic	Total
READ	% Mast	99-00	73.4	50.6	45.9	37.0	69.0	--	59.3
		11-12	80.3	57.6	68.6	55.1	79.4	75.7	70.5
		Change	6.9	7.0	22.7	18.1	10.4	--	11.2
WRIT	% Mast	99-00	69.8	49.3	46.2	38.1	70.4	--	57.9
		11-12	61.0	36.4	44.5	32.2	60.4	55.4	48.0
		Change	-8.8	-12.9	-1.7	-5.9	-10.0	--	-9.9
MATH	% Mast	99-00	38.6	17.4	17.6	13.6	48.2	--	28.3
		11-12	62.6	33.9	45.3	32.0	67.9	55.9	48.8
		Change	24.0	16.5	27.6	18.4	19.7	--	20.5

Reading: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving reading mastery on the AIMS has risen significantly overall, and for every Racial/Ethnic group. However, the 23% gap in mastery level between White and African American students is unchanged during that time frame. Every other racial/ethnic group has closed the size of their gap during that time; the Hispanic reading gap with White students shrunk from 27% to 12%. Hispanic students started out with 5% lower reading mastery than African American students in 1999-2000; in 2011-12 they have 11% higher mastery.

Writing: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving writing mastery on the AIMS has fallen significantly overall, and for every Racial/Ethnic group (this is due primarily to changes to test difficulty and delivery). African American students have seen the steepest decline in mastery over that time frame, and a 20% gap relative to White students in 1999-2000 has grown to 25% in 2011-12. By contrast, Hispanic and Native American students both managed to decrease the size of their gap compared to White students. As with reading, Hispanic students started out with a lower writing mastery percentage than African American students in 1999-2000, but have a significantly higher mastery rate in 2011-12.

Mathematics: In twelve years (from 1999-2000 to 2011-12), the percent of TUSD students achieving mathematics mastery on the AIMS has risen significantly overall, and for every Racial/Ethnic group. However, the 21% gap in mastery level between White and African American students in 1999-2000 has risen to 28% in 2011-12. As with reading, the African American gain over those years has been the smallest of any racial or ethnic group. And as with reading and math, Hispanic students have a smaller gap in twelve years relative to White students, while African American students have a larger gap relative to White students in all three areas.

II. Recommendations

Recommendations one through eight are focused primarily on administrators, teachers, and other staff.

1. Identify and Replicate Successful National School Based Factors
2. Identify and Replicate Successful Teacher Practices
3. Enhance Teacher Evaluation
4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Teaching Practices (CRP) (Something to consider – non-educators and parents will understand the wording teaching practices instead of pedagogy. You may want to change pedagogy to teaching practices throughout the document OR use Culturally Responsive Practices – See Gloria Ladson-Billings work – she coined the concept culturally responsive teaching practices – you can check with Dr. Peterkins on this as well.)
5. Develop Focused Professional Development
6. Consider Cultural Competency in Hiring
7. Enhance the District-Wide Leadership Development Program
8. Set and Communicate High Expectations

Recommendations nine through sixteen are focused primarily on students.

9. Monitor ALE Placement Actions
10. Monitor Recommendations for Placement to Career and Technical Education (CTE)
11. Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs
12. Evaluate Support Programs
13. Fund Adequately African American Student Services

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14. Monitor Disciplinary Actions
15. Enhance the Parent Engagement Program
16. Develop and Implement Extended Learning Opportunities

III. Recommendation Description

Recommendations one through eight are focused primarily on administrators, teachers, and other staff. Recommendations nine through sixteen are focused primarily on students.

RECOMMENDATION	Step 1	Step 2
1. Identify and Replicate Successful National School Based Factors	Examine the national school-based success factors that accounted for improved African American student achievement, academic performance, and graduation rates.	Discern if these school-based factors can be replicated for TUSD schools. Thus, the factors should be codified, verified for their impact, and efforts should be made to insure that the valid factor types identified become more widely present throughout the school district. Conduct “drop in” principal evaluations that provide formative feedback to teachers. Examine the potential for investing in the use of “instructional rounds” or learning walkthroughs to ascertain the level of teaching and learning in all classrooms and to disseminate best practices as they are found.
2. Identify and Replicate Successful Teacher Practices	Identify school-based educators, teachers and/or teacher leaders who have achieved success with African American student performance in their schools, and capture the classroom methods or best practices they’ve utilized to get these results.	Embrace and utilize innovative teaching methods to better connect with and reach each student’s learning needs. These practices should be codified, vetted for their impact, and these practice types should be systematically turned into targets of professional development for instructional staff. This effort should include preparation of structured lesson plans with periodic AAAATF monitoring of overall teacher performance and results. Care should be given to insure that the identified practices are/will be integrated with Common Core Standards, so that these practices are not viewed as burdensome add-ons to what teachers are now expected to do to implement these Standards.
3. Enhance Teacher Evaluation	Introduce educator performance accountability metrics to address school-based staff who consistently fall short in key areas of African American student academic achievement.	Evaluate to ensure that teachers demonstrate an observable commitment to treat all students with dignity and respect. Add a cultural component to teacher evaluations. In evaluating teachers, consideration should also be given to <i>the extent of student engagement</i> as an important proximal outcome.

RECOMMENDATION	Step 1	Step 2
4. Monitor and Implement the Essential Elements of Instruction (EEI) and Culturally Responsive Practices (CRP)	Implement fully EEI and CRP into teaching. EEI should be completed with fidelity; culturally responsive teaching would increase the opportunity for positive relationships between students of color and faculty members.	Utilize ongoing and specific professional development to provide school and district personnel with continuous training to improve student engagement. In addition to student engagement and implementing diverse teaching strategies, including in ALE courses.
5. Develop Focused Professional Development	Identify (1) research-based, high-quality teacher professional development activities, with proven success particularly with African American students, and (2) the subset of schools with the highest concentration of African American students	<p>Implement the identified PD at the subset of schools with the highest concentration of African American students. These efforts should lead to narrowing the achievement gap at these schools, and should focus on culturally-relevant pedagogy (CRP). The instructional core - teaching and learning - in regular classrooms must be a priority in the pursuit of raising achievement outcomes for African American students. The model cannot center on one-shot workshops or information sharing activities per se, but should involve continuous improvement such that there are several cycles of "training," with each cycle to include a workshop and follow up support in the form of classroom observations with constructive feedback, common planning time, and the operation of professional learning communities. These efforts may include, but are not limited to, using a train-the-trainer model to:</p> <ul style="list-style-type: none"> • Hold school administrators, counselors, and teachers accountable for completion of comprehensive cultural sensitivity training to address both conscious and unconscious bias against African American students, especially African American males. (Biannually) • Train on the culture of the district regarding achievement, student engagement, self-esteem, and promoting self-efficacy among students of color. (see 6th recommendation) <p>The model should integrate these new practices with the demands teachers face in implementing the new Common Core Standards.</p>
6. Consider Cultural Competency in Hiring	Identify and develop well-established teacher recruitment and hiring process that promotes hiring of teachers with strong cultural sensitivity in addition to other required competencies.	Implement well-established teacher recruitment and hiring processes that promote the hiring of teachers with strong cultural sensitivity in addition to other required competencies.

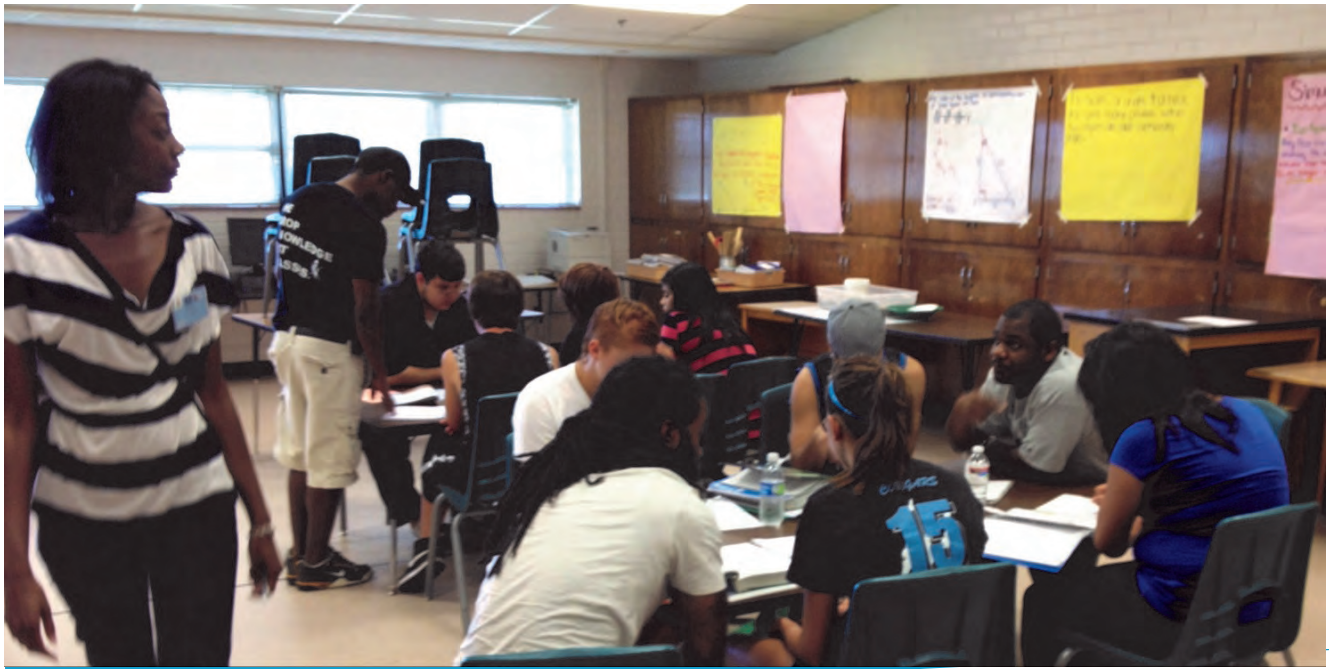
RECOMMENDATION	Step 1	Step 2
7. Enhance the District-Wide Leadership Development Program	<p>Explore the addition of accountability for more positive outcomes for African American students to the evaluation of school and district leaders. Examples of such models can be found in Santa Fe, and until recently, Philadelphia.</p>	<p>Enhance the District-wide leadership development program to ensure that all schools include accountability mechanisms in support of the success of African American students.</p> <p>Opportunity for African American educators to participate in leadership development programs</p>
8. Set and Communicate High Expectations	<p>Identify and set high standards.</p>	<p>Administrators should set high standards for all students and not just those students enrolled in ALEs or dubbed as “smart.” Counselors should demonstrate high expectations for all students. Teachers should demonstrate an observable commitment to high expectations for attainment by all students.</p> <p>There are specific classroom practices that convey differential achievement expectations for students. Such occur for example: Sentence structure below.</p> <ul style="list-style-type: none"> • <i>When teachers provide briefer and less informative responses to questions raised by low than high expectation students</i> • <i>When teachers show comparatively less acceptance and use of ideas put forth by low expectation students</i> • <i>When teachers, after posing a question, display less wait time before providing the answers for low expectation in comparison to high expectation students</i>
9. Monitor ALE Placement Actions and Supports	<p>Monitor the demographics of students that each counselor places in advanced, college prep courses.</p>	<p>Take action. Tutors/Supports for students within the first semester of an ALE. May include periodic audits to ensure placements are being made appropriately.</p>
10. Monitor Recommendations for Placement to Career and Technical Education (CTE)	<p>Monitor the demographics of students that counselors refer to technical education courses.</p>	<p>Take action. May include periodic audits to ensure placements are being made appropriately.</p>

RECOMMENDATION	Step 1	Step 2
11. Monitor Recommendations for Placement to Remedial and/or ExEd programs	Monitor the demographics of students that each counselor (recommends for placement) in remedial and/or Special Education programs. (Counselors do not recommend to special education courses)	Initiate appropriate follow-up for those counselors who routinely place students of color in remedial and/or Special Education programs. May include periodic audits to ensure placements are being made appropriately. (Counselors do not recommend to special education courses)
12. Evaluate Support Programs	Conduct data audits of programs now funded to support achievement outcomes for African American students to determine if they are producing the outcomes expected.	Those programs that are leading to the desired outcomes for African American students should receive increased funding. Those, for which the intended outcomes have not been obtained, should receive decreased funding or discontinued.
13. Fund Adequately African American Student Services	Identify additional resources needed to adequately provide African American Student Services	Provide adequate resources (e.g., funding, human capital, facilities, etc.) to support African American Student Services, including properly certified and high performing staff. a. Hire competent, certified professionals for this department to ensure that African American students receive strong academic and personal support with a foundation of high expectations. b. Do not allow the AASSD to be used as a respite for lower performing administrators, teachers and other staff. c. Provide self-esteem seminars (self-esteem only goes so far – consider leadership development) for African American students, promoting positive images and stressing that being smart and high academic achievement are positive attributes. Include positive African American community role models. d. Assign the highest performing staffers to the most underperforming schools or grade levels. e. Establish an effective student peer-to-peer mentoring program. f. Monitor all aspects of African American student education, including disciplinary actions, recognition and awards, academic excellence and poor performance, absenteeism, teacher performance, etc. g. Conduct focus groups at the end of academic year

RECOMMENDATION	Step 1	Step 2
		<p>2013/2014 with those students that participated in the academic year 2012/2013 focus groups to assess any gains/changes as a result of their feedback.</p> <ul style="list-style-type: none"> h. Create a district-wide plan of communication to both inform and communicate with the AA community, but to also encourage collaboration. i. Create more multi-cultural classes that encourage a learning of past heritage and achievement. j. Create a four-year mentor program for AA students to enroll in. k. Organize more celebratory events to honor the success of AA students. l. Create more multicultural clubs and organizations (other than sports) for AA students to engage in.
14. Monitor Disciplinary Actions	<p>Monitor schools and teachers who consistently show high levels of disciplinary action against African American students</p>	<p>Assemble behavior/discipline task force</p>
15. Enhance the Parent Engagement Program	<p>In implementing this program, efforts should be made to identify an organization that has a successful, documented track record of fostering these intended outcomes with African American students.</p>	<ul style="list-style-type: none"> a. Consistent Student/Parent Focus Groups b. Launching a parent engagement program aimed at, but not limited to, African American families. This program would have as its primary focus the fostering of effective voice and informed advocacy of parents, on behalf of their children's academic and social well-being inside schools. c. (Administrators) Promote and welcome parent involvement and give them timely access to

RECOMMENDATION	Step 1	Step 2
		<p>information that enables them to advocate for and support their students' learning both in the classroom and at home.</p> <p>d. (Teachers) Reach out to African American parents and build a welcoming and collaborative positive relationship versus a negative relationship with only negative communication.</p> <p>e. (District) Support the efforts of teachers and administrators to reach out to the AA community.</p> <p>f. (Parents)</p> <ul style="list-style-type: none"> •Take responsibility to participate in their students' education. •Provide opportunities for active engagement in student learning process. •Offer training modules for parents that equip them to be positive contributors and advocates for their students' achievement •A key part of the training would require parents to spend a certain amount of time volunteering in their students' classrooms to achieve certification of completion. •Implement a parent outreach program across the district to foster a more welcoming environment for parents •Develop and implement an aggressive parent outreach program, utilizing the talents of top community leaders. <p>* Miami-Dade Schools had a Parent Academy that did much of this work. Their goal was to create "Demand" parents, those who had the expertise, knowledge and social capital to advocate for their children in all forums, and support their learning. Parent engagement should be in support of student outcomes, not in the</p>

RECOMMENDATION	Step 1	Step 2
		number of parents volunteering.
16. Develop and Implement Extended-Learning Opportunities	Develop a clear budget in advance for each activity	<p><u>Summer:</u> Establishing extended-learning summer opportunities for, but not limited to, African American students. These opportunities should focus not just on remediation activities, but on acceleration and enrichment activities as well. What is offered should be seen as enticements, and not as "punishment" for performing poorly during the school year. A focus should also be on educating the whole student. Therefore, along with conventional academic outcomes, attention should be given to promoting socio-emotional competence, to fostering students' self-efficacy and positive attitudes toward learning, and to the broadening of students' cultural horizons.</p> <p><u>Out of School:</u> Provide out of school and extended learning time opportunities for students that operate with stigmas:</p> <ul style="list-style-type: none"> • Develop more after-school tutoring sessions for AA students to seek any academic assistance that they may need. Consider peer assistance tutorial groups whereby older students help younger students. Evidence suggests both older and younger students will benefit. • Establish an effective tutoring program for students that are struggling. • Provide out of school and extended learning time opportunities for struggling African American students, with strong parent involvement.



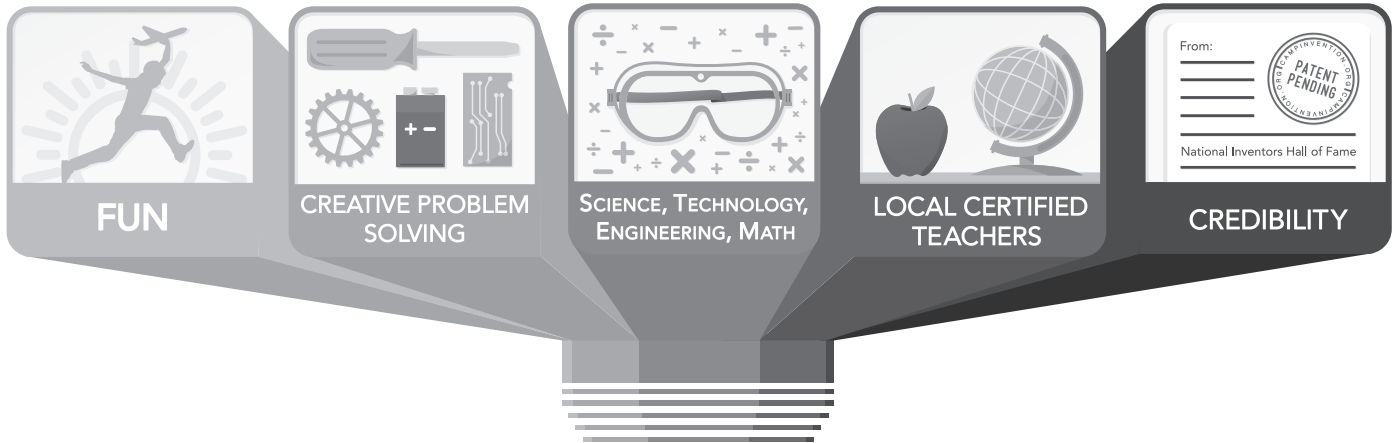
TUSD MULTICULTURAL STUDENT SERVICES

HIGH SCHOOL AIMS PREP TUTORING
FOR JUNIORS AND SENIORS.
TUTORING IS OFFERED OCTOBER
8TH & 9TH @ **NAYLOR MIDDLE
SCHOOL (1701 S COLUMBUS BLVD)
85711.**
**JUST SOUTH OF 22ND ON
COLUMBUS**

- Practice AIMS Tests
- AIMS Reading Review
- AIMS Writing Review
- AIMS Math Review

Please call TUSD Multicultural
Student Services @ 225-6294 or
@ 225-6247 for details.

Only at Camp Invention®



Camp Invention is FREE!
Last Chance to Join the Summer Fun.

**See the new Morphed!
program in action.**

**Camp Invention is coming to
Booth-Fickett Math/Science Magnet School**
located at 450 S. Montego Drive, Tuscon, AZ 85710
on June 2 - 27, 2014 from 7:45 AM- 12:30 PM.
hosting the Morphed! program!

Directed by African American and Mexican American Student Services

Register your 3rd through 5th grade child today!



Watch the fun at
**[campinvention.org/
revyourengines](http://campinvention.org/revyourengines)**



Questions? 520-731-3800 or Keisha.Coleman@tusd1.org
USP V.F.1.s

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Tucson Black College Cultural Tour 2014



The Tucson Black College Cultural Tour is a wonderful opportunity to visit Historical Black Colleges and Universities in the United States. This year we will be traveling through Georgia, Alabama, Louisiana, and Mississippi. Students will be able to experience the college atmosphere of the South and learn the history and culture of several amazing colleges.

While on this tour, students will not only visit and tour colleges and universities, but will also be experiencing the rich cultural activities and events in the area.

The tour will depart from Tucson or Phoenix on Sunday, March 16, 2014 and return Sunday, March 23, 2014. The tentative price for this trip is **\$850 which may be reduced depending on the clubs fundraising efforts. It's not too late to attend the tour. Please contact** Levette McEaddy at 520-225-5125 (office), 520-850-1173 (cell) or by email at levette.mceaddy@tusd1.org for more details.



Schools

Dillard University
Xavier University
Southern University
Jackson State University
Alabama State University
Tuskegee University
Grambling State
University
Spelman College
Morehouse College
Clark Atlanta University
Alcorn State University
Alabama A&M University
Stillman College
Concordia College



You are Cordially Invited

College Fair

Saturday, September 21st from 10:00am to 3:00pm

Join Congressman Raúl M. Grijalva and Mayor Jonathan Rothschild in cooperation with colleges and universities from across the country to present students with post-secondary opportunities. Attending institutions will present select students with acceptance letters and scholarship awards.

This event is free and open to the public.



Congressman Raúl M. Grijalva

&

Mayor Jonathan Rothschild



Location:

El Pueblo Activity Center

101 W. Irvington Road, Bldg. 9

Tucson, AZ 85706

Please RSVP to: Evan Wesley at Evan.Wesley@mail.house.gov or (520) 622-6788

Participating Colleges and Universities listed on reverse side

Participating Colleges

Alabama A&M University: *Alabama*
Alcorn State University: *Mississippi*
Arizona State University: *Arizona*
Benedict College: *South Carolina*
Central Arizona College: *Arizona*
Clark Atlanta University: *Georgia*
Florida A&M University: *Florida*
Huston-Tillotson University: *Texas*
Kentucky State University: *Kentucky*
North Carolina A&T University: *North Carolina*
Northern Arizona University: *Arizona*
Paul Quinn College: *Texas*
Pima Community College: *Arizona*
Prairie View A & M University: *Texas*
Southern University: *Louisiana*
Spelman College: *Georgia*
Texas Southern University: *Texas*
Tuskegee University: *Alabama*
University of Arizona: *Arizona*
Virginia State University: *Virginia*
Wilberforce University: *Ohio*
Wiley College: *Texas*
Yale University: *Connecticut*

Survey for December 05thh, 2013 Quarterly Parent Meeting at Rincon High School

Questions	Ranks	1	2	3	4	5
Academic Achievement (Tutoring in Reading, Writing and Math, AIMS Support)		12	3	1		4
College Prpe (ACT, SAT, Test Taking Skills)		7	6	1	1	3
Cultural Awarness Traing for TUSD Adminstrators, Teachers, and Staff		5	2	6	4	3
Parent Training		6		1	5	6
6 Organization: Keeping Educational Records						
9 College and Career Readiness: Getting Started Now!						
10 Motivating Your Child						
8 Parent to Parent (Group sharing)						
9 Advocating for your child: From GATE and AP to Times of Trougle						
7 Just Do It: Simple Ways to Get Involved						
Other (please specify)_____						
Enrichment Activites (must align with goals of AASSD and TUSD)		2	1	2	2	4
_____ Other:_____						

Meetings like these

Keep helping students in the Career Readness!

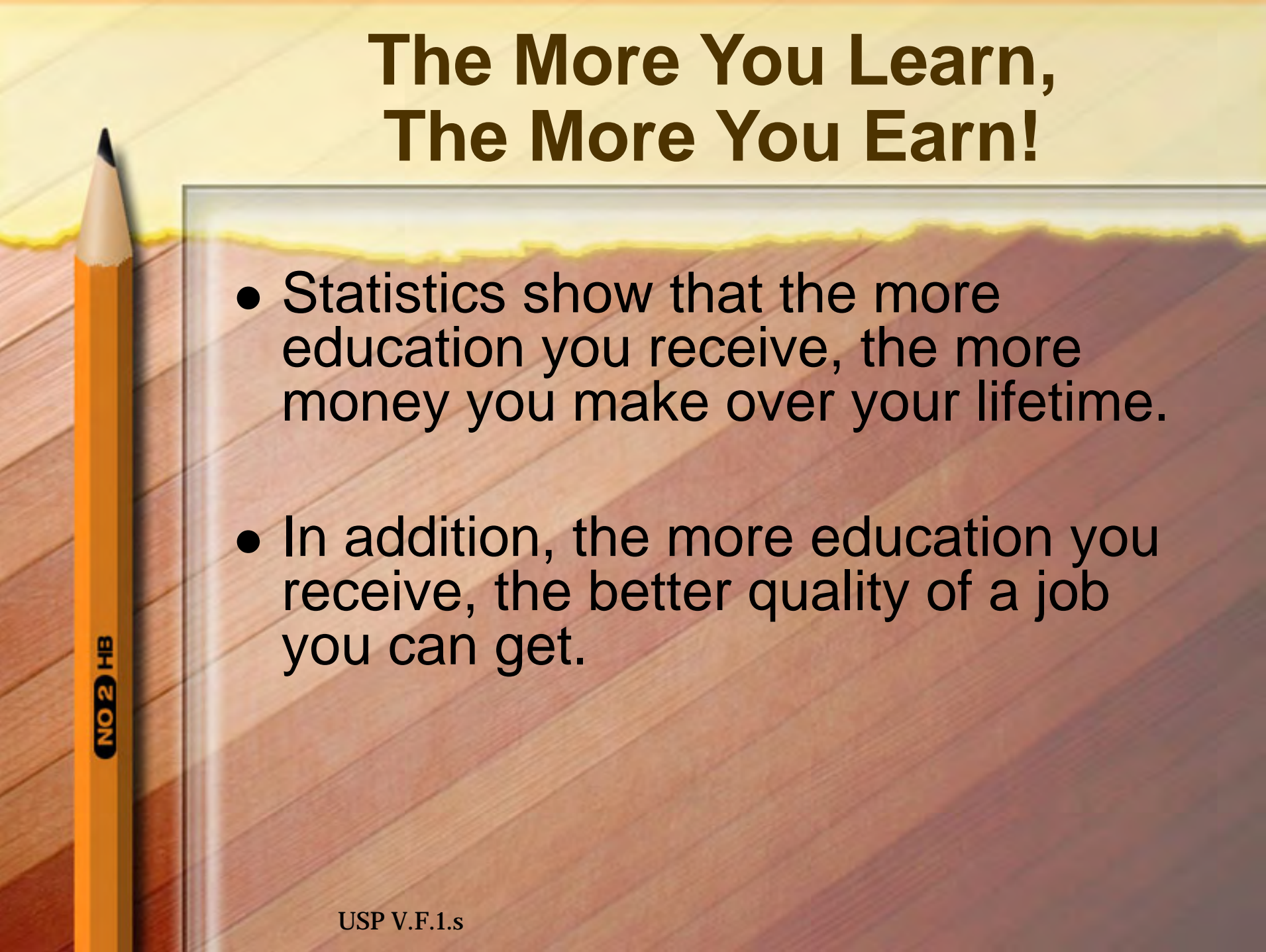
A photograph of a wooden desk with a yellow pencil and a clear plastic folder. The pencil is on the left, and the folder is on the right. The text "More school?" is written on the folder in a large, black, serif font. Below it, the text "College Awareness" is written in a smaller, black, sans-serif font. The background is a wooden desk with a yellow pencil and a clear plastic folder.

More school?

College Awareness

USP V.F.1.s

The More You Learn, The More You Earn!

- 
- Statistics show that the more education you receive, the more money you make over your lifetime.
 - In addition, the more education you receive, the better quality of a job you can get.

USP V.F.1.s

College is Better than High School

- Why should I go to college?
- Let's see how college is incredibly better than high school!

USP V.F.1.s

College is Better than High School

Hours of Classes Per Week:

High School: 30

College: 12-16

USP V.F.1.s

College is Better than High School

First Class Starts At:

High School: 7:45 am

College: You make your own schedule!

USP V.F.1.s

College is Better than High School

Number of Class Per Week:

High School: 7

College: 3-5

USP V.F.1.s

College is Better than High School

Rules in Class:

High School: No eating, drinking, gum, electronics, coats, or hats

College: Generally allowed to eat, drink, chew gum, bring electronics (although not use them), and wear a coat or hat

USP V.F.1.s

College is Better than High School

Hours of Homework Per Week:

High School: 7-14

College: 20-30, but usually focused on things you are interested in and classes you selected.

USP V.F.1.s

College is Better than High School

***Number of Organizations/Clubs
That Students Can Join:***

High School: 5-15

College: Hundreds!

USP V.F.1.s

College is Better than High School

Number of Parties Per Weekend:

High School: 3-5

College: Dozens

USP V.F.1.s

College is Better than High School

Responsibilities/Staying on Track:

High School: Most classes are picked for you; security guards and teachers make sure you are in class; teachers meet with and call your parents.

College: You choose your classes; you make appointments with your advisor; you choose to come to class on time. You are in control of your destiny.

USP V.F.1.s

College is Better than High School

The Bottom Line:

Going to college means more responsibility and harder work!

But... with that responsibility comes more fun, freedom, and opportunities!

USP V.F.1.s

How Do I Get to College?

***Wanting to Go to College is
Different than Being PREPARED to
GO!***

You get accepted into college primarily
based on what you do in the first
three years of high school!

USP V.F.1.s

How Do I Get to College?

Getting Into College Is More Competitive Than Ever!

In order to go to a quality college, there are four areas in which a student should excel:

USP V.F.1.s

How Do I Get to College?

College To Do List (page 15 of CW packet)

1. Grade Point Average (GPA)
2. ACT/SAT Score (*Taken during the spring of junior year*)
3. Extracurricular activities (*after school jobs, community service, leadership, involvement in school clubs*)
4. Coursework: 4 years of math, science, English, and history; 3 years of a foreign language; AP and honors classes whenever possible!

USP V.F.1.s

How Do I Get to College?

The Bottom Line:

There is **NO** time to waste!

Waiting until junior or senior year to get serious about school is a **MISTAKE!**

USP V.F.1.s

How Do I Get to College?

Getting into College is a Challenge

It is difficult to do this alone!

Talking to a knowledgeable counselor,
teacher, or parent can be helpful in
this process

USP V.F.1.s

How Do I Get to College?

***It is OK if No One in Your Family
Has Gone Before!***

Every family has a first family member
who goes to college... it could be
you!

In my family, it was **me!** :)

USP V.F.1.s

How Do I Get to College?

Let's Look at a College Application!

USP V.F.1.s

Cradle to College: Visualizing the Future

Join the TUSD African American Student Services Department and interns from the University of Arizona Africana Studies Program for a series of college-student led, engaging workshops geared towards middle school students and their families. Parents will have the opportunity to interact with U of A professionals from Academic Outreach, Financial Aid and other offices during the college-student led workshops.

SPONSORS:



COLLEGE OF HUMANITIES
**AFRICANA
STUDIES**

UA Black Alumni (UABA)

WHAT: College Awareness from a College Students Perspective

WHEN: Saturday, April 26th from 9:00 a.m. – 12:30 p.m.

WHERE: U of A - Manuel Pacheco Integrated Learning Center (ILC) on the U of A mall lower level

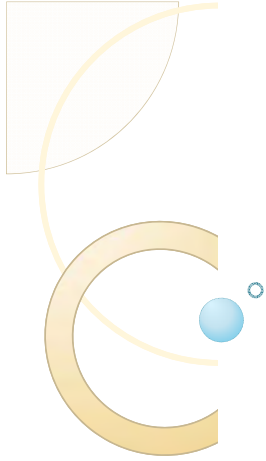
WHO: TUSD Middle School Students

RSVP: www.tusd1.org/aastudies

QUESTION: Please call 225-6247



Space is limited to 50 student participants and their parents



Etiquette for Young Ladies

Dining and Fashion Etiquette

Alpha Kappa Alpha Sorority, Inc.

Eta Epsilon Omega Chapter

Booth-Fickett Magnet School Presentation, December 2013

USP V.F.1.s



Etiquette for Young Ladies

What is Etiquette?

Etiquette is a code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group.

In other words, etiquette has to do with good manners and making other people feel comfortable by the way we behave.

Using proper etiquette, or accepted rules for doing things, shows your good upbringing and allows others to be comfortable around you.

Dining Etiquette



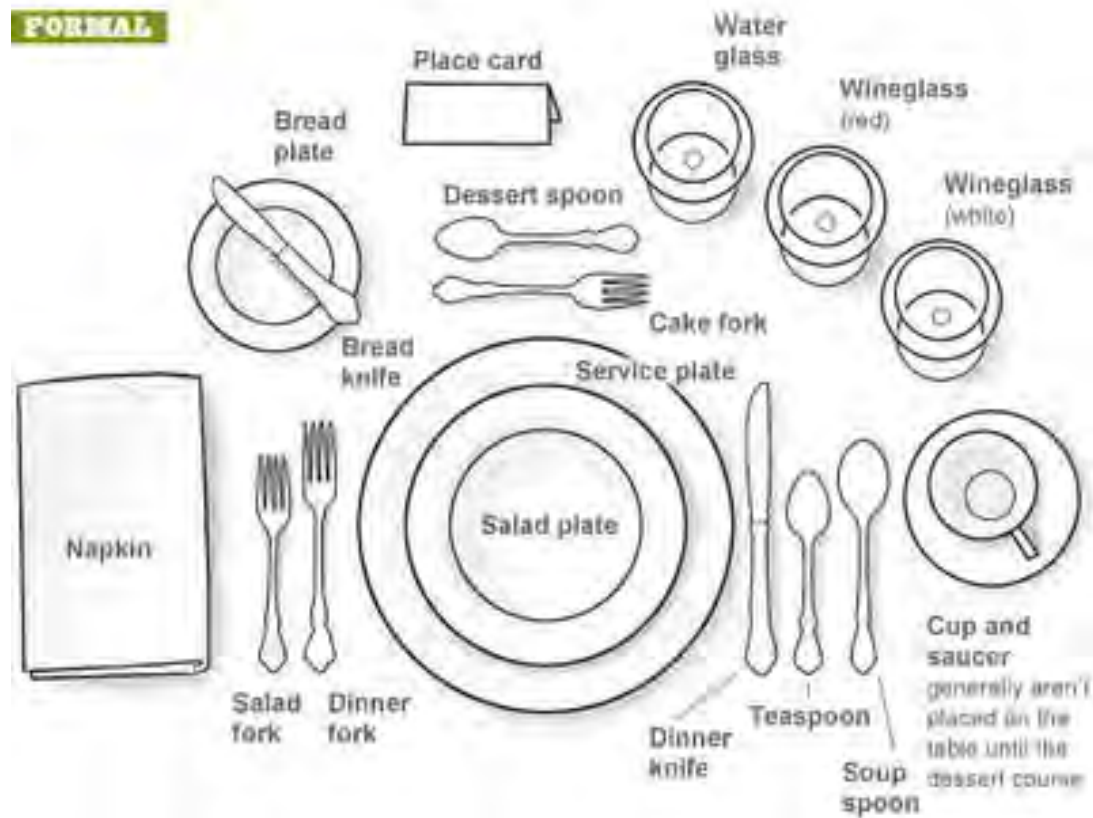
USP V.F.1.s

Place Settings



USP V.F.1.s

Place Settings



Napkin Folding Styles



French
Pleat



Candle



Crown



Goblet
Fan



Peak



Flame



Trifold



Opera
Fan



Bird of
Paradise



Cardinal
Hat



Rose

USP V.F.1.s

Fashion Etiquette

Appropriate Attire: *for women*

Dress Professionally:

- Always on the conservative side - neat and clean
- No thigh-high skirts in the business world!
- No jewelry and make-up that are distracting!
- No excessively long fingernails and use subtle colors!
- Go easy on the perfume!



Two-piece dark colored pants or knee-length skirt suit
• Wear neutral colored panty hose or dark tights if wearing a skirt

Crisp white or blue blouse, tailored shirt, or shell with conservative neckline

Polished, closed toe shoes with a low to moderate heel
• Try to avoid shoes with very high heels

No multiple earrings or gaudy jewelry


Use perfume and makeup sparingly

Nail polish should be a neutral color

Carry a portfolio folder, professional bag, or a simple conservative purse



Fashion Etiquette



The image shows two women standing side-by-side, modeling professional interview attire. The woman on the left is wearing a dark navy blue skirt suit with a white blouse and a pearl necklace. The woman on the right is wearing a dark navy blue pantsuit with a white blouse. Both are holding light-colored briefcases. The background is a plain, light-colored wall.

- A neutral colored suit in navy or another dark color with a skirt
- Skirt length should be a little below the knee and never shorter than above the knee
- Blouses should be cotton or silk (white or light pastel color)
- Pantyhose should be flawless (no runs) and conservative in color. (You may want to bring an extra pair with you)
- Basic pumps with 1"-2" heel (No strappy sandals or platforms!)
- Simple Accessories. No visible body piercing (nose rings, eyebrow rings, etc.)
- Make-up should be minimal and in conservative tones
- minimal cologne or perfume
- Light briefcase or portfolio case

Interview Attire

USP V.F.1.s

Etiquette for Young Ladies

Dress the way you want to be **ADDRESSED**. If you dress like a lady, you will be treated with dignity. Don't dress for negative attention and be angry when you get it.



What attracts a man's attention doesn't always attract his **RESPECT**.



Your dresses should be tight enough to show you're a woman and loose enough to show you're a lady.

TUCSON UNIFIED SCHOOL DISTRICT



2013 ~ 2014



T
U
S
D



STRENGTHENING OUR LEGACY, BUILDING OUR FUTURE



*African American Student Services
Annual Student Recognition*

*Special Moments from our 2012-2013 African
American Student Recognition Program*





Congratulations Students For A Job Well Done!



Dr. Anna Jolivet Award

For students who participated in Fine Arts and/or Athletics with at least a 3.25 GPA, earned 95% attendance, and were active in community service for the school year.

Dr. Jolivet was a renowned local educator who grew up in Tucson, Arizona and attended Dunbar-Spring school and Tucson High school. She modeled academic achievement as a student who graduated with her undergraduate and doctoral degree from the University of Arizona. Dr. Jolivet was an advocate for fine arts and served as a music teacher prior to becoming the first African American female to work as a principal in TUSD. Her legacy and commitment to serving the Tucson community lives on through the Education Enrichment Foundation (EEF) and other organizations. Dr. Jolivet was a founding member of EEF, an organization serving TUSD students.

The African American Student Services Department would like to extend a Special “Thank You” to each school for providing the names of the recipients who met the criteria in each category.

Academics: 3.25-3.99 GPA through the first 3 quarters (6th – 12th grade)
 4.0 GPA through the first 3 quarters (6th – 12th grade)
 4.0 GPA for all 4 years of high school (Seniors only)

Perfect Attendance: Any student who maintained perfect attendance through the first 3 quarters (6th – 12th grade)

Special Award: Students who participated in Fine Arts and/or Athletics with at least a
 Dr. Anna Jolivet 3.25 GPA, earned 95% attendance, and were active in community
 service for the school year (6th – 12th Grade)

Tucson Unified School District
28th Annual African American Student Services Recognition
Program
May 12, 2014

<i>Master of Ceremonies</i>	Jimmy Hart Director, African American Student Services
<i>Mistress of Ceremonies</i>	Desiree Cueto Staff Development & Multicultural Curriculum Integration Coordinator
<i>Welcome / Occasion</i>	Jimmy Hart Director, African American Student Services
<i>Invocation</i>	Warren Anderson, Pastor Living Water Ministries
<i>National Anthem</i> <i>Black National Anthem</i>	Zoe White, Sabino High School Tianna Williams Utterback Middle School
<i>Welcome to the University of Arizona</i>	Kendal Washington White Assistant Vice-President of Student Affairs University of Arizona
<i>Special Remarks</i>	Dr. Helidoro T. Sánchez, Superintendent Tucson Unified School District James E. Fish, Executive Director Student Equity & Intervention
<i>Performance</i>	Tucson High Magnet School Concert Choir
<i>Clinton Pinellas Award Presentation</i>	Eric Brown, Academic Specialist African American Student Services
<i>Special Academic Presentation 4.0 GPA</i>	Jomar Jenkins, UHS Graduate
<i>Dr. Anna Jolivet Award</i>	The Anna Jolivet Family
<i>Student Recognition Scholarships</i>	Keisha Coleman, Academic Specialist African American Student Services
<i>Student Recognition Presentations</i>	Desiree Cueto Staff Development & Multicultural Curriculum Integration Coordinator
<i>Closing Remarks</i>	Jimmy Hart Director, African American Student Services

The Black National Anthem



John R. Johnson



James Weldon Johnson



Booker T. Washington

"Lift Every Voice and Sing" was publicly performed first as a poem as part of a celebration of Lincoln's Birthday on February 12, 1900, by 500 school children at the segregated Stanton School. Its principal, James Weldon Johnson, wrote the words to introduce its honored guest Booker T. Washington. The poem was later set to music by Johnson's brother John in 1905. Singing this song quickly became a way for African Americans to demonstrate their patriotism and hope for the future.

Lift every voice and sing, till earth and heaven ring,
Ring with the harmonies of liberty;
Let our rejoicing rise, high as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of faith that the dark past has taught us,
Sing a song full of hope that the present has brought us;
Facing the rising sun of our new day begun, Let us march on till victory won.

Stony the road we trod, bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat, have not our weary feet,
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered;
Out from the gloomy past, till now we stand at last
Where the white gleam of our star is cast.

God of our weary years, God of our silent tears,
Thou who has brought us thus far on the way;
Thou who hast by Thy might, led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee,
Lest our hearts, drunk with the wine of the world, we forget Thee.
Shadowed beneath Thy hand, may we forever stand,
True to our God, true to our native land.



THE WHITE HOUSE
WASHINGTON

January 16, 2014

Please accept my congratulations on receiving the President's Education Award. I am pleased to join your family, friends, and teachers in honoring this tremendous achievement.

America's continued success depends on how well your generation is prepared for the future, and this special recognition is a testament to the dedication and skill you have shown in the classroom. I am proud of you for pushing yourself academically, and I am counting on you to continue to set a good example and help others whenever you have the opportunity. Smart, driven young people like you remind me that America's best days are yet to come. And as long as you continue to stay focused on your education and work hard, no dream will be beyond reach.

Congratulations, again. I hope this award inspires you to continue seeking out new challenges and setting your sights on new horizons. I wish you all the best for the years ahead.

A handwritten signature in black ink, appearing to be "Barack Obama", with a large, stylized "B" and a circular flourish.





Heliodoro T. Sánchez, Ed. D.
Superintendent

May 12, 2014

Tucson Unified School District
African American Student Services Department
1010 E. 10th Street
Tucson, AZ 85719

Honored Students:

On behalf of Tucson Unified School District, congratulations to you for your many accomplishments in academics, athletics, attendance, fine arts and humanitarianism. This 28th Annual African American Student Recognition Program is an example of our district commitment to serve all students well, as we recognize your success. Your families and teachers are sure to be very proud. You honor them with your commitment to excellence.

The TUSD community celebrates with you and acknowledges your desire to succeed. We know this is only the beginning of great things to come, so continue the hard work and commitment to achieving excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Sánchez", is written over a faint, larger version of the TUSD logo.

Heliodoro T. Sánchez, Ed. D.
Superintendent

Morrow Center – 1010 E. Tenth St. – Tucson, AZ 85719 – (520) 225-6060 – Fax (520) 225-6174

Governing Board

Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juárez



1010 E. 10th Street • Tucson, Arizona 85719
OFFICE OF STUDENT EQUITY & INTERVENTION (520)225.6294 • fax (520)225.6721

February 4, 2014

Dear Students:

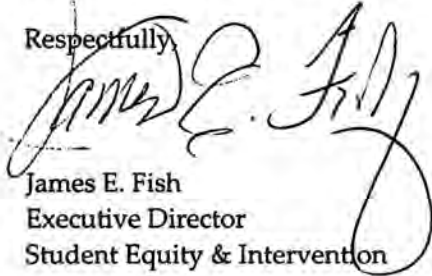
"Keeping your eye on the prize," That is what this evening is about. You have demonstrated your willingness to commit to rigorous academic work as you prepare for your "place in society"

This high honor is indicative of an individual who has achieved significant success in the field of academics as well as one who personifies the highest standards of service, leadership, and character. You are in every respect a model student and one in whom we have the greatest pride.

We would also like to congratulate your parents, who have contributed so much to what you are and what you have accomplished.

We have the greatest confidence in you and your chances for continued success in your future endeavors, whatever they may be.

Respectfully,



James E. Fish
Executive Director
Student Equity & Intervention

"Delivering Excellence in Education Every Day"
Grow - Reach - Succeed

"Delivering Excellence in Education Every Day through Advocacy, Empowerment, Equity & Intervention"

African American Student Services
Student Equity and Intervention
TUCSON UNIFIED SCHOOL DISTRICT



May 12, 2014

Honored Students:

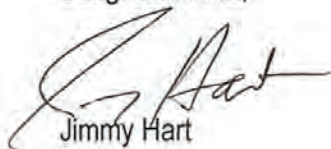
It is with great honor and a privilege to gather on this evening to recognize you on your accomplishments. You have demonstrated success during the school year and now able to reap some of the benefit of your hard work. "Hard work does have its rewards."

This year's theme: "Strengthening Our Legacy, Building Our Future," marks 28 years of recognizing students' accomplishments. Thousands of students have been honored since 1987 and this evening is no different. We applaud your success as you continue on the road to accomplishing your goals, achieving your dreams and making our world a better place.

"Continue striving to be your best and your dreams will come true."

Please thank your families, community, and TUSD staff who have helped you to this point. "It takes a whole village to raise a child."

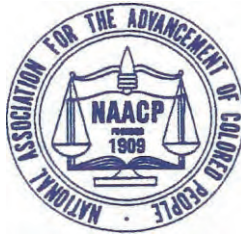
Congratulations,



Jimmy Hart
Director

Delivering Excellence in Education Every Day®
Grow - Reach - Succeed

"Delivering Excellence in Education Every Day through Advocacy, Empowerment, Equity & Intervention"
1010 E. 10th Street, Rm # 235 Tucson, Arizona 85719 (520) 225-6247(520) 225-6546 FAX



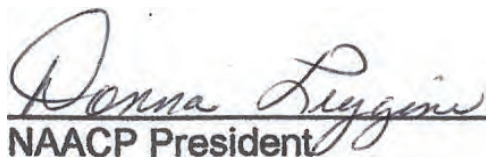
"Speaking Truth To Power"

Dear Honorees,

On behalf of the Tucson Branch NAACP, we congratulate you on your accomplishments during this historic 28th Annual African American Student Recognition Program.

As the nation's oldest and largest civil rights organization, the NAACP has worked all allies of all races who believe in and stand for the principles of political, educational, social, and economic equality of minority groups. It is with this mission in mind that we want to commend the hard work and dedication that the students of TUSD have achieved. Academics, attendance, athletics, humanitarianism, and fine arts are cornerstones to becoming productive citizens and set the standards for success as you continue your education. Our future truly depends on you.

The Tucson Branch NAACP is very proud of the accomplishments you have achieved!


NAACP President

RAÚL M. GRIJALVA
3RD DISTRICT, ARIZONA

COMMITTEE ON NATURAL RESOURCES

PUBLIC LANDS AND ENVIRONMENTAL
REGULATION—*RANKING MEMBER*

INDIAN AND ALASKA NATIVE AFFAIRS

ENERGY AND MINERAL RESOURCES

COMMITTEE ON EDUCATION AND THE WORKFORCE

EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION

HEALTH, EMPLOYMENT, LABOR, AND PENSIONS

CONGRESSIONAL PROGRESSIVE CAUCUS
Co-CHAIR

Congress of the United States
House of Representatives
Washington, DC 20515-0307

WEBSITE: <http://grijalva.house.gov/>

1511 LONGWORTH HOB
WASHINGTON, DC 20515
PHONE (202) 225-2435 | FAX (202) 225-1541

738 N. 5TH AVENUE, SUITE 110
TUCSON, AZ 85705
PHONE (520) 622-6788 | FAX (520) 622-0198

130 NORTH STATE AVENUE
P.O. BOX 4105
SOMERTON, AZ 85350
PHONE (928) 343-7933 | FAX (928) 343-7949

13065 WEST McDOWELL ROAD, SUITE C-123
AVONDALE, AZ 85392
PHONE (520) 536-3388 | FAX (623) 748-0451

FACEBOOK: [Facebook.com/Rep.Grijalva](https://www.facebook.com/Rep.Grijalva)
TWITTER: [Twitter.com/RepRaulGrijalva](https://twitter.com/RepRaulGrijalva)

Dear Honorees,

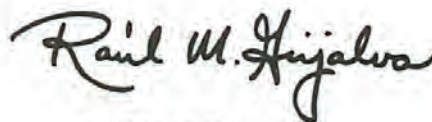
I would like to extend my most heartfelt congratulations. Your accomplishments are worthy of honor and accolades, and I am extremely pleased to have this opportunity to communicate with you.

The youth of Southern Arizona and their commitment to their education never ceases to impress me. I am grateful to witness such accomplishments and achievements from the constituents of my Congressional district. Achieving a 4.0 grade point average requires dedication, aptitude and most importantly, discipline. This is truly a testament to your hard work.

All of these skills and qualities you have acquired in your high school career will help you on your journey to a brighter future. I have no doubt that you are prepared for the challenges that still lay ahead because you have already demonstrated to be leaders of our community.

As we take this opportunity to honor and recognize your accomplishments in this academic year, I look forward to hearing about all of your future endeavors and accomplishments. I know you will continue to contribute great things to Southern Arizona, and our community. Once again, congratulations.

Sincerely,



Raúl M. Grijalva

Member of Congress



JONATHAN ROTHSCHILD
MAYOR

CITY OF TUCSON
OFFICE OF THE MAYOR

255 WEST ALAMEDA
P.O. BOX 27210
TUCSON, ARIZONA 85726-7210
PHONE: (520) 791-4201
FAX: (520) 791-5348

May 12, 2014

Welcome to the 28th Annual African American Student Recognition Program

Dear Honorees

On behalf of the citizens of Tucson, I am honored to congratulate each African American middle and high school student on being recognized tonight for your efforts in the areas of Academic Achievement, Perfect Attendance, Artistic Endeavor, Community Service and Athletic Accomplishment.

I am happy to join with your family, teachers and friends in sending my best wishes to you. This is the beginning of your role as a leader, a decision-maker and contributor to our community. You have worked diligently to receive this tribute, and I am confident that you will continue to be successful.

I commend you on behalf of a community that looks to its outstanding youth for the leadership it will need in the future. You have demonstrated that the key to success is through education.

Today is a day to be proud of your accomplishments and Tucson shares in your pride. Congratulations on a job well done. We wish you a wonderful event and continued success.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jonathan Rothschild".

Jonathan Rothschild
Mayor of Tucson



Executive Office of the President

Administration Building, Room 712
1401 E. University Boulevard
P.O. Box 210066
Tucson, AZ 85721-0066
Tel: (520) 621-5511
Fax: (520) 621-9323
www.president.arizona.edu

May 12, 2014

Student Honorees
28th Annual Student Recognition and Scholarship Program
c/o African American Student Services Department
Tucson Unified School District
1010 East 10th Street
Tucson, Arizona 85719

Dear Honorees:

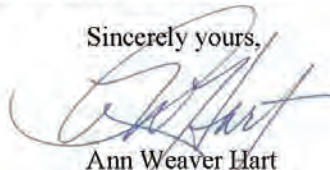
As President of the University of Arizona, I would like to welcome you to campus! We hope you enjoy this evening's exciting celebration.

On behalf of the UA community, I want to congratulate you on your remarkable accomplishments in academics, fine arts, athletics, attendance, and humanitarianism. The recognition that you are receiving at this historic 28th Annual Student Recognition and Scholarship Program, hosted by the TUSD African American Student Services Department, is well deserved. As Arizona's land-grant university, an important part of the UA's mission is to serve our community and its outstanding students through outreach and partnership. The University of Arizona applauds you and your parents and extended family on your success, and we encourage you to continue your focus on academics, which is the key that opens the doors to your choice of colleges.

This is an exciting time as you prepare to close out the current school year. It is also exciting for you, the graduating seniors, as you prepare for college and post-high school plans. As you begin to review the colleges that will undoubtedly be interested in you because of your demonstrated talent, hard work, and good citizenship, we hope you consider the University of Arizona. I encourage you to call on our many support services to assist you with admission, enrollment and career planning. They will ensure that you have an extraordinary student experience.

Keep up the good work and continue to work hard through school no matter what level of education you have currently reached, and enjoy the celebration!

Sincerely yours,



Ann Weaver Hart
President





Tucson
Urban League, Inc.

Deborah Embry
President & CEO

2305 S. Park Ave
Tucson, AZ 85713

P 520 791 9522
F 520 623 9364

March 25, 2014

Empowering Communities.

Changing Lives.

www.tucsonurbanleague.org

Dear Honorees,

Congratulations on behalf of the Tucson Urban League, we applaud your accomplishments during this historic 28th Annual African American Student Recognition Program.


As we celebrate 44 years of empowering communities and changing lives in Arizona, the Tucson Urban League is steadfast in helping to secure a bright future for the next generation of leaders who are committed to improving the quality of life for all. Our mission, to advance economic and social prosperity for African Americans and other underserved Tucson area residents by creating access to opportunity through advocacy, community partnerships, and programs and services. We are dedicated to strengthening and empowering communities so that they are capable of taking on the bold challenges that we face into the 21st Century. Recognize that you are empowering yourselves to become the leaders of tomorrow committed to equality and justice for our children, youth and families. Please take the pledge to become part of the **"I AM EMPOWERED 2025"** Tucson Campaign, which focuses on achieving the following goals by the year 2025:

The Pledge: "I pledge to responsibly commit my time and talent to ensure that the nation is empowered to achieve the following goals by 2025" www.iamempowered.com or www.tucsonurbanleague.org

- Every American child is ready for college, work, and life.
- Every American has access to jobs with a living wage and good benefits.
- Every American lives in safe, decent, affordable, and energy efficient housing on fair terms.
- Every American has access to quality and affordable health care solutions.
- Every American has full access to a fair and equitable justice system.
- Every documented and undocumented American has full access to a system of due process as embodied in our Constitution and Bill of Rights.

The fact that all of you are being recognized for your incredible accomplishments indicates that you are fully committed to ensuring that our nation is empowered to achieve the above-mentioned goals. I encourage all of you to take this pledge and join our efforts at creating opportunity and prosperity for all. Once again, congratulations on your amazing accomplishments and we look forward to working with you to make our communities a better place.

Sincerely,


Deborah L. Embry
President/CEO

Xavier Clinton Pinellas Spirit Award

Dr. Xavier Clinton Pinellas, an African American educator, was dedicated to the empowerment of African American youth. He wisely sought to instill in students the principles of self-motivation and personal pride, knowing that these values lead to the confidence necessary to achieve their goals.

He graduated from Kissimmee High School in 1966, Bethune-Cookman College (HBCU) in Daytona Beach, FL in 1969 and Fort Valley State College in Fort Valley, Ga. in 1973. He later attended Boston State University earning his educational specialist degree in educational administration. In 1993, he received a doctorate of education degree in counseling and educational administration from the University of Arizona.

As a counselor at Tucson High School he began a program to develop leadership qualities for African American students; students were exposed to guest speakers and community members who addressed strategies for success in high school and beyond. Leadership was a primary focus and served as a foundation for college readiness and future careers. His efforts, and those of like-minded colleagues, culminated in an annual event which is now called the "African American Student Recognition Program."

When illness necessitated a move to Florida, Ms. Carlo Thomas stepped in to continue his work. Mr. Pinellas died in February, 2001, but will long be remembered as the inspiration for the Xavier Clinton Pinellas Spirit Award.

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above****Booth Fickett***Adams-Thomas, Ebony A***Allen, Jeremiah A**Allen, Jezaniah A**Atkins, Anthony J**Bartlett, Caitlyn R***Bell, Lil Johnny R**Boykin, Olivia R**Bryant, Romello T****Cadena, Sarena****Daniels, Savantay S**Dilyou Jackson, Domonique**Flowers, Jarie A**Halverson, Natasha R**Howard, Makayla S*****Jankowski, Samantha R****Johnson, Darius J**Jones, Jevon A***Kennedy, Chanz A***Kennedy, Max E**Leeks, Esiae S**Leonard, Mariyah J***Mallard, Ivory S***McCraney, Shayla J**Morken, Ian S**Reece, Nailani M**Robersts, Jasmien A**Russell, Jamahl R**Sorrell, Richard I**Tanggap, Miriam A**Tekle, Winta M**Thiam-Doucoure, Fodiye A**Whaley, Keosha M***Michael Konrad***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Perfect Attendance**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Perfect Attendance**Academics**Academics**Academics, Perfect Attendance**Academics**Perfect Attendance***Dietz K-8***Betters, Nicole***Irakunda, Seth**Moreno Davil, Orlando***Dodge Magnet****Kosseke Lossebio, Enee**Walls, Abigail**Walls, Jordan***Doolen***Abdalla, Tasnem***Abdi, Isha***Abdikadir, Addey**Abney, Serone****Anyaeji, Essence****Barrow, Austin N***Bigirimana, Manifique***Broadway, Takirah**Brown, Nehemiah**Brye, Tyiana**Crenshaw, Delainna**Hall, Cyanne M**Herron Jr, Keni***Iman, Fatuma*****Jallayu, Noynowoh*****John, Samya**Kannah, Ericsson**Lee, Genevieve**Lossou, Samuel**Mahamat, Hassan***Moussa Rostow, Gasore**Omar, Asli***Tiffany McKee***Academics**Academics**Perfect Attendance***Daniel Schulter***Academics**Academics**Academics***Venessa Morales***Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above**

<i>Robinson, Gabriela</i>	<i>Academics</i>	<u>Magee</u>	<u>Daniel Erickson</u>
<i>*Scott, Gabrielle Sache</i>	<i>Academics</i>	<i>Bell, Kobi</i>	<i>Academics, Perfect Attendance</i>
<i>Spangle, Tyneja</i>	<i>Academics</i>	<i>Doe, Carlos</i>	<i>Academics, Perfect Attendance</i>
<i>*Tailey, Eric</i>	<i>Academics</i>	<i>Fernando, Mariana</i>	<i>Academics</i>
		<i>Francis-Magloire, Me'Shelle</i>	<i>Perfect Attendance</i>
<u>Drachman K-6</u>	<u>Jesus Celaya, Ph. D.</u>	<i>Hoges, Nayloni</i>	<i>Academics, Perfect Attendance</i>
<i>Abdikadir, Hussein</i>	<i>Academics</i>	<u>Lewis, Maurice</u>	<i>Academics</i>
<i>Aganye, Tina</i>	<i>Perfect Attendance</i>	<u>Ndisabiye, Sasha</u>	<i>Academics</i>
<i>Dupree, Kaiyer</i>	<i>Perfect Attendance</i>	<i>Reese, Mercedes</i>	<i>Academics, Perfect Attendance</i>
<i>Omar, Furqan</i>	<i>Academics</i>		
<i>Uwase, Paradis</i>	<i>Academics</i>	<u>Mansfeld</u>	<u>Richard Sanchez</u>
<u>Gridley</u>	<u>Kathleen Scheppe</u>	<i>Ahmed, Abdirisak</i>	<i>Academics</i>
<u>Benson, Savannah</u>	<i>Academics</i>	<i>Burton, Anaya</i>	<i>Academics</i>
<i>Bonura, Gabriella</i>	<i>Academics</i>	<u>*Deng, Majok</u>	<i>Academics</i>
<i>Brumfield, Elijah</i>	<i>Academics</i>	<i>Enriquez, Adrian</i>	<i>Academics</i>
<i>Colquitte, Sabrea</i>	<i>Academics</i>	<i>Eyssallenne-Cook, Jasmine</i>	<i>Academics</i>
<u>Conley, Kayla</u>	<i>Academics</i>	<i>Gerald, Gemma</i>	<i>Academics</i>
<i>Diggles, Jessica</i>	<i>Academics</i>	<i>*Givens, Zion</i>	<i>Academics</i>
<i>Dillard, Demetri</i>	<i>Academics</i>	<i>Hicks-Dortch, Kayla</i>	<i>Academics</i>
<u>Grigsby, Jazmine</u>	<i>Academics</i>	<u>*John, Gaudence</u>	<i>Academics</i>
<i>Kaufman-Fuller, Grace</i>	<i>Academics</i>	<i>John, Jenesiya</i>	<i>Academics</i>
<i>Malone, Angela</i>	<i>Academics</i>	<u>*Junius, Lawrence</u>	<i>Academics</i>
<i>Messinger, Jamelle</i>	<i>Academics</i>	<i>Lujendo, Hassan</i>	<i>Academics</i>
<i>Montgomery, Kira</i>	<i>Academics</i>	<i>*Mclee, Simone</i>	<i>Academics</i>
<i>Nguyen, Alec</i>	<i>Academics</i>	<i>Molla, Benjamin</i>	<i>Academics</i>
<i>Nguyen, Braden</i>	<i>Academics</i>	<i>Mukoma, Halima</i>	<i>Academics</i>
<i>Richards, Lyriq</i>	<i>Academics, Perfect Attendance</i>	<u>*Scupin, Carlie</u>	<i>Academics</i>
<i>Rodgers, Alexys</i>	<i>Academics</i>	<i>Washington, Nadia</i>	<i>Academics</i>
<i>Ross, Danyza</i>	<i>Academics</i>	<i>West, William</i>	<i>Academics</i>
<i>Walker, Tiana</i>	<i>Academics</i>		

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above****Mary Belle McCorkle***Luna, Kyauna**Scott, Hughie**Siaha, Rita***Elizabeth Redondo***Academics**Academics**Academics***Roberts/Naylor***Ali, Marian**Armstrong, Travis**Armstrong, Trevor**Eric, Irakoze**Gardiner, Kaitlyn***Griffin, Christina**Hamza, Roshanali**Kimaraungu, Shaka**Mohamed, Abdullahi***Niyigena, Christina**Nsabimana, Virginia**Walker-Johnson, Immanuel***Concepcion Zepeda***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics***Maxwell***Boling, Daija**Hicks, William**Waggoner, Jaira***Rosanna Ortiz-Montoya***Academics**Perfect Attendance**Academics***Miles****Eberlein, Karinnah***Robin Weldon***Academics***Pistor***Bell, Destiny**Chase, Phillip**Gibson, Kenneth**LeCount, Alissa**Maxwell-Kinslow, Edna**Payne, Henry***Stocker, Kenyae***Kathryn Manley-Crockett***Academics**Perfect Attendance**Academics**Academics**Academics**Academics**Academics***Robins K-8***Martin, Briyani**McHenry, Mikhaela***Chandra Thomas***Academics**Academics***Roskruge***Abdi, Malyun**Foster, Ryan A**Lewis, Ajaysha**Robinson, Isaiah C***José Olivas***Academics**Perfect Attendance**Academics**Perfect Attendance***Pueblo Gardens***Eason, DezMariah***Ingabire, Mireille**Scott, Na Kaela***Seth Aleshire***Academics**Academics**Academics***Safford****Booker, Esis***Bowen, Leshawn***Hall, Ticarah***Theresa Tenace***Academics**Academics**Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**Middle Schools 3.25—Above****Secrist***Austin, Elijah**Fox, Daisia**Gainous, Felicity****Hagler, Kitana****Hector-Smith, Jade Patrice**Henry, Dallas J****Jones, Daisha****Patton, Amber**Primitiva, Tuyishimire****Sanders, Sierra****Smith, Anthony Charles**Thompson, DoMonique L**Thompson, Isaiah M**Tisdale, Naijah**Williams Jr, Kendall***David Montano***Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Academics**Academics**Academics**Perfect Attendance**Perfect Attendance**Academics**Academics***Vail***Benson, Azariah****Covington, Jailyn Jayanna******Curry, Nicholas****Lawyer, April****Lennon, Roje****Mohamed, Amina**Namvula, Mihwa*****Petronia, Ninahazwe****Rashad, Arizona*****Reed, Jordin******Reed, Xye******Roebuck, Jasimair****Smith, Kylan Jalil****Thomas, Gabriel*****Tolbert, Jaedon*****Williams, Brendan A*****Lisa McCallion***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics**Academics, Perfect Attendance**Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics***Utterback***Coleman, Serena*****Davis, Jada*****Garrard, Celciana**Givens, Shaniyah**Glasker, Sierra**Jeter, Sarah**Mukeshimana, Alliance*****Stembridge, Kyla****Robets, Cayla**Tyree, Inez***Watson, Jocelyn K***Williams, Tianna***Wilmore, Dejanae***Cindy Shepard-Mady***Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics**Academics***Valencia***Daniels, Najah**Dean-Jackson, Samuel**Gilliam, Ashlee***Nelson, Nikayta**Stevens, Eman***Younger, Kenadie***Patricia Acosta***Academics**Academics**Academics**Academics**Academics, Perfect Attendance**Academics*

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**High Schools 3.25—Above**

<i>Jackson, Duncan</i>	<i>Academics</i>	<i>Green, Andre</i>	<i>Academics</i>
<i>McDaniel, Tiana</i>	<i>Academics</i>	<i>*Green, Bobby</i>	<i>Academics</i>
<i>Mohamed Hawa</i>	<i>Academics</i>	<i>*Holliday, Jamie</i>	<i>Academics</i>
<i>*Moye, Alexandra</i>	<i>Academics</i>	<i>*Jackson, Wilma</i>	<i>Academics</i>
<i>*Owens, Ashli</i>	<i>Academics</i>	<i>Lumia, Diona</i>	<i>Academics, Perfect Attendance</i>
<i>*Watkins, Myleah</i>	<i>Academics</i>	<i>*Matondo, Prisca</i>	<i>Academics</i>
		<i>Ngoma Madiata, Michelle</i>	<i>Academics</i>
<u>Sabino</u>	<u>Matthew Munger</u>	<i>Njungeh , Nkengafac</i>	<i>Academics</i>
<i>Carter, Trinesha</i>	<i>Academics</i>	<i>Peebles Jr, Jason</i>	<i>Academics</i>
<i>Edwards, Marcus</i>	<i>Academics</i>	<i>*Ray, Kiana</i>	<i>Academics</i>
<i>*Ezeugwu, Charles</i>	<i>Academics</i>	<i>*Renfro, Nathaneal</i>	<i>Academics</i>
<i>*Hill, Caylor</i>	<i>Academics</i>	<i>*Roadman, Areya</i>	<i>Academics</i>
<i>Matthews, Steven</i>	<i>Perfect Attendance</i>	<i>*Stevenson, Adrian</i>	<i>Academics</i>
<i>McBrayer, Aaron</i>	<i>Academics</i>	<i>*Watson, Nikya</i>	<i>Academics</i>
<i>Nelson, Tristan</i>	<i>Academics</i>		
<i>Stevenson, Tori</i>	<i>Academics</i>		
<i>Thomas, Maleke</i>	<i>Academics</i>		
<i>Wallace, Maya</i>	<i>Academics</i>	<u>Santa Rita</u>	<u>James Palacios</u>
<i>White, Zoe</i>	<i>Academics</i>	<i>*Freeman, Sash</i>	<i>Academics</i>
<i>Wright, Ayanna</i>	<i>Academics</i>	<i>German, Devonta</i>	<i>Academics</i>
<i>Yonas, Jeremiah</i>	<i>Academics</i>	<i>Grisby, Ariana</i>	<i>Academics</i>
		<i>Hicks, David</i>	<i>Academics</i>
<u>Sahuaro</u>	<u>Roberto Estrella</u>	<i>Holmes, Marquis</i>	<i>Academics</i>
<i>Baxter, Erin</i>	<i>Academics</i>	<i>Lighter, Tristan</i>	<i>Academics</i>
<i>Bell, Trej</i>	<i>Academics</i>	<i>Lowman, Amani</i>	<i>Academics</i>
<i>Benjamin, Dorothy</i>	<i>Academics</i>	<i>Myers, Brianna</i>	<i>Academics</i>
<i>Butler, La Shante</i>	<i>Academics</i>	<i>Payne, Khrrri-Lee</i>	<i>Academics</i>
<i>Clabourne, Breanna</i>	<i>Academics</i>	<i>Standifer, Amarea</i>	<i>Academics</i>
<i>Colter Carman, Chambray</i>	<i>Academics</i>	<i>Upshaw, Brandon</i>	<i>Academics</i>
<i>Coombs , Cheyenne</i>	<i>Academics</i>		
<i>Fluker, Kenneth</i>	<i>Academics</i>		
<i>*Grady, Cortnee</i>	<i>Academics</i>		

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

African American Student Services 2013-2014 Recognition Program**High Schools 3.25—Above****Teenage Parent*****Impraim, Alice*****Anne Dudley***Academics****Scott Jr, Gary****Academics***Strayhorn, Devin L**Academics**Stringer, Desmond**Academics***Strong, Johnisha**Academics**Tiago, Belinda**Academics***Uwera, Immaculee**Academics***Walls, Katie**Academics***Watson Rodriguez, Martha**Academics***Wells, Khori J**Academics***Williams, DeAndre**Academics**Worthy , Kalina**Academics***Tucson Magnet***Abdi, Hawa A**Academics**Abdikadir, Fatuma**Academics**Abreu, Ayla**Academics**Batain, Ejahn-ea V**Academics***Boyd, Logan**Academics**Coyle, Kayla R**Academics**Deebom, Gianbari**Academics**Effing, Serena**Academics**Gambrell, William**Academics***Gerard-Osbourne, Avadney**Academics***Harvey, Imani**Academics**Hawthorne, Chandra**Academics**Haymore, Aja**Academics***Howard, Jelani M**Academics**John, Janine**Academics, Perfect Attendance**Jones, Britney**Academics**Maxey, Izaria**Academics**Moriniere, Lutece**Academics, Perfect Attendance**Muhina, Hawo**Academics**Murray, Lillie**Academics**Onyi, Eneji**Academics**Orbay Villar, Selim A**Academics**Perkins, Austin**Academics**Robinson, Blair**Academics**Roebuck, Rhyasin**Academics***Samake, Noouhoum W**Academics**Sanders, Brandi C**Academics***University***Albertie, Mariah**Academics**Augusto, Yasmeeen**Academics**Bailey, Eleora**Academics****Blackmon, Lena****Academics***Chasimba, Clifton**Academics****Ezeugwu, Natalie****Academics**Falana, Sadia**Academics**Keita, Oumou**Academics***King, Kayla**Academics****King, Mackensey****Academics***Lee, Deja**Academics**Malone, Catherine**Academics***Moyer, Marge**Academics, Perfect Attendance**Mutwiri, Peace**Academics**Naiman, Claire**Academics**Nelson, Halla**Academics**Noblesse, Andrew**Academics**Ratliff, Unique**Academics**Strong, Jaesa**Academics**White, Summer**Academics***Dean Packard**

Please Note: Student's names in bold have a 4.0 GPA. Students that have an asterisk by their name will receive the Dr. Anna Jolivet Award .

Middle Schools—4.0 Cumulative Through 3 Quarters

Booth Fickett

Cadena, Sarena

Jankowski, Samantha R.

Roberts/Naylor

Nsabimana, Virginia

Doolen

Anyaeji, Essence

Jallayu, Noynowoh

Secrist

Hagler, Kitana

Jones, Daisha

Sanders, Sierra

Gridley

Benson, Savannah

Conley, Kayla

Grigsby, Jasmine

Utterback

Davis, Jada

Stembridge, Kyla

Magee

Lewis, Maurice

Ndisabiye, Sasha

Vail

Covington, Jailyn Jayanna

Curry, Nicholas

Lennon, Roje

Petronia, Ninahazwe

Reed, Jordian

Reed, Xye

Mansfeld

Deng, Majok

John, Gaudence

Junius, Lawrence

Scupin, Carlie

Roebuck, Jasimiair

Thomas, Gabriel

Mary Belle McCorkle

Luna, Kyauna

Scott, Hughie

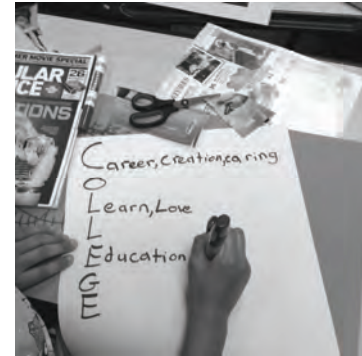
High Schools—4.0 Cumulative Through 3 Quarters

Catalina*Eshate, Dagem**Hassan, Mohammed**Lamb, Akina**Martin, Michaela***Sabino***Edwards, Marcus**Ezeugwu, Charles**Hill, Caylor**Thomas, Maleke***Teenage Parent***Impraim, Alice***Tucson High***Scott Jr., Gary***Cholla***Anyaeji, Nonye***Sahuaro***Clabourne, Breanna**Watson, Nikya***University***Blackmon, Lena**Ezeugwu, Natalie**King, Mackensey***Palo Verde Magnet***Waggoner, Tahmia*

High Schools—4.0 Cumulative Through Four Years

Catalina Magnet High School**Eshate, Dagem****Sabino High School****Ezeugwu, Charles****Hill, Caylor**

*TUSD AFRICAN AMERICAN STUDENT SERVICES DEPARTMENT
EVENTS THROUGHOUT THE YEAR FROM AFRICAN AMERICAN
HERITAGE DAY, CRADLE TO COLLEGE, HARAMBEE, PARENT
UNIVERSITY, MULTICULTURAL SYMPOSIUM AND MORE.*



Scholarships

\$ www.tusd1.org/aastudies

www.naACP.com/scholarship (NAACP Scholarship)

\$ www.uncf.org (United Negro College Fund)

\$ www.blackstudents.com (List of scholarship in alphabetical order)

\$ www.coca-colascholars.com (Coca-Cola Scholarship: \$10,000 - \$20,000)

\$ www.nationalmerit.org/nasp.php (National Achievement Scholarship for African American students)

\$ www.admissions.college.harvard.edu (Free Tuition to Harvard)

\$ www.hsf.net (Hispanic Scholarship Fund)

\$ www.assurance.arizona.edu (Provides scholarship money over 4 years to attend an Arizona University)

\$ www.gmsp.org (Gates Millennium Scholarship - for next years seniors)

\$ www.admissions.college.harvard.edu (Harvard will pay for you college depending on your grades)

<http://knowhow2go.org/> (what it takes to get into college)



*On Behalf Of The TUSD
African American Student
Services Department,
We Congratulate
All The Honorees.*

TUCSON UNIFIED SCHOOL DISTRICT

Governing Board

Adelita S. Grijalva, President

Kristel Ann Foster, Clerk

Michael Hicks

Cam Juarez

Dr. Mark Stegeman

Superintendent

Dr. Heliodoro T. Sánchez

Deputy Superintendent-Operations

Yousef Awwad

Deputy Superintendent –Teaching & Learning

Dr. Adrian Vega

Assistant Superintendent—Curriculum & Instruction

Steve Holmes

Assistant Superintendent –Elementary & K-8 Leadership

Teri Melendez

Assistant Superintendent—Secondary School Leadership (Middle & High School)

Dr. Abel Morado

Executive Director, Student Equity & Intervention

James E. Fish

Director, African American Student Services

Jimmy D. Hart



Prizes

You are cordially invited to attend!

We encourage you to come to Palo Verde High Magnet School!

Name: _____



Per _____

Teacher _____ Rm # _____

Mrs. Elliott
Counseling



Snacks



Prizes

Palo Verde High Magnet School

A "STEAM" School

Supports

The Tucson Chapter of the Links, Incorporated



Snacks

STEM — U — LATION EXPO

What's That?

We Will EXPLORE The areas of:

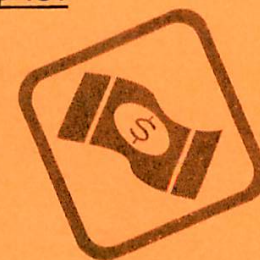
Science, Technology, Engineering and Math! That's where the \$ is!



Tuesday, October 29, 2013

4:00 PM — 5:00 PM

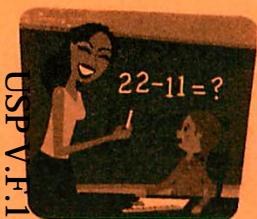
Palo Verde HS Cafeteria!



If the United States is to hold a competitive edge in a rapidly changing global workforce, we **MUST** improve the USA's science, technology, engineering and math (STEM) workforce.

USP V.F.1.s





USP V.F.1.S

What's STEM

Science, Technology, Engineering and Mathematics!

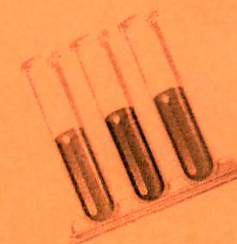


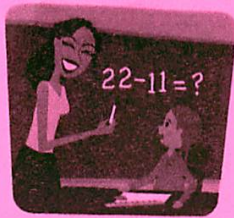
Soon to include the ARTS (STEAM)

1. **Science** is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.
2. **Technology** comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating all forms of technology.
3. **Engineering** is all about the design and creation of products and a process for solving problems. Engineering goes hand in hand with math, science, and technology.
4. **Mathematics** is the study of patterns and relationships among numbers and shapes. Mathematics includes theoretical and applied mathematics.

STEM education is a sequence of courses or program of study that prepares students, including underrepresented groups:

- For successful employment, post-secondary education, or both that require different and more technically sophisticated skills including the application of mathematics and science skills and concepts.
- To be competent, capable citizens in our technology-dependent, democratic society.





What's STEM

Science, Technology, Engineering and Mathematics!



Soon to include the ARTS (STEAM)

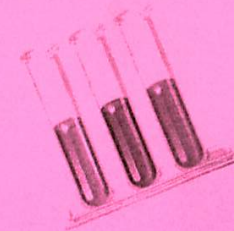
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USP V.F.1.s



Snacks

Palo Verde High Magnet School

A "STEAM" School

Supports

The Tucson Chapter of the Links, Incorporated



Cyber Café' EXPO

What's That?

Fun and more fun

Monday, November 4, 2013

4:00 PM – 5:00 PM

Palo Verde HS

Cyber Café

(In the basement)

Prizes

USP V.F.1.s



Origins of Black History Month

Historian, educator, author, and publisher, **Carter G. Woodson** was born in 1875 in New Canton, Virginia. The son of freed slaves, Woodson worked as a sharecropper and a miner to help his family. After high school, Woodson attended college and earned his doctorate from Harvard University in 1912—becoming one of the first African Americans to earn a Ph.D. at the institution. After college, he committed himself to studying and promoting African American history to be taught in schools. As a result, Woodson is often known as the "Father of Black History."

In 1915, Woodson helped found the Association for the Study of Negro Life and History (later called the Association for the Study of Afro-American Life and History). The next year he established the *Journal of Negro History* (now the *Journal of African American History*), a scholarly publication. Woodson also formed the African American owned Associated Publishers Press in 1921, producing his own works, including *The Negro in Our History* (1922) and *Mis-Education of the Negro* (1933).

Woodson lobbied schools and organizations to participate in a special program to encourage the study of African American history, which began in February 1926 with Negro History Week and was later expanded and renamed Black History Month. To help teachers with African American studies, he created the *Negro History Bulletin* in 1937. While Woodson died on April 3, 1950, his work continues on. Every February, students around the United States spend time learning about the subject closest to his heart—African American history.

(Reference: Biography.com)

Special Thanks to all of our performers, and speakers for supporting the 4th Annual African American Student Heritage Day

6th Annual African American Student Heritage Day January 31, 2014



Sponsors



"And The Children Shall Lead..."
Southern Arizona Black College Community Support Group



TUSD
African American Student Services Department

African American History

The Dunbar School was the first and only segregated school in Tucson established in 1912. The school was completed in January 1918, for the purpose of educating Tucson's African American students and named after Paul Lawrence Dunbar, a renowned African American Poet. African American children in first through ninth grades attended Dunbar until 1951, when de-jure segregation was eliminated from the school systems of Arizona. When segregation in Arizona was eliminated, Dunbar School became the non-segregated John Spring Junior High School, and continued as such until 1978 when the school was closed permanently.

- Garrett A. Morgan invented the first automatic traffic signal and a gas mask used to rescue people.
- Otis Boykin invented electronic devices to guide missiles, IBM computers, and the control unit for the pacemaker.
- Lonnie G. Johnson, an engineer who performed spacecraft system design for NASA, invented the Super Soaker water gun – the #1 selling toy in America in 1991.
- Granville Woods, known as the Black Edison, invented devices for railway systems, air brakes and telegraph system that allowed communication between trains.
- Dr. Charles Drew discovered ways to store blood resulting in blood banks and the modern day blood transfusion.
- John Love invented the pencil sharpener in 1897.
- Sarah E. Goode invented a folding bed in 1885.
- Lewis Latimer invented the filament used to make a light bulb work.
- Dr. Shirley Jackson is credited with helping create fiber optic cables, call waiting, and caller ID.
- Dr. Patricia Bath, famous Ophthalmologist and inventor of the Laser phaco Probe and procedure is credited with modernizing the removal of cataracts.
- Dr. Benjamin Carson, the world's most famous neurosurgeon, was the first to successfully separate Siamese twins joined at the brain in 1987.

STATE STANDARDS

Strand 1 – American History

Concept 4: Revolution and New Nation

PO 6. Examine the experiences and perspectives of the following groups in the new nation: (African Americans)

Concept 10: Contemporary United States

PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

Tucson Black College Cultural Tour

ONLY FOR TUSD STUDENTS

March 16 - 23, 2014



This year we will travel through Georgia, Alabama, Louisiana, and Mississippi. Students will experience the college atmosphere of the South and learn the history and culture of several amazing colleges.

While on this tour students will meet with academic advisors, experience the rich cultural activities and events in the area.



For more information the 1st meeting will be:

Date: October 1, 2013

Time: 6:00 pm

Location: Tucson Magnet High School
Counseling office
400 N. 2nd Ave, 85705



Schools
Dillard University
Xavier University
Southern University
Jackson State University
Alabama State University
Tuskegee University
Grambling State University
Spelman College
Morehouse College
Clark Atlanta University
Alcorn State University
Alabama A&M University
Stillman College
Concordia College

If you are unable to attend the first meeting or have additional questions, please feel free to contact Levette McEaddy at 520-225-5125 (office), 520-850-1173 (cell) or by email at levette.mceaddy@tusd.org for more details.

Program

8:30 a.m. - 9:15 a.m. - Registration and Music

9:20 a.m.

- Welcome - Marie Cephers, SABCCSG & Jimmy Hart, TUSD
- Invocation - Pastor Dr. DaMond T. Holt, Pilgrim Rest Missionary Baptist Church
- Lift Every Voice - Tiara Terry, Student
- Introductions and Acknowledgements
- Proclamation - Imani Harvey, TUSD Student

10:00 a.m. - 11:45 a.m. - Workshops

- Harlem Renaissance - Dr. Bryan Cater, U of A
- Black History Through Photography - Joe Jackson, Raytheon Retiree
- Remembering Our History - Dr. Johnny Bowens U of A
- HBCU'S - Joshua Sanders, Eric Brown, TUSD
- Boys to Men - Marcus Coleman, FEMA, Jimmy Hart, TUSD Paul Reed, TUSD, Tyrone Cephers, DPS, & Ernest Rose, MCRSD
- San Kofa—Desiree Cueto, Treya Allen, Marilyn McGlory, Keisha Coleman, TUSD

•College Exhibits

12:00 p.m. - 1:30 p.m.

- Lunch & Entertainment
- Closing Remarks



WORKSHOP - SESSION 1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WORKSHOP - SESSION 2

[illegible]

How to Get to College

**PimaCommunityCollege**

**AFRICAN AMERICAN STUDIES DEPARTMENT**
Tucson Unified School District

You Can Make It Happen!

A college degree can help you reach your dreams of being a teacher, astronaut, doctor, nurse, athlete, actress 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:

Subject Requirements

Subject	High School	In-state University (ASU, NAU, UA)	Selective Colleges
English	4 credits total; one each for freshman, sophomore, junior & senior years	4 years of college preparatory English	4 years of college preparatory English
Mathematics	Geometry 3 credits (Class of 2012) 4 credits (Class of 2013)	4 years, including Algebra 1-2, Geometry, Algebra 3-4 and advanced math for which Algebra 3-4 is a prerequisite	4 years, including Chemistry and Physics
Science	2 credits (Class of 2012) 3 credits of 2013)	3 years, including Chemistry-Physics, Biology and Chemistry, Physics or Earth Science	4 years, including Chemistry and Physics
Social Studies	3 credits (Classes of 2012 & 2013)	2 years must include American History	4 years, including World Geography, World History and all other required Social Studies classes
Foreign Language	None	2 years of the same Foreign Language	4 years in the same language
Fine Arts/Practical Arts/Vocational Education	1 credit	1 year of a Fine Art	1 year in Visual and Performing Arts
Physical Education		None	None
Health Education		None	None
Electives	8.5 credits		
TOTAL ELECTIVES	20 credits (Class of 2012) 28 credits (Class of 2013)	16 Core Courses	
Test Requirements	Pass the AIMS Test (Reading, Writing, Math)	ACT® or SAT® test	Check with schools for specific requirements.
Other		3.0 unweighted Core GPA or 22 ACT® or 1040 SAT® (Critical Reading & Math)	Check with schools for specific requirements.



PCC Has Six Campuses and Two Learning Centers to Choose From!

Visit www.pima.edu



(520) 206-4500
www.pima.edu

USP V.F.1.s

Important Web Resources

www.tusd.k12.az.us Tucson Unified School District
www.pima.edu Pima Community College

College Searches

www.metedu.org Regional College Access Center; also has scholarship and financial aid information
www.mapping-your-future.org Get help in planning for College and Career destinations; college search through a link to the College board database

College Admission Testing

www.collegeboard.com Register for the SAT® Reasoning and/or SAT® Subject Tests; find proactive SAT® questions and advance placement exams, and data on more than 3,000 two- and four-year colleges.
www.act.org Register for the ACT® and try sample questions.

Financial Aid and Scholarships

www.pima.edu To learn about Pima Community College Foundation scholarships visit www.pima.edu/paying-for-school/scholarships-grants/pcc-foundation/index.html. This webpage allows students to complete one application that will screen them for all the available assistance they qualify for.
www.fafsa.ed.gov Complete the FAFSA (Free Application for Federal Student Aid) application online or request a form to be mailed to you.
www.FederalStudentAid.ed.gov Complete a FREE application for federal student aid and read other important information about financial aid.
www.fastweb.com FREE scholarship service
www.gocollege.com FREE scholarship service

NCAA

www.ncaa.org Guidelines and registration forms for college-bound student-athletes
www.ncaaclearinghouse.net Eligibility requirements posted for college-bound student-athletes

Jobs and Careers

www.bls.gov/OCO
www.azcis.intocareers.org

You Can Do It!

1210BE4D

How Will I Pay for College?

- PCC tuition and fees are among the lowest in the nation for a two-year public community college.
- You may qualify for financial aid (www.fafsa.ed.gov).
- If you earn good grades in high school, meet financial need requirements and are an Arizona resident, you may be eligible for a Pell Grant (www.FAFSA4caster.ed.gov), which does not have to be repaid.

How Can Families Help Students Succeed?

- Help your child with homework and meet with teachers and counselors to discuss coursework that will prepare your child for college.
- Talk to your children about careers that interest them and what college they would like to attend.
- Research financial aid, scholarships and grants. Consider opening a college savings account at ScholarShare (www.scholarshare.com).
- Identify colleges and universities for your children to take campus tours and get information about programs, admission requirements and financial aid.

How Important Are Grades?

- If your grade point average (GPA) in college preparatory courses taken in 10th through 12th grades is 3.0 or above, you automatically meet the minimum eligibility requirements for most programs.
- If your GPA is between 2.0 and 3.0, your eligibility depends on your GPA in combination with your ACT® or SAT® test score.

What Will Help Me Succeed?

- Develop a good relationship with your high school counselor.
- Visit www.pima.edu for information admission, financial aid, majors, campus virtual tours, student services and more
- Develop a good relationship with your high school counselor.
- PCC Upward Bound Programs at the Downtown, East, Desert Vista and Northwest Campuses have information on admissions, campus virtual tours, student services, and more!



Follow the steps at each grade level

Sixth & Seventh Grades

- Talk to your school counselor about courses that will prepare you for college.
- Complete a college prep English course.
- Take mathematics courses, such as pre-Algebra.

Eighth Grade

- Take Algebra I.
- Take a language other than English.
- Take the ACT® EXPLORE®.
- Research the courses and grades required for admission to various colleges.

Ninth Grade

- Take required courses that meet college admission standards. These may include Algebra I, Geometry, college prep English and a foreign language.
- Take the ACT® EXPLORE®.
- Prepare for AIMS Reading, Writing and Math Assessments.

10th Grade

- Take Geometry or Algebra II.
- Take college prep English.
- Take ACT® PLAN®, which helps you prepare for the ACT®.
- Take part in enrichment programs and summer workshops in such subjects as music, science, engineering, writing and filmmaking.
- Prepare for AIMS Reading, Writing and Math Assessments.

11th Grade

- Review with your school counselor the classes you need to take to meet college admission standards, including Algebra II or advanced math and English with emphasis on writing and critical reading.
- If you are taking Advanced Placement (AP) classes, you should register to take your AP exams in the spring. You can earn college credit for AP courses if you score well on the test(s).
- October: Register for the Preliminary SAT®/National Merit Scholarship Qualifying Test®, a practice exam for the SAT® that also makes you eligible for a National Merit Scholarship.
- Register for the ACT® (www.actstudent.org) or the SAT® (Scholastic Assessment Test) early. If you take the exam in the spring or summer, you will get the results in time to see if you need to retake it in the fall. Some universities require you to take the ACT® or the SAT® by October of your senior year.

12th Grade

- Take English and other courses required for Arizona state university admission. Advanced math courses, such as Trigonometry or Analytic Geometry/Calculus, also are recommended.
- Take a 12th grade mathematics course with a prerequisite of Algebra or Algebra II to improve your math skills.
- Early September: Register for the October ACT® (www.actstudent.org) or SAT® (www.collegeboard.com); apply for scholarships (Check with your counselor or career center for information.)
- Early November: Register for the December ACT® or SAT® if you are retaking the exam.
- January-March: Apply for financial aid (www.fafsa.ed.gov). You can submit as early as Jan. 1.
- March-May: Register for any college assessment tests, unless you are exempt.
- Late Spring: Students taking AP classes should take the AP exams. You can earn college credit for AP courses if you score well on the tests.

Jacqueline Woodson

Please join us for a guest lecture provided by Jacqueline Woodson. Ms. Woodson is an American writer of children's books. Her book, *Miracle's Boys*, won the Coretta Scott King Award in 2001.

Thursday, March 13, 2014

6:00 pm—7:30 pm

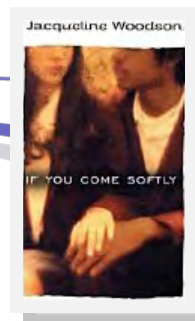
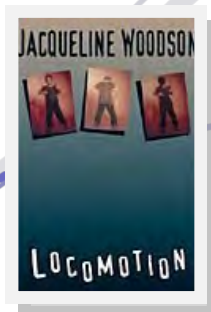
Booth-Fickett Magnet
Cafeteria

450 S. Montego Dr. (Kolb between
Broadway and 22nd Street)
Tucson, AZ 85710



Born on February 12, 1963, in Columbus, Ohio, Jacqueline Woodson grew up in Greenville, South Carolina and Brooklyn, New York and graduated from college with a B.A. in English. A former drama therapist for runaways and homeless children in New York City, she now writes full-time. She has received The Kenyon Review Award for Literary Excellence in Fiction and most recently, three Coretta Scott King Honor books. Though she spends most of her time writing, Woodson also enjoys reading the works of emerging writers and encouraging young people to write, heated political conversations with her friends, and sewing. Jacqueline Woodson currently resides in Brooklyn, New York. Her books for young readers include *Locomotion* (2003); *Miracle's Boys* (2000); *If You Come Softly* (1998); *The House You Pass on the Way* (1997); and *From the Notebooks of Melanin Sun* (1995). Her new book *Hush* is a National Book Award finalists.

TUSD
African American Student Services





A Legacy of Excellence Scholarship Banquet

Tucson Unified School District

The Legacy

*"Passing on the gift
of education to the
next generation."*

Event Committee

Jeffrey Sawyer, Chair
Elaine Buckner
Natalie Clark
Maiola Coleman
Richard Langford
Marilyn McGlory
Lee Simpson
Shani Stewart
Jimmy Hart,
Director of
African American
Student Services

A Legacy of Excellence Scholarship Banquet

P. O. Box 65049
Tucson, Arizona 85728

For more information or
to purchase tickets,
contact Jeffrey Sawyer,
Committee Chair at
(520) 609-7943
Email:

jeffrey.sawyer@tusd1.org

*Benefitting African American
Graduating Seniors of the
Tucson Unified School District*

Saturday, May 3, 2014

6:00 p.m.

**Loews Ventana Canyon Resort
7000 N. Resort Drive
Tucson, Arizona 85750**

\$70 per person

(\$34 of the ticket price is tax deductible)

Formal Dinner, Dancing, Silent Auction

- ◇ Live music by ForTheLuvvaMusic!!
Featuring Mark and Arlette Willis
- ◇ Dance music by DJ Kansas City
- ◇ Silent Auction sponsored by Zeta Phi Beta
Sorority, Inc.



Keynote Speaker:

**Robert A. (Bob) Elliott,
Owner/President of Elliott
Accounting**

***Stewardship of Inspiration Award Recipients will be honored at this event.**

National Society of Black Engineers Tucson Alumni Extension

AVE



PHONE: 757.572.3532 | tucsonaepci@gmail.com | www.tucson-nsbe-ae.org

October 15, 2013

Dear Parent,

The National Society of Black Engineers (NSBE) has a rewarding and exciting opportunity to offer your child who may one day be interested in pursuing degrees/careers with STEM (Science, Technology, Engineering, and Math) related concentrations. NSBE is a non-profit organization dedicated to supporting African American students who are interested in future technical studies. In our more than 30 years of existence, NSBE has been represented by more than 350 universities and solid programs that encourage academic excellence, personal growth, and professional development.

NSBE strives to stimulate student interest in technical fields such as science, mathematics, and engineering. In response to the lack of African Americans pursuing degrees in engineering and science, we serve as a source of support to encourage students to attend college and pursue technical degrees. In this spirit, our Pre-College Initiative (PCI) Program is designed to address the following goals:

- To help students develop positive attitudes toward academic excellence
- To stimulate enthusiasm about engineering and science
- To raise cultural awareness among students
- To encourage and support parental commitment to their children's education
- To increase the number of African American students attending and graduating from college, especially in the field of engineering and science
- To utilize NSBE undergraduate student members and professional alumni members as role models

The PCI program is structured so that your child becomes an active member of NSBE Jr. Chapters throughout the country. As a part of a NSBE Jr. Chapter, your child can enjoy a wide range of activities offered through the PCI program. By accepting this invitation to involve your child in a NSBE Jr. Chapter, you will establish a partnership with our more than 10,000 collegiate and professional members. Our members team up to offer your child activities that will enhance his/her academic and professional development.

Be sure to review the NSBE Jr. Constitution and by-laws at www.nsbe.org. If you need additional information please visit our website at www.nsbe.org or contact me. **The registration fee for your child is \$5 annually.** If paying by check, please make them payable to NSBE Tucson Alumni Extension.

Sincerely,

Khary Tatum
Pre-College Initiative Chair
National Society of Black Engineers – Tucson Alumni Extension Chapter

757-572-3532
TucsonAEPCI@gmail.com

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National Society of Black Engineers PCI Permission Slip & Medical Form



This is to certify that my child, _____, has permission to participate in NSBE Jr. activities hosted by the National Society of Black Engineers (NSBE) and its representatives that will take place at Mansfield Middle School during regular school hours.

Parent/Guardian Information

Name: _____

Address: _____

Day Phone: (_____) _____ Evening Phone: (_____) _____

To best meet your needs, please fill out the following information in its entirety.

Student's Full Name _____

Does he/she have any allergies that should concern us? Yes No

If yes, please list them below:

Does he/she have any ongoing medical or psychological conditions that should concern us? Yes No

If yes, please list them below:

Is he/she currently taking any medication(s)? Yes No

If yes, please list them below:

I, _____, the parent or legal guardian of _____ understands that the National Society of Black Engineers (NSBE) will not be responsible or be able to provide any medical care for my child. I further understand that NSBE will try to aid my child in getting any medical attention needed in case of an emergency, and the school's administration will take responsibilities for any emergency decision making that is necessary. I understand that I will be immediately contacted in the case of such emergency, however my child will be treated as best as possible until I or any of the other authorized emergency contacts have been contacted.

I am the parent, one of the parents or guardian with whom the above child/ward resides and have legal custody. I assume all risks associated with participation in activities with this organization. I, or myself and anyone entitled to act on my behalf, waive and release the National Society of Black Engineers including regional, chapter, or other subdivisions thereof, their agents, employees, chaperones,

USP V.F.1.s

representatives and successors from all claims or liabilities of any kind arising out of or of my child's participation in these activities.

In addition, I grant permission to all of the foregoing to use my child or my child's photographs, motion pictures, recordings, or any other record of these events for any related purpose.

Signature of Parent/Guardian

Date

For more information, please contact the NSBE Tucson Alumni Extension Pre-College Initiative Chair at 757.572.3532 or tucsonaepci@gmail.com.



Tucson Celebrates the Life of Nelson Mandela

1918 - 2013



The Tucson Southern Arizona Black Chamber of Commerce joins with, TUSD's African American Student Services, Tucson Chapter NAACP, and Mount Calvary Missionary Baptist Church's Social Justice Ministry to proudly host a Memorial Tribute to President Nelson Mandela. Recognizing his contributions to the world in the areas of Civil Rights and Non-violence that have has profound effects.

We invite you to join us to reflect on your own remembrances of this Great Man. We thank him for his deep personal sacrifice, commitment to nonviolence, and the impact his life had on all of our lives.

Mount Calvary Missionary Baptist Church

210 E. Lester

Tucson, AZ 85705

Pastor LaBryant Friend

Tuesday December 17, 2013

6:00PM

Questions regarding this memorial service can be directed to Mr. Jimmy Hart, (520) 225-6247 or, Jimmy.Hart@tusd.org TUSD African American Student Services; and Mrs. Diane Barrett, (520) 624-3813 or, admin@mtcalvarytucson.org Mount Calvary Missionary Baptist Church.

Clarence Boykins

TSABCC

President & CEO

clarence540@tsabcc.org



WHERE

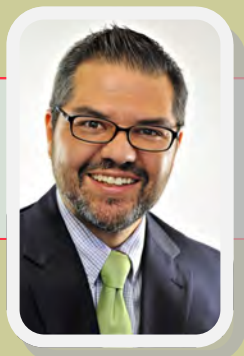
Northwest Neighborhood Center/Donna Liggins Center

2160 N. Sixth Ave. Tucson, Arizona 85701

Meet and Greet with TUSD's New Superintendent and Deputy Superintendent



Dr. H.T. Sanchez



Dr. Adrian Vega

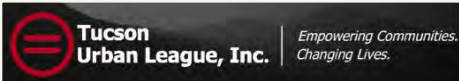
TIME

6:30 pm

Please join us for ice cream and peach cobbler as we welcome TUSD's new Superintendent, Dr. H.T. Sanchez and Deputy Superintendent, Dr. Adrian Vega.

DATE

Thursday, September 12, 2013



Happy New Year! Your student has been selected to participate in the “Leadership Academy” facilitated by the African American Student Services Department. Participation entails meeting with other diverse students weekly for one hour. During this time, a facilitator will present and engage students in discussions surrounding:

Systems Thinking
S.M.A.R.T. Goals
Motivation, Effort, & Competition
Effects of Media on Youth Decision Making
High School Preparedness (Q & A)
College & Career Exploration

The students will be engaged in EEI structured presentations meant to prepare them with skills to function as a successful student (high school). Presentations are meant to foster dialogue and critical thinking among peers within the academy. The students will also be given a book “Success for Teens” and this will be used as a reference and for talking points for the members. Participation within the academy also has the goal of decreasing undesirable behaviors (i.e. suspensions, referrals, and tardiness) and increasing desirable behaviors (i.e. increased g.p.a., class participation, positive attitude) outside of the leadership academy. The relationship between the facilitator/instructor and the students will be mentor/mentee. Included is an opt-out form for you to sign if you do not want your student to participate. All students will still be held accountable for all work missed during the hour of regular class time missed. For more information, please contact Christopher Golston at (520) 225-6247.

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TUSD Student Equity and Intervention African American Student Services Department



January 27, 2014

Dear Parents and Guardians:

On behalf of the African American Student Services Department, we would like to invite you to our 3rd Quarter Parent Meeting on February 6, 2014, at Mt. Calvary Baptist Church. As part of the meeting, your child will be honored for academic achievement for the first two quarters of this school year. Please join us as we honor your child's academic achievement.

Following the program will be an opportunity to hear from our superintendent, Dr. H.T. Sanchez. Dr. Sanchez will give an update regarding issues that are important to the African American community. You will also have an opportunity to learn about TUSD's many advanced learning experiences like Gifted and Talented Education, and advanced level courses available to your child.

What: Third Quarter Parent-Community and Superintendent Meeting
When: Thursday, February 6, 2014
Where: Mt. Calvary Baptist Church, 226 E. Lester Street, Tucson, AZ 85705
Time: 6:00 p.m. – 8:00 p.m.

To RSVP and ask questions, please feel free to call our office at 225-6247 or email Christopher Golston at christopher.golston@tUSD1.org. You may also RSVP online at www.tUSD1.org/aastudies.

On behalf of our department and the students we serve, we appreciate your partnership and look forward to seeing you on February 6, 2014.

Sincerely,



Jimmy Hart, Director

www.tUSD1.org/aastudies

TUSD Student Equity and Intervention African American Student Services Department



November 22, 2013

Dear Parents and Guardians:

On behalf of the African American Student Services Department, we would like to invite you to our Second Quarterly Parent Meeting and Career Fair program on December 5th at Rincon High School. As part of the meeting, your child will be honored for achieving an un-weighted **3.5** or better grade point average for the 1st quarter of the 2013-2014 school year. Please join us as we honor your child's academic achievement.

Following the program will be an opportunity to meet with members of the community working in different careers like business, engineering and medicine. You will also have an opportunity to learn about TUSD's many advanced learning experiences like Gifted and Talented Education, and advanced level courses available to your child.

What: Second Quarter Parent Meeting and Career Fair
When: December 5, 2013
Where: Rincon High School Cafeteria, 421 N Arcadia Avenue
Time: **6:00 p.m. – 7:30 p.m.**

To RSVP and ask questions, please feel free to call our office at 225-6247 or email Christopher Golston at christopher.golston@tUSD1.org. You may also RSVP online at www.tUSD1.org/aastudies.

On behalf of our department and the students we serve, we appreciate your partnership and look forward to seeing you on December 5, 2013.

Sincerely,

A handwritten signature in black ink, appearing to read "Jimmy Hart", is written over a horizontal line.

Jimmy Hart, Director
www.tUSD1.org/aastudies

TUSD Student Equity and Intervention African American Student Services Department



October 1, 2013

Dear Parents and Guardians;

On behalf of the African American Students Services Department, we welcome you to another school year filled with excitement and opportunities for our children to succeed academically and socially. The purpose of my letter is to invite you to the first of several parent events our department will host this school year. On October 3, 2013 we will host 2 regional parent meetings.

The focus of the regional meetings will be:

- To provide an update of our services and gather feedback about how we can better serve you.
- To gather feedback on which types of parent workshops you would like our department and/or your child's school to consider providing.

On October 3rd our department will host 2 regional parent meetings simultaneously.

Palo Verde High School
1302 S Avenida Vega, 85710
In the Cyber Café at 6:00 p.m.

Tucson Magnet School
400 N 2nd Avenue, 85705
In the Tech Bldg, Room T186 at 6:00 p.m.

Both meetings will be an hour to 1.5 hours.

If you have any questions, please feel free to call our office at 225-6247, email me at jimmy.hart@tusd1.org or e-mail our office assistant at gabriela.guglielmo@tusd1.org. On behalf of our department and the students we serve, we appreciate your partnership and look forward to seeing you on October 03, 2013.

Sincerely,

A handwritten signature in black ink, appearing to read "Jimmy Hart", is written over a large, faint, stylized letter "H" that serves as a background for the signature.

Jimmy Hart, Director
www.tusd1.org/aastudies



TUSD Student Equity and Intervention
African American Student Services Department
1010 E. 10th Street, Room 235
Tucson, AZ 85719
Phone: 520.225.6247
Fax: 520.225.6546

October 2, 2013

Dear Parent(s)/Guardians:

TUSD's African American Student Services Department is interested in hearing what parents believe should be priorities for our department and how we can best provide support to your child/children. Below is a set of questions and a place for additional input to give our department insight into the needs of our African American students.

We appreciate your participation as we work to strengthen our advocacy efforts to better serve students. If you have questions, please give our office a call at 225-6247 or e-mail me directly to jimmy.hart@tusd1.org.

African American Student Services Department Needs Assessment Survey

Parent/Guardian Name

Child's Name & School

Please read the following items listed below and rank the importance of each from 1 – 5 (1 being most important and 5 being the least).

_____ Academic Achievement (tutoring in Reading, Writing and Math, AIMS Support)

_____ College Prep (ACT, SAT, Test Taking Skills)

_____ Cultural Awareness Training for TUSD Administrators, Teachers, and Staff

_____ Parent Training:

- ☐ Organization: Keeping Educational Records
- ☐ College and Career Readiness: Getting Started Now!
- ☐ Motivating Your Child
- ☐ Parent to Parent (Group sharing)
- ☐ Advocating for Your Child: From GATE and AP to Times of Trouble
- ☐ Just Do It: Simple Ways to Get Involved
- ☐ Other (please specify) _____

_____ Enrichment Activities (must align with goals of AASSD and TUSD)

_____ Other: _____

Please add me to your e-mail directory for updates and newsletters. My e-mail address is:


← T http://www.tusd.k12.az.us/contents/depart/mss Tucson Unified School Distr... X

Convert Select

Parent University - "Changing Lives, Building Community"

[Online Registration >>](#)

TUSD1 - Parent University 2013



0:00 / 1:44 YouTube

Where: Pima Community College West Campus, 2202 W. Anklam Rd.
When: 8:30 a.m. - 2:00 p.m., October 19, 2013
[Printable flier and registration form](#) (in PDF) | [En Español](#) (en PDF)
Registration Deadline: October 11, 2013
Continental breakfast and lunch will be served.
Childcare is provided for TUSD families upon request. (Deadline to request childcare was Oct. 4)
[Press release](#)


It's never too soon to start planning for college or a career!

This special event is open to TUSD K-12 students and families. Learn what TUSD has to offer to help your kids prepare for college and beyond!

Saturday Math Help

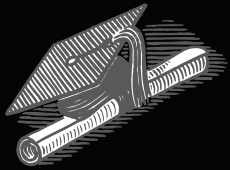
Departments

- African American Student Services
- Asian-Pacific American Student Services
- Mexican American Student Services
- Native American Student Services



Multicultural Student Services
TUSD
1010 E. 10th St.
Tucson, AZ 85719

TUSD



Universidad para los Padres:

“Cambiando vidas, construyendo nuestra Comunidad”

Sábado 19 de octubre de 2013

8:30 AM - 2:00 PM

**Pima Community College West Campus
2202 W Anklam Road, 85701**



- ♦ Un evento especial que reforzará a nuestra comunidad
- ♦ ¡El sábado se lo dedicamos a USTED!
- ♦ Abierto a los estudiantes y familias de TUSD de K- 12
- ♦ Aprenda como TUSD puede ayudar a sus hijos a prepararse para el colegio/ universidad y más allá.
- ♦ Se les proporcionará cuidado infantil a las familias de TUSD, si lo solicitan (Fecha límite, 04 de octubre de 2013)
- ♦ Se les servirá desayuno continental y almuerzo

NUNCA ES DEMASIADO TEMPRANO PARA COMENZAR A PLANEAR PARA EL COLEGIO/UNIVERSIDAD O PARA UNA CARRERA

Los temas incluyen:

- ♦ Extensión Académica de University of Arizona
- ♦ Pima Community College
- ♦ Apoderando a la juventud y Desarrollando Líderes
- ♦ Que esperar de un atleta estudiante de Colegio/ Universidad
- ♦ Tu Carrera soñada. Cómo obtenerla
- ♦ Cantemos un “Rap”; “Kid Kollege”
- ♦ Cómo calificar para Becas
- ♦ Aprenda más sobre la transición y la vida después de la escuela secundaria
- ♦ ¡y mucho más!

**¿Preguntas? Llame a los Servicios Multiculturales Estudiantiles
de TUSD 225.6247 o al 225.6229**

**Confirme su asistencia llenando y entregando a:
Multicultural Student Services, 1010 E 10th Street, Room 234 o en línea a tusd.org/parentu**

INFORMACIÓN:

La fecha límite de inscripción es el 11 de octubre de 2013

Padres: _____ # de teléfono _____ Correo Electrónico: _____

Estudiante: _____ Nombre de la Escuela: _____

Estudiante: _____ Nombre de la Escuela: _____

Estudiante: _____ Nombre de la Escuela: _____

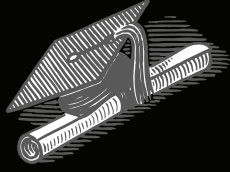
Número de Invitados: (almuerzo) _____

¿Necesita Interpretar? S o N (indique) Idioma: _____

¿Necesita cuidado infantil?: S o N (indique) # de (pequeños): _____ # de niños de 1-5 años _____

Los estudiantes de 6-10 años asistirán a “Kid Kollege;” Los estudiantes de 11 años en adelante, asistirán a los talleres

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TUSD**PARENT UNIVERSITY:****"Changing Lives, Building Community"****Saturday, October 19, 2013****8:30 AM - 2:00 PM****Pima Community College West Campus****2202 W Anklam Road, 85701**

- مناسبة خاصة هدفها تعزيز مجتمعنا
- نهار السبت مكرس لكم!
- مفتوح لجميع الطلبة و الأهالي من صف الروضة و حتى صف الثاني عشر
- تعرف كيف يمكن مقاطعة مدارس توسن المساعدة أطفالكم التحضير للجامعة، الكلية و ما بعد
- ♦ رعاية الأطفال مقدمة لأهالي مقاطعة مدارس توسن الموحدة عند الطلب
(الموعد النهائي 4 تشرين الأول (أكتوبر)، 2013)
- ♦ سيتم توفير إفطار كونتينتال و غداء أيضا

ليسه سابق الأوان البدء في التخطيط للجامعة، الكلية او المهنة**المواضيع تشمل**

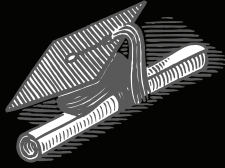
- ♦ التوعية الأكاديمية لجامعة أريزونا
- ♦ كلية بيما
- ♦ تمكين الشباب وتطوير القدرات القيادية
- ♦ التوقعات لطلبة الرياضة في الجامعة او الكلية
- ♦ كيفية الحصول على المهنة التي تحلم بها!
- ♦ دعونا نلعب موسيقا راب "كيد كوليديج"
- ♦ التأهيل للمناح الدراسية
- ♦ المزيد من المعلومات حول المرحلة الإنتقالية و مرحلة ما بعد الثانوية
- ♦ و أكثر من ذلك!

TUSD Multicultural Student Services للأسئلة أتلصل بـ 225-6247 أو 225-6229**RSVP by completing and submitting to:****Multicultural Student Services, 1010 E 10th Street, Room 234 tusdl.org/ سجل على الإنترنت****معلومات للاتصال****الموعد النهائي للتسجيل هو 11 تشرين الأول (أكتوبر)، 2013**

الأهل: _____ رقم الهاتف _____ البريد الإلكتروني: _____
 الطالب: _____ اسم المدرسة: _____
 الطالب: _____ اسم المدرسة: _____
 الطالب: _____ اسم المدرسة: _____
 عدد الضيوف (للغداء) _____
 اللغة: _____
 بحاجة الى مترجم/ة: نعم او كلا (ضع دائرة) _____
 عدد الأطفال الرضع: _____ عدد الأطفال من 1 - 5 _____
 على اطلاب التي تتراوح أعمارهم من 6 - 11 حضور "كيدز كوليديج"، و سيقوم طلاب 11 عاما و ما فوق بحضور ورش عمل.

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TUSD



PARENT UNIVERSITY:

“Changing Lives, Building Community”

Saturday, October 19, 2013

8:30 AM - 2:00 PM

Pima Community College West Campus

2202 W Anklam Road, 85701



- ♦ Tukio maalum itatia nguvu kwa jamii yetu.
- ♦ Jumamosi itakua yako
- ♦ Kufungua kwa wanafunzi wa TUSD K-12 na familia.
- ♦ Kujifunza ni vipi TUSD inasaidia watoto wenu kujitayarisha kwa kuingia College na vinginevyo.
- ♦ Utunzaji wa watoto (childcare) itatolewa na TUSD kulingana juu na ombi la familia.
(Muda wa mwisho ni talehe 4(nne) Oktoba, 2013)
- ♦ Chakula cha asubuyi na chakula cha mchana itatorewa

Hujachelewa kuanza kupanga College au maisha.

Mada itakua

- ♦ Chuo kiku cha Muungano ya Masomo ya ARIZONA.
- ♦ Chuo kiku cha Pima Community college.
- ♦ Kuwezesha Vijana na Uwongozi wa Maendeleo.
- ♦ Unatazamia nini kama Mwanariadha wa Chuo kiku
- ♦ Ndoto zako za Maisha. Unazifikisha kiviipi!
- ♦ Ngonja tucheze rap,” Watoto wa Chuo Kiku”.
- ♦ Kukubaliwa na misaada ya masomo. (hera za kusomea.)
- ♦ Jifunze zaidi kuhusu mabadiliko na nyuma ya sekondari.
- ♦ Na vinginevyo!

Kwa kuwa una swali, husiana kwa namba ifuatayo:

TUSD Multicultural Student Services 225.6247 au 225.6229

Multicultural Student Services, 1010 E 10th Street, Room 234 Jiandikishe kwa mtandao wa : tusdl.org/parentu.

Mawasiliano ya habari

Muda wa mwisho wa kujiandikisha ni talehe 11, oktoba, 2013.

Wazazi: _____ Namba ya simu # _____ Email _____

Mwanafunzi: _____ Jina la shule: _____

Mwanafunzi: _____ Jina la shule: _____

Mwanafunzi: _____ Jina la shule: _____

Idadi ya Wageni: (chakula cha muchana): _____

Mkalimani anaitajika: Y au N ,Kwa lugha gani: _____

Kutunza watoto vinaitajika (daycare): Y au N. Namba ya watoto: _____

Namba ya watoto wa umri ya mwaka 1-5. _____

Wanafunzi wa umri ya miaka 6-10 wataanza” Kid Kollege.”

Wanafunzi wa umri wa miaka 11 na wakubwa watakuwa kwenye mukutano wa kuongeza elimu.



Parent University: *“Changing Lives, Building Community”*

Save the Date! Saturday, Oct. 19, 2013

8:30 a.m. (registration)

9:30 a.m. - 2 p.m. (event)

PCC West Campus, 2202 W. Anklam Road

Special guest lecturer: Keith McIntosh,
PCC Vice Chancellor for Information Technology

- Open to families of TUSD students
- Participate in workshops just for you
- Continental breakfast and lunch provided

*Sponsored by TUSD Multicultural Student Services, Title 1 and
Pima Community College*

TUSD
Tucson Unified School District



PimaCommunityCollege

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Tucson Unified School District
Student Services Department
1010 E. 10th St.
Tucson, AZ 85719

Parent University:

“Changing Lives, Building Community”

TUSD Multicultural Student Services, Title 1 and
Pima Community College invite families of TUSD students
to a special event to strengthen our community.

Oct. 19, 2013

8:30 a.m. (registration) • 9:30 a.m.-2 p.m. (event)

PCC West Campus, 2202 W. Anklam Road

- Special guest lecture by Keith McIntosh, Pima Community College Vice Chancellor for Information Technology
- Participate in workshops just for you.
- Continental breakfast and lunch will be provided.
- **RSVP to 225-6247 or at www.tusd1.org/ParentU**



PimaCommunityCollege

Non-Profit Org.
U.S. POSTAGE
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Tucson, Arizona
Permit No. 790

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Appendix V-52 AASSD PD p. 207

Parent University

Pima Community College West Campus Saturday, October 19, 2013

Workshops**Two Sessions: 10:40 am – 11:30 am & 11:35 am – 12:20 pm**

	Workshop Title & Description	Contact Person	Room Number
✓ 1	Connecting Common Core Standards to College Readiness	Kathy Chavez	A-101 (comp. classroom)
X ✓ 2			
✓ 3	Helping Exceptional Students Transition to College	Elaine House	A-111 ✓
4	Historically Black Colleges and Universities: Alumni Experiences	Joshua Sanders and Alumni Panel	A-102 ✓ (comp. classroom)
✓ 5	Getting Ready for College	Reina Rabago	A-126 ✓
✓ 6	Kids Kollege: Let's Rap – "College Jeopardy"	Grace Fama, Student Life Coordinator	A-231 ✓
✓ 7	Kids Kollege: Let's Rap – "College4Me"	Daisy Rodriguez Pitel, Advanced Program Manager	A-234 ✓
✓ 8	Tips on Surviving College	Martina Dawley and Native American Student Association	C-G52 ✓
✓ 9	The Regional College Access Center: Your Resources for College Preparation	David Rodriguez	C-211 ✓ (comp. classroom)
✓ 10	So You Want to Be a Student Athlete	Edgar Soto, Executive Director of Athletics and student athlete panel	F-204 ✓
✓ 11	The College Experience: Student Voices	Pima Community College and University of Arizona Panel	A-222 A-222 ✓
✓ 12	Paying for College—Financial Aid, Scholarships and More		F-208 ✓
✓ 13	Getting My Child to College—A Parent's Perspective	Marie Cephers and Ms. Mosley	F-219 ✓
✓ 14	Building a Foundation of Education	Frank Velasquez	F-125 ✓

✓ Wanye Simmons Poetry Reader

Parent University

Pima Community College West Campus Saturday, October 19, 2013

Center for the Arts Courtyard

8:30 – 9:25am Registration and Continental Breakfast

Proscenium Theatre

9:25 – 9:50am Introduction and Welcome, Joshua Sanders, TUSD Academic Specialist

Jim Fish, Executive Director, TUSD Student Equity and Intervention

Dr. Adrian Vega, TUSD Deputy Superintendent for Teaching and Learning

Dr. Lou Albert, President, Pima Community College West Campus

9:50 – 10:20am Keynote Addresses

Introduction by Dr. Daisy Rodriguez Pitel, Advanced Program Manager for Student Support Services, Pima Community College

Speaker: Keith McIntosh, Vice Chancellor, Information Technology

Introduction by Dr. Maria Figueroa, Director of Mexican American Student Services

Speaker: Dr. Kasandra Urquidez, Associate Vice President for Student Affairs and Dean of Undergraduate Admissions
The University of Arizona

Announcements: Resource Fair and Workshops

10:20 – 10:40am Resource Fair

10:20 – 10:40am Break

10:40 – 11:30am Workshops: Session 1

11:35 – 12:20pm Workshops: Session 2

West Campus Cafeteria

12:30 to 1:30pm Lunch and Entertainment

1:30 – 2:00pm Campus Tours

USP V.F.1.s

Parent University

Pima Community College West Campus Saturday, October 19, 2013

Workshops**Two Sessions:** 10:40 am – 11:30 am & 11:35 am – 12:20 pm

	Workshop Title & Description	Contact Person	Room Number
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X ✓ 2			
✓ 3	Helping Exceptional Students Transition to College	Elaine House	A-111 ✓
✓ 4	Historically Black Colleges and Universities: Alumni Experiences	Joshua Sanders and Alumni Panel	A-102 ✓ (comp. classroom)
✓ 5	Getting Ready for College	Reina Rabago	A-126 ✓
✓ 6	Kids Kollege: Let's Rap – "College Jeopardy"	Grace Fama, Student Life Coordinator	A-231 ✓
✓ 7	Kids Kollege: Let's Rap – "College4Me"	Daisy Rodriguez Pitel, Advanced Program Manager	A-234 ✓
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✓ 10	So You Want to Be a Student Athlete	Edgar Soto, Executive Director of Athletics and student athlete panel	F-204 ✓
✓ 11	The College Experience: Student Voices	Pima Community College and University of Arizona Panel	A-222 A-222 ✓
✓ 12	Paying for College—Financial Aid, Scholarships and More		F-208 ✓
✓ 13	Getting My Child to College—A Parent's Perspective	Marie Cephers and Ms. Mosley	F-219 ✓
✓ 14	Building a Foundation of Education	Frank Velasquez	F-125 ✓

PARENT UNIVERSITY RESOURCE FAIR EXHIBITORS 2013, PCC WEST CAMPUS

Master

EXHIBITOR NAME	ORGANIZATION/ADDRESS	CONTACT INFORMATION
Barnes, Carol ✓	Pima Community College Disabled Student Resources 2202 West Anklam Road Tucson, AZ 85709-0095	Telephone: 520-206-3139 Email: clbarnes3@pima.edu
Bos, Enid ✓	United Way of Tucson & Southern Arizona 330 Commerce Park Loop Tucson, AZ 85745	Telephone: 520-903-9000 Email: ebos@unitedwaytucson.org
Cevallos, Wendy Sanburn, Maggie ✓	AZ Earn to Learn	
Jacunski, Sally ✓	TUSD Magnet Schools 1010 E. 10th Ave Tucson, AZ 85719	Telephone: 520-225-6717 Email: Sally.Jacunski@tusd1.org
Jensen, Kathryn ✓	Cholla High Magnet School 2001 W. Starr Pass Blvd. Tucson, AZ 85713	Telephone: 520-225-4003 Email: kathryn.jensen@tusd1.org
Llamas, Selena ✓	Expect More Arizona PO Box 16088 Phoenix, AZ 85011-6088	Telephone: 520-419-0678 Email: selena@expectmorearizona.org
MacFarland, Stephanie Perino, Dan ✓	University Of Arizona College of Education in Collaboration with TUSD Exceptional Ed 1010 E. 10th Street Tucson, AZ 85719	Telephone: 520-897-2227 Email: dan.perino@tusd1.org
Riebe, Andrew ✓	Northern Arizona University- Admissions PO Box 4084 Flagstaff, AZ 86011	Telephone: 928-523-5511 Email: david.dollins@nau.edu
Rivera, Marisea ✓	Disability Resource Center University of Arizona 1224 E. Lowell Street Tucson, AZ 85721	Telephone: 520-621-1425 Email: marisea@email.arizona.edu
Rodriguez, David	Regional College Access Center (RCAC) 930 E. Broadway Tucson, AZ 85719	Telephone: 520-670-0055 Email: djrrcac@gmail.com
Salazar, Layla ✓	Grand Canyon University 3300 W. Camelback Rd. Phoenix, AZ 85017	Telephone: 520-979-1688 Email: Layla.salazar@gcu.edu
Simmons, Tanya	National Hispanic University 1130 E. University Drive Tempe, Arizona 85281	Telephone: 480-208-9319 Tanya.simmons@nhu.edu

Moreno, Alec Student Panel / Pima - A230

PARENT UNIVERSITY RESOURCE FAIR EXHIBITORS 2013, PCC WEST CAMPUS

EXHIBITOR NAME	ORGANIZATION ADDRESS	CONTACT INFORMATION
James, Emily	Prime Community College Disabled Student Resources 3202 West Ashland Road Tucson, AZ 85719-0002	Telephone: 520-500-3133 Email: james.emily@primecc.edu
Donna, Mary	United Way of Tucson & Southern Arizona 320 Community Bank Loop Tucson, AZ 85715	Telephone: 520-693-9000 Email: donna.mary@unitedway.org
Deborah, Wendy	AA Farm to Learn	
Michael, Sally	El Segundo High School 1610 E. 10th Ave Tucson, AZ 85719	Telephone: 520-528-6717 Email: michael.sally@eshsd.net
James, Kathryn	El Sol High Magnet School 3001 W. 21st Street Blvd Tucson, AZ 85711	Telephone: 520-325-4003 Email: james.kathryn@elsolhsd.net
James, Selena	Space Movers Arizona PO Box 18088 Phoenix, AZ 85011-0088	Telephone: 520-410-0078 Email: selena.james@space-movers.com
Michael, David	University of Arizona College of Education in Collaboration with TUSD Exceptional Ed 1010 E. 10th Street Tucson, AZ 85719	Telephone: 520-873-2327 Email: michael.david@uofa.edu
Robert, Andrew	University of Arizona - Admissions PO Box 4084 Tucson, AZ 85724	Telephone: 520-523-6211 Email: andrew.robert@uofa.edu
Robert, Andrew	Stability Resource Center University of Arizona 1204 E. Lowell Street Tucson, AZ 85725	Telephone: 520-521-1425 Email: andrew.robert@stabilityresourcecenter.org
Robert, David	Regional College Access Center (RCAC) 930 E. Broadway Tucson, AZ 85719	Telephone: 520-570-0055 Email: david.robert@rcac.edu
Robert, David	Grand Canyon University 3200 W. Camelback Rd. Tucson, AZ 85717	Telephone: 520-970-1088 Email: david.robert@gcu.edu
Thomas, Tanya	National Hispanic University 130 E. University Drive Tucson, Arizona 85724	Telephone: 520-208-9319 Email: tanya.thomas@nhu.edu

PARENT UNIVERSITY RESOURCE FAIR EXHIBITORS 2013, PCC WEST CAMPUS

Worthman, Cindy ✓	Title 1 Family Support Department- TUSD 102 N. Plumer Tucson, AZ 85719	Telephone: 520-225-3265 Email: cindy.worthman@tusd1.org
✓	HBCUs	
✓	TUSD Student Equity & Intervention	
Valle, Serena Copelin, Kim ✓	University of Arizona- Office of Admissions	

PARENT UNIVERSITY RESOURCE FAIR EXHIBITORS 2013, PCC WEST CAMPUS

Workman, Cindy	162 N. Blumert Tucson, AZ 85719	TESSD Title I Family Support Department-TESSD	Telephone: 520-322-3362 Email: cindy.workman@pcc.edu
		TESSD Student Equity & Intervention	
Wells, Sharon Lorena Kim		University of Arizona-Office of Admissions	

KEEP LEARNING WITHOUT LEAVING.



EARN YOUR NAU DEGREE
AT PIMA COMMUNITY COLLEGE



NAU offers programs at Pima Community College and online.

nau.edu/pima2nau

- Pima2NAU—a joint admission program between Pima Community College and NAU
- Receive guidance from both institutions while earning your associate's degree *and* bachelor's degree
- Pay less than half the price of a traditional four-year education
- Choose from a variety of majors



PimaCommunityCollege



**NORTHERN
ARIZONA
UNIVERSITY**

nau.edu/pima2nau
(520) 879-790



WHY SHOULD I APPLY?

- Pima2NAU is an affordable way to earn your associate's degree *and* bachelor's degree
- NAU will waive your application fee
- You can complete your degree right in your community, online or at the NAU Mountain Campus in Flagstaff
- Cost, convenience and customer service are the three C's that set Pima2NAU apart from other local degree paths



WHAT DEGREES CAN I PURSUE?

NAU offers a variety of programs on Pima Community College campuses

- Business Administration
- Nursing
- Elementary and Special Education
- Criminology and Criminal Justice
- Hotel and Restaurant Management
- Public Management
- Technology Management
- Emergency Services Administration
- More online ...

IS THIS A 'REGULAR' NAU DEGREE?

- Yes, in the past 20 years NAU has awarded 30,000 degrees, each backed by the university's solid reputation and ability to provide a personal touch
- Many NAU locations offer degree programs that accept up to 90 credits from your local community college

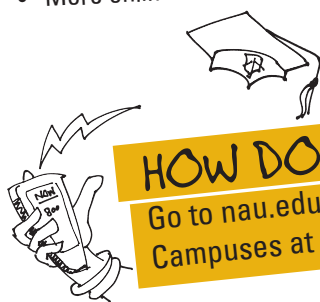
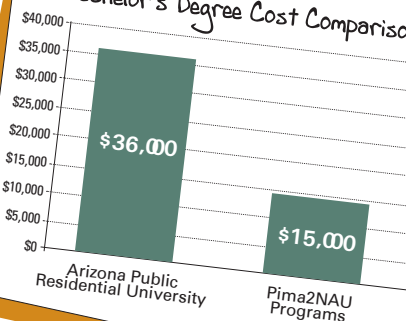


WHAT ARE OTHER PIMA2NAU BENEFITS?

- With Pima2NAU, you can earn your associate's degree at Pima Community College then seamlessly complete your bachelor's degree in an NAU program offered locally, online or in Flagstaff
- You will work with advisors from Pima Community College and NAU to make sure you are taking the right courses to earn your associate's degree and bachelor's degree
- You will receive guidance in exploring majors and figuring out careers to match your dreams and goals
- You will have access to online resources, NAU's Cline Library, an NAU e-mail account and more!

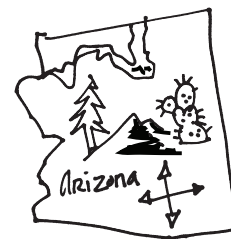
HOW MUCH TUITION CAN I SAVE?

Bachelor's Degree Cost Comparison



HOW DO I FIND OUT MORE?

Go to nau.edu/pima2nau, or contact NAU Extended Campuses at (520) 879-7900



PimaCommunityCollege



**NORTHERN
ARIZONA
UNIVERSITY**

WHERE

Mt. Calvary Baptist Church

226 E Lester St, Tucson, AZ 85705

Quarterly Parent-Community & Superintendent Meeting

Addressing the needs of
African American Students in TUSD

TIME

6:00 pm - 8:00 pm

DATE

Thursday, February 6, 2014



WHERE

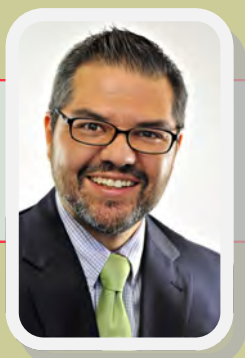
Northwest Neighborhood Center/Donna Liggins Center

2160 N. Sixth Ave. Tucson, Arizona 85701

Meet and Greet with TUSD's New Superintendent and Deputy Superintendent



Dr. H.T. Sanchez



Dr. Adrian Vega

TIME

6:30 pm

Please join us for ice cream and peach cobbler as we welcome TUSD's new Superintendent, Dr. H.T. Sanchez and Deputy Superintendent, Dr. Adrian Vega.

DATE

Thursday, September 12, 2013



WHERE

Mt. Calvary Baptist Church

226 E Lester St, Tucson, AZ 85705

Quarterly Parent-Community & Superintendent Meeting

Addressing the needs of
African American Students in TUSD

TIME

6:00 pm - 8:00 pm

DATE

Thursday, February 6, 2014



WHERE

Living Water Ministries

4343 E. 22nd Street Tucson, Arizona 85701
(North side of 22nd near 22nd and Columbus)

Quarterly Superintendent Meeting

Update: Addressing the needs of
African American Students in TUSD.



Dr. H.T. Sanchez

TIME

6:30 pm

DATE

Thursday, November 21, 2013



**Tucson
Urban League, Inc.**

Empowering Communities.
Changing Lives.



Our Shared Vision

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.

What We Value

- Advocacy
- Integrity
- Empowerment
- Teamwork

African American Student Services

communicates with families by maintaining a highly informative website, e-mails, personal contact, fliers, letters and home visits when necessary.

Notice of Nondiscrimination

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment in, its educational programs or activities.

Male Mentoring Program



The African American Student Services Department Male Leadership Academy is a holistic approach to creating proactive opportunities for African American male middle and high school students through consistent contact with successful African American men in the community. The hope is that these students will eventually participate and commit to proactive activities within their schools and community.

TUSD

Tucson Unified School District
African American Student Services

Department

1010 E. 10th Street Room 234

Tucson, Arizona 85719

Phone: 520 - 225 - 6247

Fax: 520 - 225 - 6546

www.tusd1.org/aastudies

Tucson Unified
School District



African American
Student Services



MISSION:

Delivering Excellence in
Education Every Day
through Advocacy,
Empowerment, Equity &
Intervention.

Our Shared Vision

To meet the challenges of the 21st century and a global society, we will ensure African American students receive equitable access to quality educational experiences.

Department Goals

We will support schools to:

- 1) Increase and Strengthen Student Advocacy
- 2) Increase and Strengthen Parent/ Community Involvement
- 3) Attract and Retain Students in Rigorous Course Offerings
- 4) Reduce Suspension Rates to Reduce Failure Rates

Math Tutoring

AASSD partners with the National Society of Black Engineers to expose students to Science, Technology, Engineering and Math.



USP V.F.I.s

ACADEMIC INSTRUCTION SUPPORT: Academic Specialists working in schools provide direct support during classroom instruction, lessons, and activities. Academic Specialists provide support based on administrator and/or teacher request. Support may be 1:1, small groups, or in a classroom.

SUPPORT SERVICES: AASSD utilizes Academic Specialists, Behavioral Specialists, Student Family Mentor Specialists, Mentor Program Specialist, and a Curriculum Coordinator to provide a wide spectrum of student, parent, and educator support. This support includes community and social resource referrals. Other support services include home visits, parent pick-ups, individual and small group tutoring, mentoring, support groups, field trips, prevention strategies, intervention, behavior plans, classroom and school presentations, club sponsorships, after school programs, and curriculum support to teachers.

LITERACY INITIATIVE: AASSD is committed to student and family literacy. We recognize the importance of providing students with literature that accurately represents and reflects their cultural heritage. Additionally, AASSD understands the value and benefit of learning to read. Therefore AASSD implemented Achieve 3000 during the summer of 2010 to promote reading. AASSD partnered with 9 elementary schools to implement Achieve 3000 before and after school, and during the school day. As part of this initiative, AASSD partners with the community during February for the annual African American Read-In Chain, a national literacy initiative.

SUMMER YOUTH ENRICHMENT: High school juniors and seniors participate in leadership development during June and July. Students discuss topics related to leadership and mentoring in preparation to serve as a campus mentor to incoming 9th grade students. The Male Leadership Academy focuses on leadership and life-skills development. The success of this program is based on reducing suspensions and increasing attendance and academic success.

CULTURALLY RELEVANT ENRICHMENT EXPERIENCES: To promote cultural appreciation, the AASSD sponsors or partners with community organizations to host a number of experiences including Harambee celebration, Taste-of-Soul, African American Youth Heritage Day, Historically Black College and University Expo, University of Arizona Engineering Initiative and empowerment workshops. Students and adults from diverse backgrounds participate in all experiences.

COMMUNITY PARTNERSHIPS: AASSD builds relationships with community organizations to support academic, cultural, and social experiences for students. The purpose is twofold: 1) To serve as a conduit for connecting students, families and schools with community resources, and 2) To increase the number of positive role models students are able to connect with, and to learn about careers, leadership skills, and college prep.

MULTICULTURAL CURRICULUM INTEGRATION: AASSD supports schools with Afrocentric and multicultural curriculum resources, and culturally responsive training. AASSD is committed to addressing the lack of culturally relevant curriculum resources in schools by providing making resources available to teachers. Additionally, AASSD is committed to assisting teachers with closing the achievement through staff development, working with teachers 1:1 and departments to implement culturally proficient practices.

TUSD – Student Equity and Intervention African American Student Services



DESCRIPTIVE NARRATIVE

We are a comprehensive department whose goals support direct services to students, equip TUSD personnel to better meet the needs of all students, and empower parents to take an active role in their child's academic success and school.

The AASSD improves the academic achievement of African American students and promotes cultural sensitivity throughout the TUSD community. Services are provided through individualized and specialized learning support, counseling and guidance, program development, cultural awareness and sensitivity training, community education, 1:1 and group tutoring & mentoring, and student advocacy. We work directly with exceptional education, schools, and district departments to meet the needs of students. While the department's primary focus is African American students, no students are turned away or denied support; for example Saturday tutoring and direct classroom support.

MISSION

Delivering Excellence in Education Every Day through Advocacy, Collaboration, Empowerment, Equity and Intervention.

VISION

We will ensure African American Students receive a quality education and are prepared to succeed in a global society.

CORE VALUES

- Advocacy
- Empowerment
- Integrity
- Teamwork

DEPARTMENT GOALS

We will support schools to:

1. Increase and Strengthen Student Advocacy
2. Increase and Strengthen Parent/Community Involvement
3. Attract and Retain Students in Rigorous Course Offerings
4. Reduce Suspension Rates to Reduce Failure Rates

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AASSD update 5/2013 2

SUPPORT SERVICES: AASSD utilizes Academic Specialists, Behavioral Specialists, Student/Family Mentor Specialists, Mentor Program Specialist, and a Curriculum Coordinator to provide a wide spectrum of student, parent, and educator support. This support includes community and social resource referrals such as trips to the clothing bank, food bank, and transportation for eye exams and shoes. Other support services include home visits, parent pick-ups, individual and small group tutoring, mentoring, support groups, field trips, prevention strategies, intervention, behavior plans, classroom and school presentations, club sponsorships, after school programs, and curriculum support to teachers.

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AASSD update 5/2013 2

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AASSD update 5/2013 2

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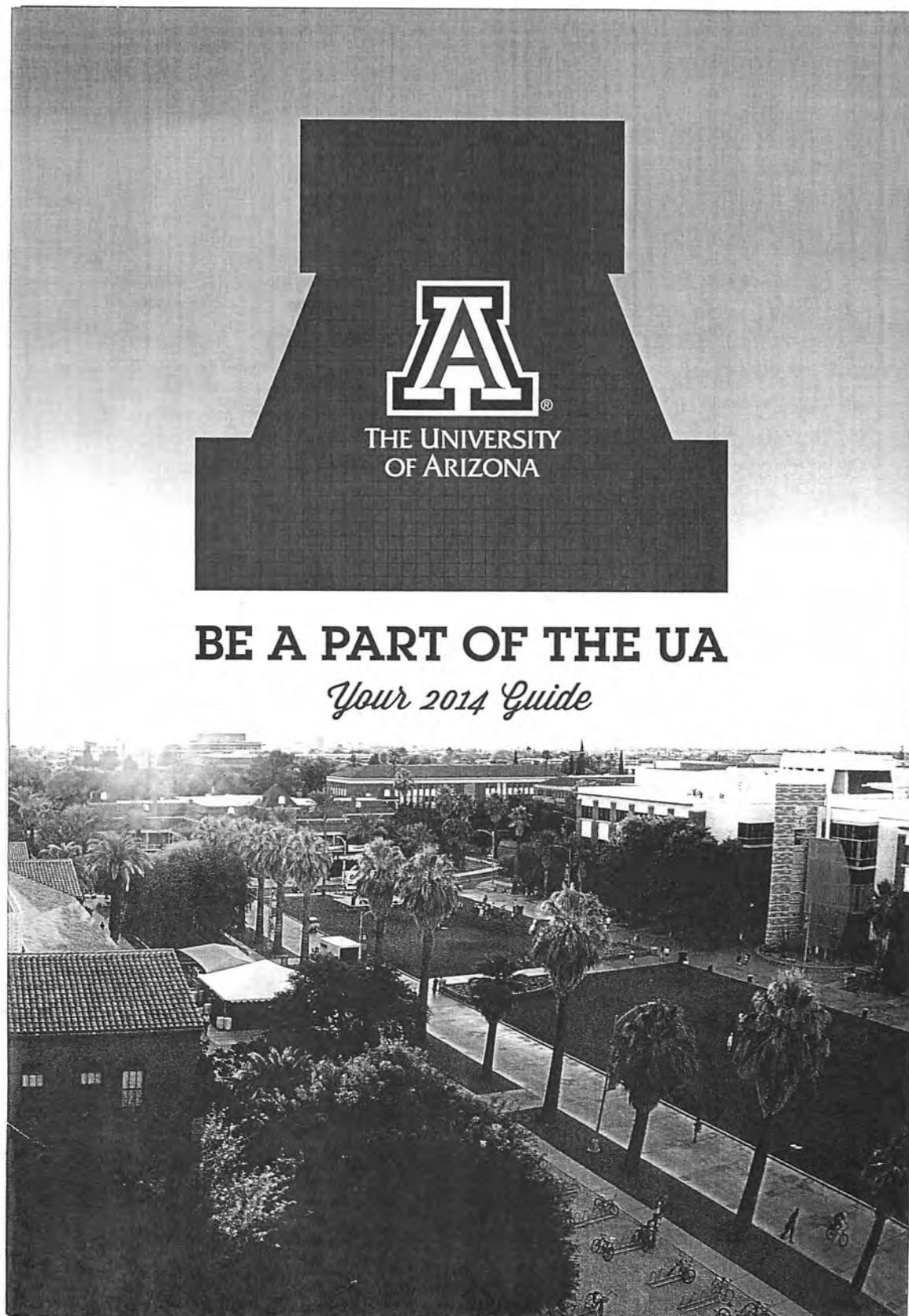
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AASSD update 5/2013 2



You belong here...

Your senior year is going to be a blur of classes, friends, sports, clubs and random moments. So, in the midst of the blur, look up, and take that final step to get to your dream school. With a little planning, and by following our tips, the application process is a breeze. Here's how it works:

- ① Finish your senior year strong!
- ② Submit your complete* UA application
- ③ Take your **Next Steps** (more on that later)

① MAKE YOUR SENIOR YEAR REALLY COUNT

Here's a quick guide to the ultimate senior year.

- **Make sure you have taken all the required core high school classes.** And yes, your second semester DOES count
 - 4 yrs of English
 - 4 yrs of Mathematics
 - 3 yrs of Lab Science
 - 1 yr of Fine Arts
 - 2 yrs of the same 2nd Language
 - 2 yrs of Social Studies (1 yr of American History)
- **Get your transcripts ready:** Meet with your high school counselor to have them sent straight to the UA
- **Want to be considered for Honors and merit-based scholarships?** Be sure to submit your test scores. UA school code **4832 (SAT)** or **0096 (ACT)**. Please note, we can still admit you to the UA without test scores, so don't wait to apply!

Questions? Visit admissions.arizona.edu/steps for more info

② APPLY TO THE UA TODAY

Remember, the application process is about showing us who you are. When you apply to the UA, think about what really makes you, YOU. And remember, **GPA and test scores aren't everything; we do a comprehensive review** and consider your course load, extracurricular activities, and more. Before you apply, here's what you'll need:

- A list of your extracurricular activities (sports, clubs, jobs, etc.)
- A list of completed courses as well as those you plan to complete your senior year

And if you have ANY questions, talk to one of our expert admissions counselors!

📞 520.621.3237 📧 @UAadmissions



A complete UA application means:

- You've filled in and submitted the online or paper application
- You've submitted the application processing fee or a waiver (\$50 for AZ residents, \$65 for out-of-staters)
- Your school has submitted your official transcripts
- You've sent in your SAT/ACT test scores (for merit-based scholarships and Honors College consideration)

ADMISSIONS.ARIZONA.EDU/APPLY

Apply and you can be considered for three things:

1. Undergraduate Admissions
2. The Honors College
3. Merit-Based Scholarships

3-in-1

③ ONCE YOU'RE IN, TAKE THE NEXT STEPS

The Next Steps Center guides you through life after acceptance:

- Pay your Enrollment Fee to reserve your spot in the 2014 freshman class
- Sign up for New Student Orientation where you'll meet with advisors to register for classes, meet other new Wildcats, get a meal plan, and if in Tucson, you'll see campus!
- Guarantee your place in one of our 23 outstanding residence halls. Just apply for housing by April 1
- Set up your official UA account and email

NEXTSTEPS.ARIZONA.EDU

MAJORS AND MORE!

ARIZONA.EDU/COLLEGES

- Bachelors
- Masters
- Doctorate/Professional

UA COLLEGE CONTACT INFO



CALS
Agriculture and
Life Sciences
cals.arizona.edu
520.621.7621

CAPLA
Architecture,
Planning,
Landscape
Architecture
capla.arizona.edu
520.621.6751

EDUC
Education
coe.arizona.edu
520.621.1462

ELLER
Eller College of
Management
eller.arizona.edu
520.621.2165

ENG
Engineering
engineering.arizona.edu
520.621.6032

CFA
Fine Arts
cfa.arizona.edu
520.621.1778

HUM
Humanities
humanities.arizona.edu
520.621.1044

LAW
College of Law*
www.law.arizona.edu
520.621.1373
*No bachelor's degrees

CLAS
Colleges of Letters,
Arts, and Science
clas.arizona.edu
520.621.7763

NUR
Nursing
nursing.arizona.edu
520.626.6154

OPT
Optical Sciences*
optics.arizona.edu
520.621.6997
*No bachelor's degrees

- **ELLER** Accounting
- **ENG** Aerospace Engineering
- **HUM** Africana Studies
- **CALS** Agribusiness Economics & Management
- **CALS** Agricultural & Biosystems Engineering
- **CALS** Agricultural & Resource Economics
- **CALS** Agricultural Education
- **CALS** Agricultural Technology Management & Education
- **CLAS** American Indian Studies
- **CALS** Animal Sciences
- **SBS** Anthropology
- **SBS** Anthropology & Linguistics
- **CLAS** Applied Biosciences
- **CLAS** Applied Mathematics
- **CAPLA** Architecture
- **CLAS** Arid Lands Resource Sciences
- **CFA** Art
- **CFA** Art Education
- **CFA** Art History
- **CFA** Art History & Education
- **SCI** Astronomy
- **SCI** Atmospheric Sciences
- **SBS** Audiology
- **SCI** Biochemistry
- **SCI** Biochemistry & Molecular & Cellular Biology
- **SCI** Bioinformatics
- **SCI** Biology
- **ENG** Biomedical Engineering
- **ENG** Biostatistics
- **ENG** Biosystems Engineering
- **ELLER** Business Administration
- **ELLER** Business Economics
- **ELLER** Business Management
- **CLAS** Cancer Biology
- **SBS** Care, Health & Society
- **ENG** Cellular & Molecular Medicine
- **SCI** Chemical Engineering
- **SCI** Chemistry
- **ENG** Civil Engineering
- **ENG** Civil Engineering & Engineering Mechanics
- **HUM** Classics
- **SBS** Communication
- **SCI** Computer Science
- **EDUC** Counseling & Mental Health
- **HUM** Creative Writing
- **SBS** Criminal Justice
- **CFA** Dance

- **SBS** Development Practice
- **EDUC** Early Childhood Education
- **HUM** East Asian Studies
- **SCI** Ecology & Evolutionary Biology
- **SCI** Economic Geology
- **SBS** Economics
- **EDUC** Educational Leadership
- **EDUC** Educational Leadership & Policy
- **EDUC** Educational Psychology
- **ENG** Electrical & Computer Engineering
- **ENG** Engineering
- **ENG** Engineering Management
- **HUM** English
- **HUM** English as a Second Language
- **CLAS** Entomology & Insect Science
- **ELLER** Entrepreneurship
- **CALS** Environmental & Water Resource Economics
- **ENG** Environmental Engineering
- **CALS** Environmental Health Sciences
- **CALS** Environmental Hydrology & Water Resources
- **SBS** Environmental Sciences
- **SBS** Environmental Studies
- **SBS** Epidemiology
- **SBS** eSociety
- **CALS** Family & Consumer Sciences
- **CALS** Family Studies & Human Development
- **CFA** Film & Television
- **ELLER** Finance
- **CFA** Fine Art Studies
- **HUM** French
- **SBS** Gender & Women's Studies
- **CLAS** General Studies
- **CLAS** Genetics
- **SBS** Geographic Information Systems Technology
- **SBS** Geography
- **SCI** Geosciences
- **HUM** German Studies
- **CLAS** Global Studies
- **EDUC** Higher Education
- **SBS** History
- **SBS** Human Language Technology
- **SCI** Hydrology
- **SCI** Hydrometeorology
- **MED** Immunobiology
- **ENG** Industrial Engineering
- **SBS** Information Resources & Library Science
- **SBS** Information Science & Arts

DEGREE SEARCH

Still choosing a major? Degree Search is the UA's online tool to help you quickly find your perfect major by college, subject, personal interests, and more. Now go make your dreams happen!

• DEGREESEARCH.ARIZONA.EDU

PHA
Pharmacy
www.pharmacy.arizona.edu
520.626.1427

MED
Physiology
physiology.arizona.edu
520.621.4850

SCI
Science
cos.arizona.edu
520.621.4090

SBS
Social and Behavioral Sciences
sbs.arizona.edu
520.621.1112

Public Health
publichealth.arizona.edu
520.626.7083

The Honors College
www.honors.arizona.edu
520.621.6901

BUT WAIT, THERE'S MORE!

Just because it's not listed doesn't mean it's not offered! The UA has minors and degree paths to help you land your dream job.

- Visual communications (graphic design)
- Interdisciplinary Studies – Create a CUSTOM major just for you
- Archaeology
- Sports management
- Photography
- Game design
- Forensics
- Pre-law
- Pre-health

Ask your UA recruiter or check out Degree Search to find the right path for you!

• DEGREESEARCH.ARIZONA.EDU

• ADMISSIONS.ARIZONA.EDU/FRESHMEN/FIND-RECRUITER

- **SCI** Information Science & Technology
- **SCI** Integrated Science
- **CLAS** Interdisciplinary Studies
- **SBS** International Security
- **HUM** Italian
- **SBS** Journalism
- **SBS** Judaic Studies
- **CAPLA** Landscape Architecture
- **EDUC** Language, Reading & Culture
- **SBS** Latin American Studies
- **LAW** Law
- **LAW** Legal Studies
- **SBS** Linguistics
- **EDUC** Literacy, Learning & Leadership
- **ELLER** Management
- **ELLER** Management Information Systems
- **ELLER** Marketing
- **ENG** Materials Science & Engineering
- **SCI** Mathematics
- **ENG** Mechanical Engineering
- **MED** Medical Pharmacology
- **SCI** Medical Physics
- **MED** Medical Sciences
- **MED** Medicine
- **SBS** Mexican American Studies
- **CALS** Microbiology
- **SBS** Middle Eastern & North African Studies
- **SCI** Middle School Mathematics
- **ENG** Mining Engineering
- **ENG** Mining, Geological & Geophysical Engineering
- **SCI** Molecular & Cellular Biology
- **CFA** Music
- **CFA** Music Education
- **CFA** Musical Theatre
- **CALS** Natural Resources
- **SCI** Natural Science for Teachers
- **CLAS** Neuroscience
- **SCI** Neuroscience & Cognitive Science
- **NUR** Nursing
- **CALS** Nutritional Sciences
- **ELLER** Operations Management
- **OPT** Optical Sciences
- **ENG** Optical Sciences & Engineering
- **CFA** Performance
- **PHA** Pharmaceutical Sciences
- **PHA** Pharmacology & Toxicology
- **PHA** Pharmacy

- **SBS** Philosophy
- **SBS** Philosophy, Politics, Economics & Law
- **OPT** Photonics Communications Engineering
- **SCI** Physics
- **CLAS** Physiological Sciences
- **MED** Physiology
- **SCI** Planetary Sciences
- **CAPLA** Planning
- **CALS** Plant Pathology
- **CALS** Plant Sciences
- **SBS** Political Science
- **SCI** Psychology
- **SBS** Public Administration
- **SBS** Public Health
- **SBS** Public Management & Policy
- **CAPLA** Real Estate Development
- **EDUC** Rehabilitation
- **HUM** Religious Studies
- **CALS** Retailing & Consumer Sciences
- **HUM** Rhetoric, Composition & the Teaching of English
- **HUM** Russian
- **SCI** School Psychology
- **SCI** Science Education
- **CLAS** Second Language Acquisition & Teaching
- **SBS** Sociology
- **CALS** Soil, Water & Environmental Science
- **HUM** Spanish
- **EDUC** Special Education
- **EDUC** Special Education & Rehabilitation
- **SCI** Speech, Language, & Hearing Sciences
- **CFA** Stage & Screen Studies
- **CLAS** Statistics
- **CFA** Studio Art
- **CAPLA** Sustainable Built Environments
- **CALS** Sustainable Plant Systems
- **ENG** Systems & Industrial Engineering
- **ENG** Systems Engineering
- **EDUC** Teaching & Teacher Education
- **CFA** Theatre Arts
- **CFA** Theatre Production
- **HUM** Transcultural German Studies
- **CAPLA** Urban & Regional Development
- **CALS** Veterinary Science
- **CALS** Water, Society & Policy

Visit Us

YOUR FIRST STEP

ADMISSIONS.ARIZONA.EDU/MYUA

MyUA is your connection to the people and resources you need to make the transition to life as an Arizona Wildcat. Register online today and begin your journey! Use MyUA to:

- Check your application status
- Register for campus tours and programs
- Get updates on majors that interest you

AMBASSADOR TOURS

(Monday – Saturday)

ADMISSIONS.ARIZONA.EDU/VISIT/AMBASSADOR

Student Ambassadors show you the campus from the inside out — from where to get a good meal, great workout, or quiet place to study — to where to blow off steam after acing that last exam.

CLASS CATS

ADMISSIONS.ARIZONA.EDU/VISIT/CLASS-CATS

Visit a class with a current student. Class Cats gives you a personal perspective of the first-rate UA academic experience.

ARIZONA EXPERIENCE —

Spend a day at the University of Arizona

ADMISSIONS.ARIZONA.EDU/VISIT/AZ-EXPERIENCE

Join us for a full day, open-house-style event and learn more about academics, financial aid, student services, residence life and more! Meet current students, hear from academic advisors, make valuable campus connections, and enjoy lunch on us!

OCTOBER 11, 2013

DECEMBER 6, 2013

JANUARY 25, 2014

FEBRUARY 21, 2014

MARCH 29, 2014

APRIL 12, 2014

NOTES



Wilbur the Wildcat is our beyond-awesome mascot. The word 'mascot' doesn't really do him justice though. Dance champion, super hero, push-up champ, style icon. Those names do.

Set a timer for four years from now.
Why? Because when you graduate,
a whole stadium celebrates.
Find it on YouTube.

On Campus Housing

Your residence hall is the place where you'll meet your first friends, stay up way past your bedtime, and learn how to make pizookies (so good). But that's only part of the story. Did you know that students in our residence halls have a 10% higher GPA than those who don't? Living on campus means you're closer to classes, advisors, clubs, libraries, and everything else you need to be successful.

Visit the Next Steps Center and register for housing by April 1 to guarantee your spot on campus.

www.life.arizona.edu



SUNSHINE

We get 350 days of it. Flip-flops, bike rides, major hikes, and yes, we have waterfalls.



AUTHENTIC TUCSON

Tucson is a college town that just happens to have a million people. The UA is located in the heart of the city and Tucson's authentic, laid back vibe is definitely a part of student life.

Wildcats love Tucson's music scene, coffee houses, hiking, biking, and more. No matter where you're from or what your interests are, Tucson welcomes you.

Explore Tucson, you'll love it. visittucson.org

*After all, Tucson is a top 10 weekend getaway destination. (U.S. News & World Report, 2013)

LET'S FIGURE OUT HOW TO PAY FOR COLLEGE. TOGETHER.

Our team at the Office of Scholarships and Financial Aid (OSFA) is helpful and friendly. They'll help create your personal plan to cover tuition, housing, and other expenses. Every year they connect 75% of Wildcats with scholarships, grants, loans, and other types of aid.

FINANCIALAID.ARIZONA.EDU

OSFA determines your financial aid award by reviewing your Free Application for Federal Student Aid (FAFSA) — so fill it out early!

JANUARY 1, 2014: FAFSA is available
UA school code: 001083

MARCH 1: UA financial aid priority deadline

FAFSA.ED.GOV

BUT THAT'S NOT ALL!

Want some extra scholarship money? Who doesn't? Scholarship Universe is the search engine that connects you with scholarships you may not have known about.

And it's only available to UA students. All the more reason for you to commit to the UA. Score.

SCHOLARSHIPUNIVERSE.ARIZONA.EDU

ESTIMATED COST OF ATTENDANCE

FOR 2013-2014*

	IN STATE	OUT OF STATE
TUITION & FEES	\$10,390	\$27,070
ON-CAMPUS HOUSING	\$6,240	\$6,240

© FINANCIALAID.ARIZONA.EDU/UNDERGRADUATE/ESTIMATED-COST-ATTENDANCE

Important Dates

August, 2013

The UA's 3-in-1 application is now available!

Apply, apply, apply!

October 11, 2013

Arizona Experience Day

October 13, 2013

Phoenix National College Fair

October 17, 2013

Northern Arizona Region College Night, Flagstaff

October 22, 2013

Tucson College Night

November 1, 2013

Submit by October 1, know today.*

December 1, 2013

Submit by November 1, know today.*

December 6, 2013

Arizona Experience Day

January 1, 2014

FAFSA available online fafsa.ed.gov

January 25, 2014

Arizona Experience Day

February 21, 2014

Arizona Experience Day

March 1, 2014

Financial Aid Priority Deadline

March 29, 2014

Arizona Experience Day

April 1, 2014

Guaranteed Housing Deadline

April 12, 2014

Arizona Experience Day

May 1, 2014

It's College Decision Day! Choose UA!

nextsteps.arizona.edu

FACTS & FIGURES

Enrollment	40,223
Undergraduate students	31,565
International students	3,118
Student-to-faculty ratio	22-to-1
Bachelors programs offered	113
Residence halls	23
Laboratory space (sq ft)	1,959,107
Major campus libraries	7
Athletic conference	PAC-12
Conference championships	51
NCAA team championships	20

Stay Connected

facebook.com/UAadmissions
Twitter: @UAadmissions
youtube.com/arizona
arizona.edu/apps

A new way to visit the UA:
admissions.arizona.edu/visit/az-experience

* Remember, it's got to be complete!
See Apply to the UA section

University of Arizona
RANKINGS

GRADUATE SCHOOL RANKINGS

TOP 6% Nursing graduate program by U.S. News & World Report, 2012.

TOP 8% of 1,000 top ranked universities by Academic Ranking of World Universities, 2012.

#1 Management Information Systems among public programs by U.S. News & World Report, 2012.

#10 Best Pharmacy School by U.S. News & World Report, 2012.

#14 among public business schools by U.S. News & World Report, 2012.

#2 Management Information Systems among public graduate programs by U.S. News & World Report, 2013.

#9 Tucson's rank among Best Weekend Getaways by U.S. News & World Report, 2013.

TOP 20% of top universities in the world by QS World University Rankings, 2012.

#7 Optical Science graduate program by U.S. News & World Report, 2013.

#1 in the U.S. and #2 in the world for Environmental Research by Journal: Science of the Total Environment, 2013.

#6 Public Entrepreneurship program by U.S. News & World Report, 2012.

#1 Geology graduate program by U.S. News & World Report, 2013 - Rock on!

#7 Sociology program by National Research Center, 2011, 20th by U.S. News and World Report.

TOP TIER Law School by U.S. News and World Report, 2013.

#22 One of only 30 institutions in the U.S. and Canada to receive the Gold Standard for sustainability for AASHE, 2012 and 22nd greenest campus according to Sierra Magazine.

#19 Producers of Fulbright Scholars nationally, 2013.

#7 Entrepreneurial Program by Entrepreneur Magazine and The Princeton Review, 2012.

TOP 24% Times Higher Education by World University Rankings, 2012-2013.

ROI Bloomberg Businessweek ranked the UA the Best Return on Investment in Arizona.

TOP 100 Top 100 Medical Schools: Research by U.S. News & World Report, 2014.

#3 Anthropology program by National Research Center, 2011.

#1 Top producer of Peace Corps fellows, 2013.

#4 In NASA funding by National Science Foundation, National Center for Science and Engineering Statistics, 2012.

#3 in funding for Physical Sciences (Space Sciences, Chemistry, Physics) by National Science Foundation, 2013.

#8 Communication program by National Research Center, 2011.

AMAZING Our dance program is

#7 Bike-friendly university, silver, 2012.

#1 The ONE AND ONLY public medical school in Arizona.

#3 NCAA baseball national champs, 2012.

ADMISSIONS OFFICES

● **ADMISSIONS.ARIZONA.EDU**


Main Campus	520.621.3237
West Coast	
Pacific NW/Northern CA	707.373.0170
Greater LA County/Central Coast/Central Valley	562.230.4188
San Diego/Orange County/Inland Empire	760.846.6416
Mountain States (CO, ID, MT, UT, WY)	720.315.2223
Mid-Atlantic	267.566.7822
Midwest Region	773.849.3450
New York Tri-State	917.670.4653
Phoenix Area	602.827.2277
Texas	682.888.3635
Yuma Area	928.210.6101
Admissions fax	520.621.9799
Admissions e-mail	admissions@arizona.edu

OTHER CONTACTS

Athletics	520.621.2200
Campus Tours	520.621.3641
Center for Student Involvement & Leadership	520.621.8046
Disability Resource Center	520.621.3268
New Start Summer Program	520.621.5773
Next Steps Center	520.621.5293
Off-Campus Housing	520.621.5859
Residence Life	520.621.6501
Residency Classification	520.621.3636
Scholarships and Financial Aid	520.621.1858
Strategic Alternative Learning Techniques (SALT) Center	520.621.1242
Student Unions	520.621.7755
UA Sierra Vista	520.458.8278

To request a disability-related accommodation in the admissions process, email admissions@arizona.edu or call 520.621.3237

To find your personal UA contact, go to admissions.arizona.edu/freshmen/find-recruiter



In Partnership with Pima County

The Salvation Army CASA For Families Housing Program for Homeless Families

The Salvation Army has openings in the CASA For Families
Transitional Housing Program—

Program Requirements:

- ♦ Households with minor children

- ♦ Family is homeless living in shelter, car or streets or has a court-ordered eviction notice.

- ♦ At least one adult must have income or be enrolled in school or employment program.

- ♦ Participants comply with program rules and meet regularly with program case manager.

- ♦ Participants must be able to acquire and maintain a lease in their own name.

- ♦ Partial rental fees are paid by participants based on income

For More Information:

Claudia Vazquez, Case Manager
1021 N. 11th Ave.
Tucson, AZ 85705

Phone: 520-792-1111 Ext. 226

Email: Claudia.vazquez@usw.salvationarmy.org

start! now!

College is not a dream, it's a plan.

Your plan starts now with the courses you select each year. To keep your options open, and plan for college, you should take these courses in high school:

English	4 years
Math	4 years
Lab Science	3 years
Social Studies	2 years
Foreign Language	2 years
Fine Arts	1 year

Start Now! Explore different opportunities for college with your counselor. Be sure to ask about specific admissions requirements at the college of your choice.

Don't let the cost scare you away. Many types of financial aid are available. Visit your school counselor to discuss how to finance your college education.



College Track: Four Year Academic Plan

Colleges and universities use various criteria when making admissions decisions. These criteria include a student's grade point average (GPA), rank in class, SAT or ACT test scores, and the types of courses taken while in high school. To be considered for admission, universities in Arizona (i.e., ASU, NAU, UA) require seniors to complete 16 core academic courses, the "Sweet 16," while in high school. The table below can be used as a guide to help students fulfill the university requirements.

The Sweet 16: Core Academic Courses

Year in School	Freshman				Sophomore				Junior				Senior			
School Term	Fall 20__ – Spring 20__				Fall 20__ – Spring 20__				Fall 20__ – Spring 20__				Fall 20__ – Spring 20__			
	Quarter Grades				Quarter Grades				Quarter Grades				Quarter Grades			
Core Academic Courses	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
English (4 yrs) Composition or Literature English I, II, III, IV																
	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Math (4 yrs) Algebra I, II Geometry Advanced Math																
	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Science (3 yrs) Biology, Physics, Earth, Chemistry, Integrated or Advance Science																
	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Social (2 yrs) Studies American History <u>and</u> one other social studies																
	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Foreign (2 yrs) Language Must be same language																
	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
Fine Arts (1 yr) Art, Dance, Music, or Drama																
	1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:		1st Sem:		2nd Sem:	
*Academic GPA (16 units)																

*Academic GPA is based on the 16 units of college track courses required for university admission. Students are encouraged to have a 2.00 GPA or higher in each subject area. Students should always strive to achieve the highest academic GPA possible and to take honors and advanced courses to ensure they are prepared for university courses.

Note: In addition to the core academic courses, each high school has additional requirements that must be completed in order to graduate i.e., physical education, health, and electives. It is important for students to get information from their school counselors to understand both university admission and high school graduation requirements and select courses appropriately.

GPA Calculator

Grade	Points	Number of Semesters	Quality Points	
A	4	X	=	
B	3	X	=	
C	2	X	=	
D	1	X	=	
F	0	X	=	
Total Number of Semesters			Total Quality Points	

The GPA can be calculated by subject area, by year and all four years by using this calculation.

Total Quality Points = GPA
Total Number of Semesters

Extracurricular Activities

This chart can be used to record your participation in extracurricular activities. List the name of the activity and keep a record of the year you participated by placing an "X" in the appropriate box. Keep copies of award certificates, letters of recommendation and similar documentation in this folder. This information will be useful when you create a resume and apply for scholarships.

Clubs, Organizations and Sports	9th Grade	10th Grade	11th Grade	12th Grade

Volunteer Experience and Community Service	9th Grade	10th Grade	11th Grade	12th Grade

Work Experience	9th Grade	10th Grade	11th Grade	12th Grade

Honors and Awards	9th Grade	10th Grade	11th Grade	12th Grade

Test Scores

Use the space below to keep records of your college entrance examinations. The PSAT should be taken in October of the junior year. The SAT and/or ACT should be taken at the end of the junior year and beginning of the senior year.

PSAT: _____ **Score** _____
 Date Taken Reading Math Writing

SAT: _____ **Score** _____
 Date Taken Reading Math Writing

SAT: _____ **Score** _____
 Date Taken Reading Math Writing

ACT: _____ **Score** _____
 Date Taken English Reading Math Science Composite

ACT: _____ **Score** _____
 USP V.F.1.s Date Taken English Reading Math Science Composite

College Planning Tips and Recommendations

Freshman Year

Research at least two or three colleges of interest (libraries, school counselors, and the internet are good sources of information). Find out what the entrance requirements are; what areas the school is particularly strong in; what facilities, clubs or other resources related to your interests are available; how much it costs to attend and what types of aid are available. Make a chart comparing these options.

Attend college information sessions to make sure you have current information about entrance requirements and different forms of financial aid, or arrange to visit a local university.

Meet with a counselor to register for the courses required for high school graduation and admission to the desired college or university. Also, take honors, Advanced Placement (AP), or International Baccalaureate (IB) courses available in English, Math, Science, Social Studies, or a second language. If available consider taking dual enrollment courses. These courses, taught by high school teachers, earn students community college credit that may also transfer to a 4-year college or university.

Participate in extracurricular activities such as sports, clubs, community service, etc. However, remember that the academic performance of high school freshmen year will have great implications on your overall cumulative high school GPA (grade point average). The solution is finding balance and being able to manage time in a way that allows for both academic and extracurricular success.

Start a portfolio containing all certificates and awards so that everything will be organized when it's time to apply for colleges and scholarships.

Sophomore Year

Keep up registration in advanced college preparatory courses and participation in extracurricular activities, plus:

Take the PSAT in October to become more familiar with the tests required for college entrance. Fee waivers are available if money is a barrier to taking the test.

Arrange for a tour of a college and make sure to ask the tour guide about his or her college experience.

Make sure to seek extra help if grades are dropping. Grades this year and next will continue to be important when it comes to scholarship consideration.

Try to attend a summer program on a college or university campus. Financial aid is often available for these programs. For UA Summer Programs visit:
eao.arizona.edu/summer

Junior Year

Continue taking advanced classes, keeping up good grades and participating in activities.

Attend college fairs in your city. Write a scholarship request letter, resume, and personal statement for college and scholarship applications. Have a teacher who knows the student well review these materials.

Research scholarship opportunities by using the library, internet, and your guidance counselor's resources. Talk to a guidance counselor and specify that you are interested in any scholarship opportunities that you qualify for. Never pay for scholarship searches.

In the fall, begin preparing for the SAT and ACT. There are many low-cost preparation workbooks that are available at local bookstores. There are also websites

such as collegeboard.com and act.org that can provide free information such as test questions, practice tests, and more information about the examinations. Contact your high school counselor for other opportunities, including fee waivers if you need help paying for the test. Plan on taking the SAT and/or ACT in the Spring.

Develop positive relationships with teachers or club sponsors who may be able to write letters of recommendation for scholarships.

Try taking on leadership in extracurricular activities.

Senior Year

You've come a long way, but it's not over yet: Taking a full day of classes during senior year can improve chances of getting competitive scholarships. Plus, students will be more prepared for a full-time college schedule.

Continue to take Math, Science, AP and academically rigorous courses that will prepare you for success in college. Meet regularly with local college representatives when they visit your high school. Make sure they know who you are.

In the early fall, submit applications to colleges of interest.

Once admitted, review the admittance packet in great detail. Develop a timeline of important next steps that will be necessary to go from being admitted to being enrolled at a college or university. Some next steps may include signing up for an orientation session, on-campus housing, parking, summer bridge programs, etc.

Submit the Free Application for Federal Student Aid (FAFSA) application as soon as possible after January 1. The University of Arizona priority deadline is February 14, but the application may still be submitted after this date.

Office of Early Academic Outreach

ADDRESS

University Services Building, Suite 501
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TWITTER

StartNowAZ



COLLEGE KNOWLEDGE

"College Knowledge" is a special edition of the African American Student Services Department's newsletter. In this issue, Desiree Cueto will feature news on the college admissions process, financial aide and scholarships. Students can then follow-up with AASSD Mentor and Academic Specialists for additional support and guidance.

Celebrating Student Success!

As we begin another wonderful school year, it is important to reflect on our previous year's success!

- ◆ AASSD was proud to honor 450 students in grades 6-12 at our 27th Annual Student Recognition Program.

Fall Check-list

If you have not started the college application process already, begin now!

Here are a few suggestions:

☒ DRAFT YOUR COLLEGE ESSAY

Focus on a topic. Write for 20 minutes. Proof read or read out loud. Make changes. Visit me for edits and suggestions!

☒ EXPLORE COLLEGE CHOICES

Make a list of colleges or universities you may want to attend and discuss them with your parents, Mentor and Academic Specialists. Make arrangements to visit local area campuses, but research out-of-state and private schools as well! Many private schools provide full-scholarships based on need and merit.

☒ FIND OUT MORE ABOUT FINANCIAL AID

Visit www.studentaid.ed.gov to learn more about financial aid. Even though you can't submit a financial aid form (FAFSA) until January of your senior year, it's good to see what information you will need. Check with colleges to see if they require supplementary financial aid information.

☒ GET ORGANIZED!

Put together a system to organize all your forms--perhaps for admissions, scholarships, financial aid, recommendations and essays/requirements!

SAT and ACT Test Dates for 2013-2014

SAT and ACT scores are used by colleges to determine student placement. Students' scores are also consulted when distributing scholarship dollars. Juniors who have yet to take the ACT will want to test in September or October.

December 1, 2013 marks the **Priority Deadline** for most colleges and universities, and students who are not accepted by the December 1st deadline may not receive the scholarships they deserve. Visit www.collegeboard.org and www.actstudent.org for information on preparation and registration.

2013-2014	
ACT Test Dates & Registration Deadlines	
September 21, 2013	August 23, 2013
October 26, 2013	September 27, 2013
December 14, 2013	November 8, 2013
February 8, 2014	January 10, 2014
April 12, 2014	March 7, 2014
June 14, 2014	May 9, 2014

2013-2014	
SAT Test Dates & Registration Deadlines	
October 5, 2013	September 6, 2013
November 2, 2013	October 3, 2013
December 7, 2013	November 8, 2013
January 25, 2014	December 27, 2013
March 8, 2014	February 7, 2014
June 7, 2014	May 9, 2014

Upcoming College Support Opportunities

Throughout the school year, AASSD will host Parent University events. The first "kick off" event is October 19, 2013 at Pima West. It is important that you and your parents attend!

- ◆ Bring a draft of your college essay
- ◆ Visit your Mentor or Academic Specialist
- ◆ List all high school accomplishments
- ◆ List all high school jobs and volunteer work
- ◆ Set up an AZCIS account

DO YOU NEED MONEY FOR COLLEGE?

Federal Student Aid at a Glance 2014–15

WHAT is federal student aid?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for higher education expenses (i.e., college, career school, or graduate school expenses).

Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. Aid also can help pay for a computer and for dependent care.

There are three main categories of federal student aid: grants, work-study, and loans. Check with your school's financial aid office to find out which programs the school participates in. Details about the federal student aid programs are on page 2 of this document.

WHO gets federal student aid?

Our most basic eligibility requirements are that you must

- demonstrate financial need (for most programs—to learn more, visit StudentAid.gov/how-calculated);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number;
- register (if you haven't already) with Selective Service, if you're a male between the ages of 18 and 25;
- maintain satisfactory academic progress in college or career school; and
- show you're qualified to obtain a college or career school education by
 - having a high school diploma or General Educational Development (GED) certificate or
 - completing a high school education in a home-school setting approved under state law.

Find more details about eligibility criteria at StudentAid.gov/eligibility.

HOW do you apply for federal student aid?

1. Complete the *Free Application for Federal Student Aid* (FAFSASM) at www.fafsa.gov.

If you need a paper FAFSA, you can get one from

- our website at www.fafsa.gov, where you can download a PDF, or
- our ED Pubs distribution center at www.edpubs.gov or toll-free at 1-877-433-7827.

For the 2014–15 award year, the FAFSA is available from Jan. 1, 2014, to June 30, 2015. But you need to apply as soon as you can! Schools and states often use FAFSA information to award nonfederal aid. Their deadlines are usually early in the year. You can find state deadlines at www.fafsa.gov or on the paper FAFSA. Check with the schools you're interested in for their deadlines.

2. Review your *Student Aid Report*. After you apply, you'll receive a *Student Aid Report*, or SAR. Your SAR contains the information reported on your FAFSA and usually includes your Expected Family Contribution (EFC). The EFC is an index number used to determine your eligibility for federal student aid. Review your SAR information and make any corrections or changes, if necessary. The school(s) you list on your FAFSA will get your SAR data electronically.

3. Contact the school(s) you might attend. Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an aid offer showing the amount and types of aid (from all sources) the school will offer you. You can compare aid offers from the schools to which you applied and see which school is the most affordable once financial aid is taken into account.

Federal Student Aid

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HAVE QUESTIONS?

Contact or visit the following:

- StudentAid.gov
- a college financial aid office
- studentaid@ed.gov
- 1-800-4-FED-AID (1-800-433-3243) toll-free
- 1-800-730-8913 (toll-free TTY for the hearing impaired)

Federal Student Aid Programs 2014–15

DO YOU NEED MONEY FOR COLLEGE?
Page 2 of 2

Program	Type of Aid	Program Details	Annual Amount
Federal Pell Grant	Grant: does not have to be repaid	For undergraduates with financial need who have not earned a bachelor's or professional degrees; in some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,645 for the 2013–14 award year For the 2014–15 award year amount, visit StudentAid.gov/pell-grant .
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.	\$100–\$4,000
Teacher Education Assistance for College and Higher Education (TEACH) Grant	Grant: does not have to be repaid unless student fails to carry out service obligation, in which case student must repay TEACH Grant as Direct Unsubsidized Loan with interest accrued (accumulated) from date grant was disbursed (paid out to student)	For undergraduate, postbaccalaureate, and graduate students who plan to become teachers; recipient must sign Agreement to Serve saying he or she will teach full-time in a high-need field for four complete years (within eight years of completing the academic program) at an elementary school, secondary school, or educational service agency serving children from low-income families.	Up to \$4,000
Iraq and Afghanistan Service Grant	Grant: does not have to be repaid	For students who are not Pell-eligible due only to having less financial need than is required to receive Pell funds; whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11; and who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,238.56 for the 2013–14 award year For the 2014–15 award year amount, visit StudentAid.gov/Iraq-Afghanistan .
Federal Work-Study	Money earned while attending school; does not have to be repaid	For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least federal minimum wage; funds depend on availability at school.	No annual minimum or maximum amounts
Federal Perkins Loan	Loan: must be repaid with interest	For undergraduate and graduate students with exceptional financial need; must be repaid to school that made the loan; 5% interest rate.	Undergraduate students: up to \$5,500; graduate and professional students: up to \$8,000
Direct Subsidized Loan	Loan: must be repaid with interest	For undergraduate students; U.S. Department of Education pays interest while borrower is in school and during grace and deferment periods; student must be at least half-time and have financial need; 3.86% interest rate for new loans made on or after July 1, 2013, and before July 1, 2014; visit StudentAid.gov/interest for latest information on interest rates. First-time borrowers may not receive this type of loan for more than 150% of the length of their program of study; and U.S. Department of Education may stop paying their interest if they exceed that limit.	Up to \$5,500 depending on grade level
Direct Unsubsidized Loan	Loan: must be repaid with interest	For undergraduate and graduate students; borrower is responsible for all interest; student must be at least half-time; financial need is not required; 3.86% (undergraduate) and 5.41% (graduate or professional) interest rates for new loans made on or after July 1, 2013, and before July 1, 2014; visit StudentAid.gov/interest for latest information on interest rates.	Up to \$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status
Direct PLUS Loan	Loan: must be repaid with interest	For parents of dependent undergraduate students and for graduate or professional students; borrower is responsible for all interest; student must be enrolled at least half-time; financial need is not required; 6.41% interest rate for new loans made on or after July 1, 2013, and before July 1, 2014.	Maximum amount is cost of attendance minus any other financial aid student receives.

Note: The information in this document was compiled in fall 2013. For updates or additional information, visit StudentAid.gov.

Printed: December 2013

LOOKING FOR MORE SOURCES OF FREE MONEY?

Try StudentAid.gov/scholarships for tips on where to look and for a link to a free online scholarship search.

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Federal Student Aid Programs 2014–15

DO YOU NEED MONEY FOR COLLEGE?
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Iraq and Afghanistan Service Grant	Grant: does not have to be repaid	For students who are not Pell-eligible due only to having less financial need than is required to receive Pell funds; whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11; and who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent (roughly six years).	Up to \$5,238.56 for the 2013–14 award year For the 2014–15 award year amount, visit StudentAid.gov/Iraq-Afghanistan .
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HOW YOU CAN HELP IMPROVE YOUR CHILD'S EDUCATION

Set clear expectations

- Let your child know you expect him or her to go to college—nothing less.

Be an advocate at school

- **Meet with your child's teachers and counselor.** Together, map a course of study that prepares your child for college. Ask to see your child's schedule and transcript to be sure your child is taking college-prep courses, including honors, Advanced Placement, and dual enrollment if available. It is never too early to plan for college—as early as middle school—and it is important to let the school know you expect your child to attend college.
- **Get a copy of the state academic standards for each subject**, and make sure you know what your child should be learning. Look at your child's homework and ask for a syllabus or outline of the work your child will receive during the year. If you're alarmed after comparing the state standards with the syllabus or outline or the homework, discuss your concerns with the teacher and principal. For more information, see our homework guide at www.edtrust.org.
- If your child struggles in a specific subject, **ask the teacher or principal about a plan to help your child learn.** (Beware if they lack a plan or tell you not to worry.) Insist your child receive appropriate extra help through tutoring, after-school support, and lunch-time support—whatever it takes.
- **Check with the principal to find out whether your child's teachers are certified** to teach a specific subject and their number of years of experience. If you're dissatisfied, ask for a different teacher.
- **Ask the principal for data** to find out how the school's African-American students score on tests, how many graduate, and how many go on to college. If your child's school is doing poorly, reach out to other parents and express your concerns collectively.

Be an advocate at home

- **Find out the high school course requirements** for competitive four-year colleges that interest you and your teenager. Check the admissions page on the college's Web site for this information as well as www.collegeboard.org. And find out whether your state requires any extra courses for graduation (such as health, physical education, and art).
- **Learn all you can about college financial aid.** Students and parents often overestimate the costs and underestimate the amount of available financial aid. Use the FAFSA4caster to receive an early estimate of how much federal student aid your child is eligible for: <https://fafsa4caster.ed.gov>.
- **Find out which colleges offer your child the best chances of success.** Visit College Results Online, www.collegeresults.org, to compare different colleges' graduation rates and to find those with a strong track record of graduating African-American students.
- **Find outside help to navigate the college admissions process.** Many libraries, community centers, and colleges themselves offer help to students and parents, including help filling out college application and financial aid forms.



**BECOME AN INVOLVED PARENT.
YOU CAN MAKE A DIFFERENCE FOR YOUR CHILD.**

ABOUT THE EDUCATION TRUST

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside educators, parents, policymakers, and community and business leaders across the country to help transform schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

This publication is made possible through the generous support of the Annie E. Casey Foundation.



The Education Trust

1250 H STREET, N.W., SUITE 700, WASHINGTON, D.C. 20005
P 202/293-1217 F 202/293-2605 WWW.EDTRUST.ORG

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A GUIDE FOR AFRICAN-AMERICAN PARENTS

How to Help Your Child **Prepare for College and Career**



The Education Trust

THIS GUIDE SHOWS YOU

- Why your child needs to prepare for college and a career
- How to tell if your child's school has college-ready academic standards
- The special hurdles facing African-American students
- How to be an effective advocate for your child.

The adolescent years often bring stormy weather for teens and parents alike. When you're arguing over grades, dates, chores, or simple respect, it's easy to lose sight of long-term goals that could secure your child's future. But now's the time to plan for success.

Just as President Obama has set a goal of returning America to world leadership in college attendance, you and your family need to focus squarely on the road to opportunity for your child: a rigorous high school academic program that leads not just to college admission but to college success as well.

Because equality for our kids remains a work in progress, African-American parents must be prepared to stand up for their child's right to a good education. And that means helping them get the classes they need now for success beyond high school.

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HELP YOUR CHILD PREPARE FOR COLLEGE AND A CAREER

Consider this: In 1950, 60 percent of jobs were filled by unskilled workers, but by 2005, just 14 percent of jobs fell into this category. Today, even fewer jobs exist for people without education beyond high school. What's more, many entry-level jobs that don't require a college degree require the same skills all colleges require—an ability to speak and write clearly—and many occupations that may not require a bachelor's degree nevertheless demand high-level math and science skills.

For example, plumbers and construction workers nowadays need four or five years of apprenticeship or training. They need to be able to understand complex technical manuals and solve problems that often involve applying skills in mathematics, physics, or statistics.

College graduates have access to many more jobs and are less likely to be unemployed than those with a high school diploma. Young people with college degrees are more likely to get a job with such benefits as health insurance, a retirement fund, paid vacations, and disability insurance. And according to the latest Census Bureau data, college grads on average earn far more annually as well:

- College diploma: \$56,788
- High school diploma: \$31,071
- No high school diploma: \$20,873

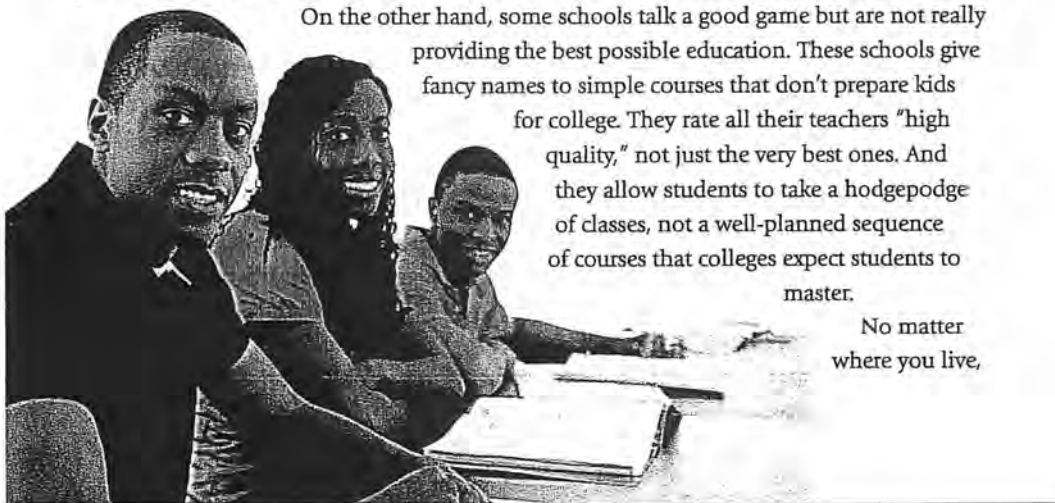
Over a lifetime, the difference in salary between a high school graduate and a college graduate amounts to nearly \$1 million. So it just makes good sense to help your child prepare now for college and a career.

IS YOUR CHILD'S SCHOOL FOCUSED ON SUCCESS BEYOND HIGH SCHOOL?

Today, many schools have exactly the right goal: educating all students for college and a career. These schools have high expectations. They hire the best teachers they can find. They've developed rigorous curricula and offer demanding courses. And teachers give students challenging assignments. No one makes excuses for low achievement; instead, principals and teachers work hard to give each student what he or she needs to succeed.

On the other hand, some schools talk a good game but are not really providing the best possible education. These schools give fancy names to simple courses that don't prepare kids for college. They rate all their teachers "high quality," not just the very best ones. And they allow students to take a hodgepodge of classes, not a well-planned sequence of courses that colleges expect students to master.

No matter where you live,



you need to know the courses that can help your child get into college—and meet academic expectations once they enroll. Some states require all students to take college-prep courses to graduate, but many have mismatching requirements for high school graduation and college admission.

Remember, research clearly shows that the best predictor of college success is a rigorous high school program of study. So as you help your child explore options for college, you might find the college's catalogue or Web site lists courses like this:

Content Area	Common courses for college admission and success
English (4)	Four years of English
Math (4)	Algebra 1, Geometry, Algebra 2, and high-level math in 12th grade
Science (3)	At least three years with labs (typical courses include Biology, Chemistry, Physics)
Social Studies (3)	Typical courses include World History, American History, Civics, Economics
World Language (2)	At least two years of a second language in sequence (i.e., Spanish 1, Spanish 2)

Speak with your child's principal and teachers to find out whether the school really offers a college and career-ready curriculum. And make sure your child enrolls in the required classes and makes steady progress in earning the right credits needed to get into college—and succeed once there.

AFRICAN-AMERICAN STUDENTS FACE SOME TOUGH CHALLENGES

Given lingering racism in this country, you won't be surprised to learn this: African-American students are much less likely than white students to have the most qualified teachers—the ones with the most experience and greatest expertise in the subject matter.

And many African-American students go to schools that do not even offer some of the high-level courses necessary for admission to the best colleges. This is a terrible injustice. The tragic consequence is that African-American graduates are nearly half as likely to finish high school with a rigorous academic diploma as white students.

The best schools encourage all students to aspire to the most challenging courses. Then they provide plenty of academic support for those struggling with assignments, and they don't lower standards. This support includes concentrated help on specific skill sets during the school day and extended-day options.

HOW YOU CAN BE AN EFFECTIVE ADVOCATE FOR YOUR CHILD

Until every school gives all students an education that prepares them for college and a career, African-American parents will have to fight for their children's future, class by class, teacher by teacher, and school by school. Your child deserves nothing less.

A strong high school education is a legacy that lasts, a gift that can propel your child on a journey of independence. When equipped with the learning today's world demands, our young people can begin to truly live their dreams.

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**CITY OF
TUCSON**



NEWS RELEASE

Contact: Sierra Davenport
Community Promotions and Marketing Manager
Parks and Recreation
520-837-8032
Sierra.Davenport@tucsonaz.gov

Date: 09/30/2013
TDD: 791-2639

FREE AFTER SCHOOL MEALS AT THE FREEDOM CENTER

The Community Food Bank of Southern Arizona announces the start of the after-school free meal program with Tucson Parks and Recreation. Meals will be served from 4:30 p.m. to 5:30 p.m. Monday through Friday for youth 18 and under at Freedom Center from October 2013 through May 2014. This program is sponsored by the USDA Child and Adult Care Food Program (CACFP). Meals will be made available to enrolled children at no separate charge without regard to sex, race, color, age, handicap or national origin.

If you would like to enroll your child in the program so that they can receive free meals, please fill out the program enrollment form. You can get this form at Freedom Center, 5000 E. 29th Street. If your child is not enrolled in the Youth or Teen Program, please contact the staff at Freedom Center to enroll, 520-791-4969.

For more information about the meal program please contact Anne Krepps, Child Nutrition Programs Manager at akrepps@communityfoodbank.org or call (520) 882-3285.

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If participants require an accommodation or materials in accessible format or require a foreign language interpreter or materials in a language other than English for any event, please call Tucson Parks and Recreation, 791-4873, at least five business days in advance

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Tucson Arizona Homeless Shelters & Services for the Needy HSD - HELPING THE NEEDY

Information taken from the following website:

www.homelessshelterdirectory.org

2013

Brewster Center for Victims of Family Violence	(602) 880-7201
Our Family Services	(520) 323-1708
Interfaith Homeless Emergency Lodging Program Mesa	(480) 396-3795
Open Inn	(602) 571-9253
New Beginnings for Women	(520) 325-8800
St. Vincent De Paul Society	(602) 622-2822
The Primavera Foundation	(520) 623-4300
Casa de los Niños	(520) 624-5600
Gospel Rescue Mission	(520) 740 - 740-1501 x 222
Gospel Rescue Mission - Men's Center	(520) 622-3495
Primavera Men's Shelter	(520) 623-4300
Salvation Army Hospitality House	(520) 622-5411
Joshua House Transitional Housing	(520) 512-8448
Gospel Rescue Mission Women and Children's Center	(520) 690-1295

Tucson Food Pantries, Soup Kitchens & Food Banks

Tucson Area Christian Fellowship	(520) 325-2045
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Community Food Bank, Inc.	(520) 622-0525
Community Food Bank	(520) 622-0525
Grace-St. Paul's Joseph's Pantry	(520) 327-6857
Freedom Park Center	(520) 791-4969
Quincie Douglas Senior Center/Tucson Urban League	(520) 791-2507
Christian Faith Center	(520) 722-2217
Christ Church United Methodist Food Bank	(520) 327-1116
Casa Maria Free Kitchen	(520) 624-0312
Armory Senior Center	(520) 791-4865
Tucson Indian Center	(520) 884-7131
Pio Decimo Center	(520) 624-0551
House of Neighborly Service	(520) 623-0100
Primavera Foundation	(520) 882-9668
The Salvation Army - Hospitality House	(520) 622-5411
Caring Ministries	(520) 882-2645
El Pueblo Neighborhood Center	(520) 791-4629
Rose Family Center	(520) 908-4431
El Rio Neighborhood Center	(520) 791-4683
Fred Archer Neighborhood Center	(520) 791-4353
Greater Littletown Human Resource Group	(520) 574-2263
St. Paul's UMC	(520) 296-1927
St Paul's Food Bank Referral	(520) 296-1927
Clements Center	(520) 791-5787
New Spirit Lutheran Church	(520) 296-2461
Society of St. Vincent de Paul - St. Monica Food Pantry	(520) 741-1230
Greater Littletown Human Resources Group	(520) 574-2263
Victory Assembly of God	(520) 293-6386
Interfaith Community Services	(520) 297-6049
Southwest Family Resource and Wellness Center - TUSD	(520) 908-3980
Pascua Yaqui Tribe	(520) 883-5060
Ellobo Services	(520) 744-7168
Canyon del Oro Assembly of God	(520) 742-1168
Catalina Community Services	(520) 825-0009
Picture Rocks Community Center	(520) 682-7166
Marana Community Food Bank	(520) 682-3001
Community Food Bank Green Valley Branch	(520) 625-5252
Green Valley-Sahuarita Community Food Bank	(520) 625-5252

TUCSON RENT ASSISTANCE PROGRAMS

The Primavera Foundation
151 W. 40th Street

USP V.F.1.s

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Tucson, AZ - 85713
(520) 395-6420

Youth on their Own
1443 W Prince Rd
Tucson, AZ - 85705
(520) 293-1136

Interfaith Community Services - East Side
New Spirit Lutheran Church
8701 E. Old Spanish Trail
Tucson, AZ - 85710
(520) 731-3076

Interfaith Community Services - Main Office
2820 W Ina Rd
Tucson, AZ - 85741
(520) 297-6049

Pima County CAA
2797 E. Ajo Way 3rd Floor
Tucson, AZ - 85713
(520) 243-6700

Tucson Food Pantries

St Pauls Food Bank Referral 8051 E Broadway Blvd
Tucson, AZ - 85710
(520) 296-1927

Community Food Security Center - Community Food Bank
3003 S. Country Club Rd.

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Tucson, AZ - 85713

(520) 622-0525

Victory Assembly of God

2561 W. Ruthrauff

Tucson, AZ - 85705

520-293-6386

Provides a food pantry.

Pantry hours: Tues and Thurs 9:00-12:00 and 2:00-5:00

Tucson Area Christian Fellowship

1212 S. Palo Verde

Tucson, AZ - 85713

520-325-2045

Provides a food pantry.

Pantry hours: Thu 1:00-3:00

Tucson Indian Center

97 E. Congress, Ste 101

Tucson, AZ - 85701

520-884-7131

Provides a food pantry.

Pantry hours: Mon-Wed-Fri 8:00-5:00

St Paul's UMC 8051 E. Broadway

Tucson, AZ - 85710

520-296-1927

Provides a food pantry.

Pantry hours: Mon-Fri 9:00-11:30

The Salvation Army - Hospitality House

1021 N. 11th Ave

Tucson, AZ - 85705

520-622-5411

Provides a food pantry.

Pantry hours: Sat/Sun 12:30-3pm

Southwest Family Resource and Wellness Center-TUSD

6855 S. Mark Rd.

Tucson, AZ - 85757

520-908-3980

Provides a food pantry.

Pantry hours: Mon-Fri 8:00-2:30

Society of St Vincent de Paul - St Monica Food Pantry

USP V.F.1.s

RUSING LOPEZ & LIZARDI, P.L.L.C.

6363 North Swan Road, Suite 151

Tucson, Arizona 85718

Telephone: (520) 792-4800

Facsimile: (520)529-4262

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mrusing@rllaz.com

Patricia V. Waterkotte (State Bar No. 029231)

pvictory@rllaz.com

Attorneys for Tucson Unified School District No. One, et al.

IN THE UNITED STATES DISTRICT COURT

FOR THE DISTRICT OF ARIZONA

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

v.

ANNUAL REPORT

United States of America,

Plaintiff-Intervenor,

CV 74-204 TUC DCB
(Consolidated Case)

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

USP V.F.1.s

212 W. Medina
Tucson, AZ - 85756
520-741-1230
Provides a food pantry.
Pantry hours: Tue-Thur-Sat 9:00-11:00

Quincie Douglas Senior Center/Tucson Urban League
1575 E. 36thSt.
Tucson, AZ - 85713
520-791-2507
Provides a food pantry.
Pantry hours: Thu 9:00-1:00; 2nd Wed of the Month 9:00-1:00

Rose Family Center
710 W. Michigan Dr.
Tucson, AZ - 85714
520-908-4431
Provides a food pantry.
Pantry hours: Mon-Fri 8:00-4:00

Pascua Yaqui Tribe
7474 S. Camino de Oeste
Tucson, AZ - 85757
520-883-5060
Provides a food pantry.
Pantry hours: Tues and Thur 9:00-2:00

Picture Rocks Community Center
5615 N. Sanders Rd.
Tucson, AZ - 85743
520-682-7166
Provides a food pantry.
Pantry hours: Lunch Mon-Fri 12:00-1:00

Pio Decimo Center
848 S. 7th Ave
Tucson, AZ - 85701
520-624-0551
Provides a food pantry.
Pantry hours: Mon-Fri 8:00-4:30

Primavera Foundation
151 W 40th Street
Tucson, AZ - 85713
520-882-9668
Provides a food pantry.

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Pantry hours: Tues, Wed and Fri 1:00-3:00

Northwest Center

2160 N. 6th Ave
Tucson, AZ - 85705
520-791-3247

Provides a food pantry.

Pantry hours: Every 3rd Thursday 10:00-2:00

New Spirit Lutheran Church

8701 E. Old Spanish Trail
Tucson, AZ - 85710
520-296-2461

Provides a food pantry.

Pantry hours: Tue-Thu 1:00-4:00; Sat 11:00-1:00 (all year) Wed 1:00-4:00 winter only

Interfaith Community Services

2820 W. Ina Road
Tucson, AZ - 85741
520-297-6049

Provides a food pantry.

Pantry hours: Mon-Fri 9:00-1:00 pm

House of Neighborly Service

243 W. 33rd St.
Tucson, AZ - 85713
520-623-0100

Provides a food pantry.

Pantry hours: Wed 9:00-11:00

Greater Littletown Human Resource Group

6465 S. Craycroft Rd.
Tucson, AZ - 85706
520-574-2263

Provides a food pantry.

Pantry hours: Mon-Fri 8:00-12:00

Grace-St Paul's Joseph's Pantry

2331 E. Adams St.
Tucson, AZ - 85719
520-327-6857

Provides a food pantry.

Pantry hours: Mon-Fri 9:00-12:00

Freedom Park Center

5000 E. 29th St.

USP V.F.1.s

USP V.F.1.s

Tucson, AZ - 85711
520-791-4969
Provides a food pantry.
Pantry hours: Tue,Thu 9:00-3:00

El Rio Neighborhood Center
1390 W. Speedway
Tucson, AZ - 85745
520-791-4683
Provides a food pantry.
Pantry hours: 1st and 3rd Thursday of The Month.

El Pueblo Neighborhood Center
101 W. Irvington
Tucson, AZ - 85714
520-791-4629
Provides a food pantry.
Pantry hours: 2nd and 4th Thu 8:00-3:00

Community Food Bank
3003 S. Country Club
Tucson, AZ - 85713
520-622-0525
Provides a food pantry.
Pantry hours: Tue,Wed,Thu 9:00-3:00 (Food Box and Food Co-op)

Clements Center
8155 E. Poinciana Drive
Tucson, AZ - 85730
520-791-5787
Provides a food pantry.
Pantry hours: Mon-Wed-Fri 9:00-6:00 1st Wed Of The month 9:00-1:00

Christian Faith Center
4108 E. North St.
Tucson, AZ - 85712
520-722-2217
Provides a food pantry.
Pantry hours: Thur 1:00-5:00;

Caring Ministries
820 W. Calle Sur
Tucson, AZ - 85705
520-882-2645
Provides a food pantry.
Pantry hours: Mon-Thu 1:30-4:00

USP V.F.1.s

USP V.F.1.s

Canyon del Oro Assembly of God

2950 W. Lambert Lane

Tucson, AZ - 85742

520-742-1168

Provides a food pantry.

Pantry hours: Mon-Wed-Sat 9:00-12:00

Armory Senior Center

220 S. 5th Ave

Tucson, AZ - 85701

520-791-4865

Provides a food pantry.

Pantry hours: Mon-Tues-Wed 9:00-7:30 Thurs- Fri-Sat 9:00 -4:00

Fred Archer Neighborhood Center

1665 S. La Cholla Boulevard

Tucson, AZ - 85713

520-791-4353

Provides a food pantry.

Pantry hours: 3rd Tue 9:00-1:00

Christ Church United Methodist Food Bank

655 N. Craycroft

Tucson, AZ - 85711

520-327-1116

Provides a food pantry.

Pantry hours: Mon-Fri 9:00-12:00

Casa Maria Free Kitchen

352 E. 25th St.

Tucson, AZ - 85713

520-624-0312

Provides a food pantry.

Pantry hours: 7 Days/Week 8:30-11:30

HOMework HELP

FREE DROP-IN TUTORING FOR ALL AGES

ONLINE AND AT A CONVENIENT LOCATION NEAR YOU

August 2013 - May 2014

Online/en linea.....www.library.pima.gov/homeworkhelp

In English every day 2:00-11:00 pm. En Espanol diario 2:00-11:00 pm.



For more information, please call 520.791.4010.



Anza Trail School

15490 S. Rancho Sahuarita Boulevard
Sahuarita

Arivaca Community Center

16012 W. Universal Ranch Road
Arivaca

Canyon del Oro High School

25 W. Calle Concordia
Oro Valley
Call (520) 696-5710 for details

Caviglia-Arivaca Library

17050 W. Arivaca Road, Arivaca

Click Boys & Girls Club

1935 S. Columbus Blvd
Call (520) 300-5715 for details

Eckstrom Columbus Library

4350 E. 22nd Street

El Pueblo Library

101 W. Irvington Road

El Rio Library

1390 W. Speedway Blvd.

Flowing Wells Library

1730 W. Wetmore Road

Himmel Park Library

1035 N. Treat Avenue

Holmes Tuttle Boys & Girls Club

2585 E. 36th Street
Call (520) 622-0694 for details

Joel D. Valdez Main Library

101 N. Stone Ave

John Valenzuela Center

1550 S. 6th Ave

Joyner-Green Valley Library

601 N. La Canada Drive
Green Valley

Kirk-Bear Canyon Library

8959 E. Tanque Verde Road

Martha Cooper Library

1377 N. Catalina Avenue

Miller-Golf Links Library

9640 E. Golf Links Road

Mission Library

3770 S. Mission Road

Mission Manor Elementary School

600 W. Santa Rosa St.

Murphy-Wilmot Library

530 N. Wilmot Road

Oro Valley Library

1305 W. Naranja Drive
Oro Valley

Quincie Douglas Library

1585 E. 36th Street

Quincie Douglas Community Literacy Center

949 E. 35th St.

Roy Drachman Boys & Girls Club

5901 S. Santa Clara Avenue
Call (520) 741-9947 for details

Sahuarita Library

725 W. Via Rancho Sahuarita Rd
Sahuarita

Sahuarita Middle School

350 W. Sahuarita Road
Sahuarita

Salazar-Ajo Library

15 West Plaza #179
Ajo
Call 1-(520) 387-6075 for details

Sam Lena - South Tucson

1607 S. 6th Avenue

Santa Rosa Library

1075 S. 10th Avenue

Southwest Library

6855 S. Mark Road

Valencia Library

202 W. Valencia Road

Woods Memorial Library

3455 N. 1st Avenue

How to Get to College

TUSD
Tucson Unified School District

 **PimaCommunityCollege**

You Can Make It Happen!

A college degree can help you reach your dreams of being a teacher, astronaut, doctor, nurse, athlete, actress 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:



Subject Requirements

Subject	High School	In-state University (ASU, NAU, UA)	Selective Colleges
English	4 credits total; one each for freshman, sophomore, junior & senior years	4 years of college preparatory English	4 years of college preparatory English
Mathematics	4 credits -- Algebra I, Algebra II, Geometry and 1 more Math credit (Classes of 2014 and 2015)	4 years, including Algebra 1-2, Geometry, Algebra 3-4 and advanced math for which Algebra 3-4 is a prerequisite	4 years, including Chemistry and Physics
Science	1 credit -- Biology by end of sophomore year (Classes of 2014 and 2015)	3 years, including Chemistry-Physics, Biology and Chemistry, Physics or Earth Science	4 years, including Chemistry and Physics
Social Studies	3 credits -- American Government, American History and Economics (Classes of 2014 and 2015)	2 years must include American History	4 years, including World Geography, World History and all other required Social Studies classes
Foreign Language	2 years of the same foreign language (Class of 2014; optional Class of 2015)	2 years of the same Foreign Language	4 years in the same language
Fine Arts/Practical Arts/Vocational Education	1 credit (Classes of 2014 and 2015)	1 year of a Fine Art	1 year in Visual and Performing Arts
Physical Education	1 credit (Classes of 2014 and 2015)	None	None
Health Education	.5 credits (Classes of 2014 and 2015)	None	None
Electives	6.5 credits (Classes of 2014 and 2015)		
TOTAL ELECTIVES	23 credits	16 Core Courses	
Test Requirements	Pass the AIMS Test (Reading, Writing, Math)	ACT® or SAT® test	Check with schools for specific requirements.
Other		3.0 unweighted Core GPA or 22 ACT® or 1040 SAT® (Critical Reading & Math)	Check with schools for specific requirements.

USP V.F.1.s

How Will I Pay for College?

- PCC tuition and fees are among the lowest in the nation for a two-year public community college.
- You may qualify for financial aid (www.fafsa.ed.gov).
- If you earn good grades in high school, meet financial need requirements and are an Arizona resident, you may be eligible for a Pell Grant (www.FAFSA4caster.ed.gov), which does not have to be repaid.

How Can Families Help Students succeed?

- Help your child with homework and meet with teachers and counselors to discuss coursework that will prepare your child for college.
- Talk to your children about careers that interest them and what college they would like to attend.
- Research financial aid, scholarships and grants. Consider opening a college savings account at ScholarShare (www.scholarshare.com).
- Identify colleges and universities for your children to take campus tours and get information about programs, admission requirements and financial aid.

How Important Are Grades?

- If your grade point average (GPA) in college preparatory courses taken in 10th through 12th grades is 3.0 or above, you automatically meet the minimum eligibility requirements for most programs.
- If your GPA is between 2.0 and 3.0, your eligibility depends on your GPA in combination with your ACT® or SAT® test score.



Follow the steps at each grade level

Sixth & Seventh Grades

- Talk to your school counselor about courses that will prepare you for college.
- Complete a college prep English course.
- Take mathematics courses, such as pre-Algebra.

Eighth Grade

- Take Algebra I.
- Take a language other than English.
- Take the ACT® EXPLORE®.
- Research the courses and grades required for admission to various colleges.

Ninth Grade

- Take required courses that meet college admission standards. These may include Algebra I, Geometry, college prep English and a foreign language.
- Take the ACT® EXPLORE®.
- Prepare for AIMS Reading, Writing and Math Assessments.

What Will Help Me succeed?

- Develop a good relationship with your high school counselor.
- Visit www.pima.edu for information on admission, financial aid, majors, campus virtual tours, student services and more.
- Develop a good relationship with your high school counselor.
- PCC Upward Bound Programs at the Downtown, East, Desert Vista and Northwest campuses have information on admissions, campus virtual tours, student services, and more!



10th Grade

- Take Geometry or Algebra II.
- Take college prep English.
- Take ACT® PLAN®, which helps you prepare for the ACT®.
- Take part in enrichment programs and summer workshops in such subjects as music, science, engineering, writing and filmmaking.
- Prepare for AIMS Reading, Writing and Math Assessments.

11th Grade

- Review with your school counselor the classes you need to take to meet college admission standards, including Algebra II or advanced math and English with emphasis on writing and critical reading.
- If you are taking Advanced Placement (AP) classes, you should register to take your AP exams in the spring. You can earn college credit for AP courses if you score well on the test(s).
- October: Register for the Preliminary SAT®/National Merit Scholarship Qualifying Test®, a practice exam for the SAT® that also makes you eligible for a National Merit Scholarship.
- Register for the ACT® (www.actstudent.org) or the SAT® (Scholastic Assessment Test) early. If you take the exam in the spring or summer, you will get the results in time to see if you need to retake it in the fall. Some universities require you to take the ACT® or the SAT® by October of your senior year.

12th Grade

- Take English and other courses required for Arizona state university admission. Advanced math courses, such as Trigonometry or Analytic Geometry/Calculus, also are recommended.
- Take a 12th grade mathematics course with a prerequisite of Algebra or Algebra II to improve your math skills.
- Early September: Register for the October ACT® (www.actstudent.org) or SAT® (www.collegeboard.com); apply for scholarships (Check with your counselor or career center for information.)
- Early November: Register for the December ACT® or SAT® if you are retaking the exam.
- January-March: Apply for financial aid (www.fafsa.ed.gov). You can submit as early as Jan. 1.
- March-May: Register for any college assessment tests, unless you are exempt.
- Late Spring: Students taking AP classes should take the AP exams. You can earn college credit for AP courses if you score well on the tests.



PCC Has Six Campuses and Three Learning Centers to Choose From!

Visit www.pima.edu



PimaCommunityCollege

(520) 206-4500

www.pima.edu

Important Web Resources

www.tusd1.org Tucson Unified School District

www.pima.edu Pima Community College

College Searches

www.metedu.org Regional College Access Center; also has scholarship and financial aid information

www.mapping-your-future.org Get help in planning for College and Career destinations; college search through a link to the College board database

College Admission Testing

www.collegeboard.com Register for the SAT® Reasoning and/or SAT® Subject Tests; find proactive SAT® questions and advance placement exams, and data on more than 3,000 two- and four-year colleges.

www.act.org Register for the ACT® and try sample questions.

Financial Aid and Scholarships

www.pima.edu To learn about Pima Community College Foundation scholarships visit www.pima.edu/paying-for-school/scholarships-grants/pcc-foundation/index.html. This webpage allows students to complete one application that will screen them for all the available assistance they qualify for.

www.fafsa.ed.gov Complete the FAFSA (Free Application for Federal Student Aid) application online or request a form to be mailed to you.

www.FederalStudentAid.ed.gov Complete a FREE application for federal student aid and read other important information about financial aid.

www.fastweb.com FREE scholarship service

www.gocollege.com FREE scholarship service

NCAA

www.ncaa.org Guidelines and registration forms for college-bound student-athletes

www.ncaaclearinghouse.net Eligibility requirements posted for college-bound student-athletes

Jobs and Careers

www.bls.gov/OCO

www.azcis.intocareers.org

You Can Do It!

HAVE HEALTH INSURANCE

?

Even if you already have health insurance,
you're getting benefits because of Obamacare.

- ① You get money back if insurance companies don't spend at least 80% of your premium on care
- ② Preventive care is now free—including annual checkups, vaccinations, and mammograms
- ③ Children and young adults can stay on their family plans until they turn 26
- ④ Insurance companies can no longer set lifetime limits on coverage, so if you or a family member gets sick you won't be billed into bankruptcy

GET THE FACTS
barackobama.com/health-care

OBAMACARE

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HAVE HEALTH INSURANCE

?

Even if you already have health insurance,
you're getting benefits because of Obamacare.

- ① You get money back if insurance companies don't spend at least 80% of your premium on care
- ② Preventive care is now free—including annual checkups, vaccinations, and mammograms
- ③ Children and young adults can stay on their family plans until they turn 26
- ④ Insurance companies can no longer set lifetime limits on coverage, so if you or a family member gets sick you won't be billed into bankruptcy

GET THE FACTS
barackobama.com/health-care

OBAMACARE

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NEED

HEALTH INSURANCE



Millions of Americans now have the chance to get quality care that they can afford.

- ① If you need help, financial assistance is available
- ② You can't be denied coverage, regardless of your health
- ③ You can choose the plan that's right for you
- ④ You can sign up any time between October 2013 and March 2014

FIND OUT HOW YOU
CAN GET HEALTH INSURANCE:

VISIT
barackobama.com/health-care

CALL
Toll-Free: 1-800-318-2596

OBAMACARE

USP V.F.1.s



NEED

HEALTH INSURANCE



Millions of Americans now have the chance to get quality care that they can afford.

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- ③ You can choose the plan that's right for you
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FIND OUT HOW YOU
CAN GET HEALTH INSURANCE:

VISIT
barackobama.com/health-care

CALL
Toll-Free: 1-800-318-2596

OBAMACARE





Millions of Americans now have the chance to get quality care that they can afford.

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- ② You can't be denied coverage, regardless of your health
- ③ You can choose the plan that's right for you
- ④ You can sign up any time between October 2013 and March 2014

FIND OUT HOW YOU
CAN GET HEALTH INSURANCE:

VISIT
barackobama.com/health-care

CALL
Toll-Free: 1-800-318-2596

 **BAMACARE**

USP V.F.1.s



Millions of Americans now have the chance to get quality care that they can afford.

- ① If you need help, financial assistance is available
- ② You can't be denied coverage, regardless of your health
- ③ You can choose the plan that's right for you
- ④ You can sign up any time between October 2013 and March 2014

FIND OUT HOW YOU
CAN GET HEALTH INSURANCE:

VISIT
barackobama.com/health-care

CALL
Toll-Free: 1-800-318-2596

 **BAMACARE**

TUSD

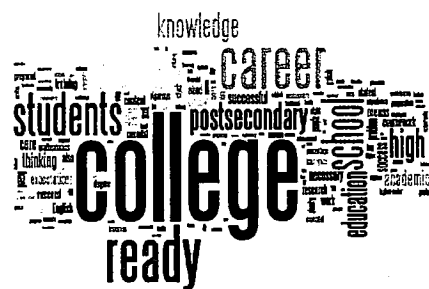
PARENT GUIDELINES

TO SUPPORT A STUDENT WITH ADVANCED ACADEMIC COURSES (AAC) (Advanced, Honors, GATE, IB, AP)*

What helps an AAC student outside the classroom?

Parents or guardians who do or are willing to...

- provide a consistent time and place for their student to complete homework.
- understand that this is a year-long commitment.
- remind student of the benefits of a rigorous course of study.
- encourage and support student; do not let their student quit when (s)he is challenged.
- assist their student in learning time management skills.
- support and understand the homework load as it may affect family trips, work, and/or sibling responsibilities.
- allow and encourage their student to attend tutoring.
- encourage their student to talk to their teachers.
- ask about their school day.
- read communications from the teacher and school and respond when necessary.
- have and utilize a TUSD Stats account in order to stay current with their student's progress.
- attend Open House, Conference Night, and/or special school events
- work with the school to help their student.



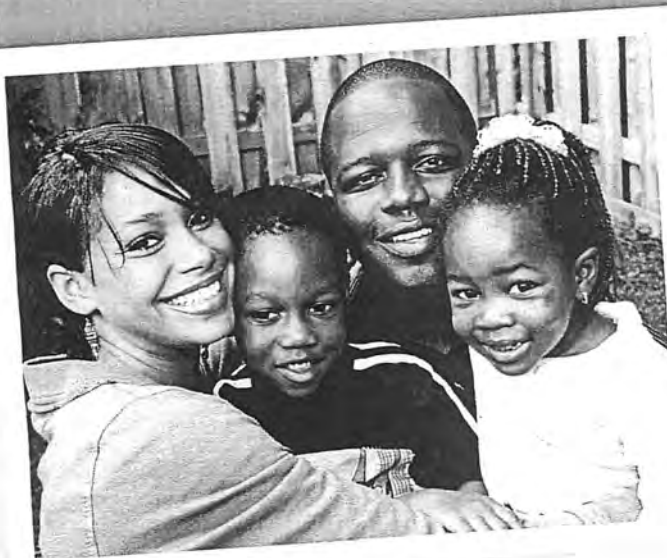
Will you offer that support? Will you help your student be college bound?

Yes! Then TUSD has courses and your student needs your encouragement. Have her/him enroll in AACs at school, support her/him, and unleash her/his potential! See your school for more information.

Not sure? Give it a try! Join your student and the AAC teacher to create a learning team that empowers your student. (S)he can be successful if (s)he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Why not talk to your student and/or a school counselor about these opportunities if you still aren't sure.

* GATE = Gifted and Talented Education; IB = International Baccalaureate; AP = Advance Placement

Advanced Learning Experiences | Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | <http://www.tusd1.org/contents/distinfo/ale/index.asp>



TUSD
Tucson Unified School District



PimaCommunityCollege

Parent University: *"Changing Lives, Building Community"*

Save the Date! Saturday, Oct. 19, 2013

8:30 a.m. (registration)

9:30 a.m. - 2 p.m. (event)

PCC West Campus, 2202 W. Anklam Road

Special guest speaker: Keith McIntosh,
PCC Vice Chancellor for Information Technology

- Open to families of TUSD students
- Participate in workshops just for you
- Continental breakfast and lunch provided

*Sponsored by TUSD Multicultural Student Services, Title 1 and
Pima Community College*

TUSD



PARENT UNIVERSITY:

"Changing Lives, Building Community"

Saturday, October 19, 2013

8:30 AM - 2:00 PM

**Pima Community College West Campus
2202 W Anklam Road, 85701**



- ♦ A special event that will strengthen our community
- ♦ Saturday is dedicated to YOU!
- ♦ Open to TUSD K-12 students and families
- ♦ Learn how TUSD can help your kids prepare for college and beyond
- ♦ Childcare provided for TUSD families upon request
(Deadline October 04, 2013)
- ♦ Continental breakfast and lunch will be provided

IT'S NEVER TOO SOON TO START PLANNING FOR COLLEGE OR A CAREER

Topics include:

- ♦ University of Arizona Academic Outreach
- ♦ Pima Community College
- ♦ Empowering Youth and Developing Leaders
- ♦ What to Expect as a College Student-Athlete
- ♦ Your Dream Career. How to Get to It!
- ♦ Let's Rap; "Kid Kollege"
- ♦ Qualifying for scholarships
- ♦ Learn more about transition and post-high school
- ♦ And more!

For questions, contact TUSD Multicultural Student Services 225.6247 or 225.6229

RSVP by completing and submitting to:

Multicultural Student Services, 1010 E 10th Street, Room 234 or online at tusdl.org/parentu

CONTACT INFO:

Deadline for registration is October 11, 2013

Parent: _____ Phone # _____ Email: _____
Student: _____ Name of School: _____
Student: _____ Name of School: _____
Student: _____ Name of School: _____
Number of Guests: (lunch) _____

Interpreter Needed: Y or N (circle) Language: _____

Daycare Needed: Y or N (circle) # of (Infants): _____ # of Children ages 1-5 _____

Students 6-10 year olds will attend "Kid Kollege;" Students 11 years and older will attend workshops

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Pima County Resources

Emergency/ Hotlines/ Health Services/ Family Support

Mental Health Crisis/

Mobile Acute Crisis Response

Southern Arizona Mental Health Center

(SAMHC): 520-618-8600

Office: 520-622-6000 *Crisis Resource Center*

Emergency Shelter/DV/Sexual

Assault

Emerge Center Against Domestic Violence

520-795-8001

Southern AZ Center Against

Sexual Assault (youth)

Main office: 520-327-1171

24 hour CRISIS: 520-327-7273

Wingspan (LGBTQ)

(Youth and Adults) Anti-violence

English: 520-624-0348

24hr anti-violence Bi-Lingual line:

520-624-0348

Health Department

Pima County Health Department:

520-243-7770

Medical Clinic/ Medicine Man

Pascua Yaqui Health Dept: 520-243-5050

x: 6000

HIV/AIDS Info & Testing

Southern Arizona AIDS Foundation

(SAAF): 520-628-7223

Children's Services

Child Protective Services

888-SOS-CHILD

Parent/ Family Training

Jewish Family & Children's Services of
Southern Arizona
520-795-0300

Family Support Services

Survivors of Suicide
520-881-6632

Youth Shelter/ Safe House

Open Inn
520-670-9040

Native American Contacts

Tucson Indian Center
520-884-7131

Hot/ Warm Lines

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

~Crisis (Distress) Center

Suicide Prevention Resource Center: 1-877-438-7772

~Suicide Prevention Center

TeenLife Line: 1-800-248-TEEN (8336)

~Teen Line

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

~Domestic Violence Hotline

Rape, Abuse & Incest National Network: 1-800-656-HOPE (4673)

~Sexual Abuse Hotline

ChildHelp National Hotline: 1-800-4-A-CHILD (800-422-4453)

~Child Abuse Hotline

911: Police, Emergency, Security

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~Child Abuse Hotline

911: Police, Emergency, Security

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The Plan for College

Your quick guide to preparing for



**start!
now!**

startnow.arizona.edu
empiezhoy.arizona.edu



Plan A: The Direct Route

Assured admission to an Arizona university is as easy as 1, 2, 3!

1. Complete the Sweet 16



Every university has a set of courses you must complete to be eligible for admission to their school. In Arizona, we call these courses the "Sweet 16." These are the 16 classes you need to complete during

your four years in high school to guarantee admission to a university in Arizona. Because most high schools require 21-22 units to graduate, this should be really easy. Meet with your counselor regularly to ensure you take the right courses.

2. Be an Arizona Resident



You don't have to be an Arizona resident to attend an Arizona university. However, if you are a resident, the application process is much smoother. For most students, being an Arizona resident means graduating from an accredited

high school within the borders of the State of Arizona. That's it!

If you live near a border with another state, and your parents work in that state, your situation may be a little more complicated, and you should speak with a counselor soon to make sure you know how to proceed.

3. Graduate in the Top 25% of your Class



In most cases, if you have a 3.0 grade point average (GPA), or better, you should easily be admitted to an Arizona University. To guarantee admission, however, you should strive to graduate

in the top 25% of your high school class. This means that your GPA should be better than 75% of your class. If you graduate even higher (the top 15% or higher) you may also be eligible for university scholarships. The better the grades, the better your chances!



ADMITTED!

The Sweet 16

The 16 courses you should take in high school to guarantee university admission



4 Years of Math

Qualifying courses include algebra, geometry, trigonometry/algebra 2, pre-calculus, calculus, statistics, etc.



3 Years of Lab Science

Qualifying courses include biology, chemistry, physics, anatomy, etc.



2 Years of Social Science

Qualifying courses include world history, american history, government, arizona history, ethnic studies, etc.



4 Years of English

Qualifying courses include freshman through senior English, creative writing, advanced composition, etc.



2 Years of the Same Foreign Language

Qualifying courses include Spanish, French, German, Mandarin, Portuguese, Latin, etc.



1 Year of Fine Art

Qualifying courses include painting, photography, drama, orchestra, band, etc.



Plan B: The Scenic Route

Help admissions officers assemble the pieces of your admissions puzzle

Sometimes students don't meet the requirements for assured admission (see left page). This is completely fine, as most students do not meet all of these requirements. These students are reviewed in a different process, called comprehensive admission. This is a complete look at the whole student, which

means it is often better to have a well-rounded experience in high school. Below you will find some insights into the areas upon which you may be evaluated for admission. All students are also evaluated using some of this information for university merit-based scholarships.



Essays

Some applications (UA, ASU Barrett) give you an opportunity to write a short essay or personal statement. This is a chance to brag about your accomplishments and future plans.



Tests

Although Arizona universities do not require students to take standardized tests like the PSAT, SAT or ACT, good scores can definitely help your chances for admission and scholarships.



Honors & AP Courses

Taking more challenging courses generally makes your transcript look more attractive. Enroll in as many honors, AP or dual enrollment courses you feel you can handle while still earning good grades.



Leadership & Activities

Participation in clubs, sports or other activities can speak to your development as a leader. Choose your activities wisely, and commit to a few so you can gain valuable experience and recommendations.



Plan C: The Alternate Route

It may be best to start at a community college; learn how to get in and get out!

Don't feel ready for a university right after high school? No worries. Arizona community colleges may be the best route for you to prepare for a university education while also making progress toward your four-year degree. There are also programs where you can attend

both a university and a community college at the same time. There are a couple ways to ensure your time is transferrable at an Arizona university, but all methods always begin with a visit to an advisor at your community college.



AGECEC

The Arizona General Education Curriculum (AGECEC) is a series of 36 units (about 12 classes) that you can take to transfer to a university in Arizona. Because the community colleges have an agreement

with the universities, all units in these programs transfer to your new institution. There are three types of AGECECs, depending on the 4-year degree you want to attain: "A" for liberal arts majors, "B" for business majors, and "S" for science majors.



Associate's Degree

Another way to guarantee yourself admission as a transfer students is to complete an associate's degree. Although the number of transferrable units varies from program to program,

simply completing an associate's degree is your key to university admission. If you meet with an advisor at your community college, you can ensure as many units as possible transfer, and that your degree program is aligned with requirements at the university.

Your Plan for College

Track your own progress toward completing the most crucial step: the Sweet 16

Year in School	Freshman		Sophomore		Junior		Senior	
Term	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
English (4) Composition, Literature, English I, II, III, IV, etc.								
Math (4) Algebra I, II, Geometry, Pre- calculus, Calculus, etc.								
Science (3) Biology, Chemistry, Physics, etc.								
Social Science (2) American History, World History, Government, etc.								
Foreign Language (2) Spanish, French, German, Latin, Mandarin, Arabic, etc.								
Fine Arts (1) Painting, Photography, Drama, Band, Orchestra, etc.								
Academic GPA* (16 units total)								

*When calculating your GPA, Arizona universities only use the courses you complete from the Sweet 16, and they do not use weighted grades.

Test	Science		Reading/Verbal		Math		Writing	
PSAT October of 10th and 11th grade	N/A	N/A	Test 1	Test 2	Test 1	Test 2		
SAT 11th or 12th grade	Test 1	Test 2	Test 1	Test 2	Test 1	Test 2		
ACT 11th or 12th grade	Test 1	Test 2	Test 1	Test 2	Test 1	Test 2		

For resources to help you prepare for college tests, check out:

www.number2.com
www.ineedapencil.com

www.actstudent.org/testprep
www.khanacademy.org/sat-math

sat.collegeboard.com/practice
www.mymaxscore.com (\$)

Web Guides

**start
now!**

startnow.arizona.edu

This website provides college preparation information specific to Arizona's three public universities.

3 Minutes for College

If you have three minutes, then you have time for college. Our short videos (available on our site, YouTube, Vimeo and iTunesU) explain complex college preparation concepts in just 3 minutes. These videos are great for classes, college planning for families or personal learning.



Begin to Prepare

The information and connections you need to make your plan for going to college

Start to Apply

The tips and tricks for completing applications, securing letters of recommendation and taking tests

Find Money to Pay

The tools of the trade for securing financial aid, earning scholarships and choosing loans

Prepared by the Office of Early Academic Outreach at The University of Arizona - eao.arizona.edu

University of Arizona FINANCIAL AID

FINANCIAL AID

The Free Application for Federal Student Aid (FAFSA) must be filled out each year to apply for financial aid and many scholarships. While it's best to file by March 1st (our priority deadline), if you miss that date, it's not too late – aid is still available.

START WITH THE FAFSA

Filling out the FAFSA:

- File your FAFSA at fafsa.ed.gov
- Apply for a FAFSA PIN at pin.ed.gov
- University of Arizona school code: 001083
- The FAFSA deadline for UA is March 1st

Have the following information ready when filling out the FAFSA:

- Social Security Number
- Driver's license (if any)
- Your previous year's W-2 Forms
- Your previous year's Federal Income Tax Return (and your spouse's, if you are married): IRS Form 1040, 1040A, 1040EZ, 1040Telefile, or foreign tax return
- Your parent's Federal Income Tax Return (if you are a dependent student as defined by federal criteria)
- Documentation that you are a U.S. permanent resident or other eligible non-citizen

ESTIMATE YOUR FINANCIAL AID AWARD AT UA

For an estimate of the financial aid award you may be offered from the UA, go to financialaid.arizona.edu/money/estimate

TYPES OF FINANCIAL AID

Grants: Gift aid which does not have to be repaid. All are need-based, but some also have a merit component.

Scholarships: Do not need to be repaid. There are UA scholarships and scholarships from various companies and nonprofit organizations.

Tribal Aid: Scholarship and grant funds for Native American students.

Federal Work Study: Need-based federal financial aid program that provides part-time jobs for undergraduate and graduate students.

Loans: For more information on the various types of loans available please visit financialaid.arizona.edu/loans

EMPLOYMENT

The Wildcat JobLink is a state-of-the-art career management tool, offering UA students access to jobs, internships, and a range of other services including campus interviewing and resume referrals. To search for jobs both on and off campus visit career.arizona.edu/?joblink-main

IMPORTANT UA WEBSITES

Visit the websites below for important information and upcoming deadlines:

- Admissions: admissions.arizona.edu
- Financial Aid: financialaid.arizona.edu
- Registrar: registrar.arizona.edu
- Bursar: bursar.arizona.edu

ONCE YOU ARE A WILDCAT

Monitor your UAccess Student To Do List for additional requirements related to your financial aid at uaccess.arizona.edu

You need your UA NetID to access this site, so if you haven't created one yet, go to nextsteps.arizona.edu first.



Follow us
on Twitter.
@UAOSFA

Office of Scholarships and Financial Aid
Administration Bldg. Rm. 308
P O Box 210066
Tucson, AZ 85721-0066

p: 520.621.1858
f: 520.621.9473

e: askaid@email.arizona.edu
w: financialaid.arizona.edu



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University of Arizona

SCHOLARSHIPS

WE SEARCH. YOU APPLY.

SCHOLARSHIP UNIVERSE

The University of Arizona is very excited to provide our students an exceptional scholarship matching tool called Scholarship Universe.

Scholarship Universe was designed and created specifically for UA students. This site is Wildcat ready from the start and substantially cuts down the work you have to do to find scholarships that match your profile.

Students login with their UA NetID to answer a short series of questions that match them to scholarships they are eligible for. No bogus results. No wasted time.

Log in today at scholarshipuniverse.arizona.edu

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Visit the websites below for important information and upcoming deadlines:

Scholarships: financialaid.arizona.edu/scholarships

Scholarship Universe: scholarshipuniverse.arizona.edu

Student Scholarship Services Project: financialaid.arizona.edu/SSSP

MERIT TUITION SCHOLARSHIPS

- An Admission application is also the student's application for UA Merit Tuition Scholarships.
- Information about UA Merit Tuition Scholarships is available at financialaid.arizona.edu/scholarships
- To be eligible for a UA Merit Scholarship review, students must be admitted and their test scores submitted by May 1st of their senior year of High School.
- UA Merit Scholarship criteria include:
 - High School overall GPA
 - Courses for freshman through junior years
 - Honors/AP/IB courses
 - Composite ACT scores
 - SAT Math + Verbal scores

OTHER FUNDING SOURCES

- UA Colleges/Departments for the student's major
- High School Counselor
- Parents' work place
- Filing a FAFSA

Office of Scholarships and Financial Aid
Administration Bldg. Rm. 208
P O Box 210066
Tucson, AZ 85721-0066

p: 520.621.1858
f: 520.621.9473

e: askaid@email.arizona.edu
w: financialaid.arizona.edu

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College Terms

Read term then have students answer

undergraduate- your time in college directly after high school; this is the time when you earn a bachelor's degree; usually takes four years

graduate your time in college after you receive an undergraduate/bachelor's degree; this is the time when you earn a master's or doctoral degree

residence hall buildings on campus that house only students; you usually live here for your first one or two years; also called 'dorms'

RA resident advisor (upper-class student living in a dorm as a peer counselor & hall supervisor)

lecture class session where professor talks and students takes notes; little or no interaction between students and professor during this time; these classes usually have between 50-300 people in them

discussion class session where GSI or TA discusses lecture notes with students; these classes usually have between 20-30 students in them

TA teaching assistant (student who works with professor and leads a discussion class)

transcript record of all your classes taken, grades in those classes, and test scores; you currently have a high school transcript, and you will have one at each university you attend

ACT college entrance examination taken in April of your junior year; scored out of 36; accepted at most universities

SAT college entrance examination taken in April of your junior year; scored out of 2400; certain universities may require this test instead of the ACT

scholarship/grant money given to a student that is not repaid; usually given with stipulations attached (e.g., you must maintain a certain GPA and take a certain number of classes per semester)

loan money borrowed for tuition & living expenses and paid back after college

alumna/nus/ni female graduate of a u

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Department of Student Equity & Intervention
African American Student Services & Mexican American Student Services
Summer Enrichment & Camp Invention Survey



1) The program offered activities that my child found enriching and enjoyable. Answer:

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A

2) My Child has gained new skills and/or knowledge learned from the camp. Answer:

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A

3) Staff treated the participants in the program equally and respectfully. Answer:

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A

4) I would recommend the youth program and other activities to my friends and family. Answer:

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A

General Questions

How did you hear about the program?

What is the primary reason your child attended the program?

What did you and your child like best about the program?

What suggestions do you and your child have for improving the program?

Beyond this program, what do you see as pressing needs that should be addressed in our community?

Would you be interested in sending your child to an After School Program with an emphasis on Tutoring?

Would you be interested in learning about and attending workshops for students and parents during the school year?

The Tucson Black College Cultural Tour Curriculum

Tour Advisor: Levette McEaddy

Title: School Counselor, Tucson High School

Curriculum Coordinator: Desiree Cueto

Department: African American Student Services

General Overview: The Tucson Black College Cultural Tour offers students in TUSD an opportunity to visit Historical Black Colleges and Universities in the United States. This year, the tour will focus on southern-region colleges and universities by traveling through Georgia, Alabama, Louisiana, and Mississippi.

Description:

On this tour, participants will be invited to engage in a wide range of Black cultural experiences. Students will participate in college tours, historic site visits, and excursions that lead to discussions on how African Americans have contributed to the fabric and culture of the United States. They will connect significant historical events to the current political and social environment for Black people in the United States, and particularly in Tucson, Arizona.

Tour Intent:

The purpose of this tour is to give participants an opportunity to explore the many aspects of Black history and culture; the HBCU, historic sites, people who fought for equality; and the significant cultural contributions made by African Americans. These experiences will provide a foundation for learning in the broader content areas.

The primary learning intent of this tour is to facilitate an exploration of culture for students in a way that is personally meaningful to them. This tour will include visits to the following sites:

New Orleans, French
Quarter
Martin Luther King Jr.,
Historical Sites
Rosa Parks Museum and
Library
Coca-Cola Studio
CNN Studio
Georgia Aquarium
Olympic Park

Dillard University
Xavier University
Southern University
Jackson State University
Alabama State University
Tuskegee University
Grambling State University
Spelman College
Morehouse College
Clark Atlanta University
Alcorn State University
Alabama A&M University
Stillman College
Concordia College

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~Learning Projects

1. The Black College Culture Tour Resource Portfolio

The BCCT research portfolio is a signature assignment for this tour. This portfolio will be compiled in a three-ring binder, and divided into three sections. The purpose of this portfolio is to gather and organize information and resources from the tour. Therefore, the sections of the students' portfolio will include:

Section 1 – *Personal Responses*

Students will write daily responses to be kept in this section of the portfolio. Response may include comments about the memories and feelings brought forth by the various sites they visited, or new understandings or perspectives gained from going to the site. Responses may be in the form of narrative or expository writing, sketching, webs or other graphic organizers, or art work. Students are welcome to make personal connections by adding personal photographs, etc.

Section 2 - *College Knowledge*

Projects and handouts that reflect knowledge of what different colleges have to offer in terms of courses, financial aide and scholarships. Artifacts in this section include: applications, admissions requirements, history of the university, interviews with college personnel or classroom visit reflections.

Section 3 - *Reference Sources and Resources*

Projects and handouts that reflect knowledge and use of reference sources on black history or culture and how to locate information on HBCUs. Artifacts in this section include online resources, websites, photographs and handouts from various sites.

2. The Black College Culture Tour Final Inquiry Project:

This final inquiry project is an opportunity for students to explore a topic of their own interest and to dig deeply into a facet of black history and culture. Once they have returned to Tucson, students will be required present these projects at a district-led function for sponsors and community members.

- The presentation will include a visual display, an overview of the students' experience on the tour, pictures and a handout for sponsors.

3. The Black College Culture Tour Final Self-Evaluation:

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- Self-evaluation and reflection are significant to the tour. At the end of the tour, students will write an overall self-evaluation of their learning throughout the tour. This evaluation will be included in Section 1 of each student's portfolio.

Summer Programs 2014

The University of Arizona
~ Partial List compiled by the Office of Early Academic Outreach ~

<http://eao.arizona.edu/summer>

Please contact the summer program of your choice to acquire detailed information about these opportunities. Space is limited in most programs; therefore, students should apply as soon as possible. The information below may have changed since the time of printing.

Name	Cost	Age Group	Description	Dates	Contact
Algebra Academy	Varies	Grade 9	Five week summer program designed to introduce students to algebraic concepts via hands-on activities. In addition, students will participate in high school, college and career preparation workshops.	June	UA Early Academic Outreach 520/626-2300
Arizona Youth University	Depends on program choice; Scholarships and discounts are available. \$115-\$435	Grades 3 – 12	Summer enrichment classes that explore a wide variety of subject areas. Lunch is not provided. Spaces are available on a first come, first served basis. http://ce.arizona.edu/youth	June 4– July 20	Allen Robin 520/621-7724 520/626-5144
Astronomy Camp	\$975-\$995 Some scholarships and financial aid available	Beginning Camp Ages 12– 15 Advanced Camp Ages 14-19	Students learn about how science and engineering apply to astronomy. Participants develop scientific skills of experimentation and data collection and have the opportunity to work with telescopes. Possibilities for future careers in the field are explored as well. Spaces are available on a first come, first served basis. www.astronomycamp.org	Different dates are available-see website Beginning Camp June 3-9 Advanced Camp June 18-26	Dr. Don McCarthy 520/621-4079 dmccarthy@as.arizona.edu
Business Careers Awareness Program (BCAP)	Free	Grade 11	Students learn about the fields of accounting, finance, and economics, preview classes, tour accounting firms in Phoenix and Tucson, and compete for UA book scholarships. Students will live in a residence hall. Deadline Date: March 31, 2014	June 1-6	Katie Maxwell 520/621-2620 bcap@eller.arizona.edu
DigiDudes and TechDivas Summer Camps	\$250 Some scholarships and discounts are available	Grades 3 - 8	Join other campers as you create your own business or non-profit, while learning how to use technology for success. By the end of camp you will be able to open up shop. Not only does the Technology camp provide a healthy learning environment for boys and girls alike to learn about technology, the campers will be able to enjoy outdoor games, campus tours, and crafts. Most importantly, our goal is to teach campers about technology in their lives, and	Grades 3 – 5 Camp 1: June 3 – 7 Camp 2: June 17 – 21 Grades 6 – 8 Camp 3: June 10– 14 Camp 4: June 24 – 28	gillett@email.arizona.edu (214)-668-3562 Chris Gillett

Name	Cost	Age Group	Description	Dates	Contact
LEAD Business Leadership Education and Development	\$2100 for 3 week program \$2800 for 4 week program + Travel + Fees Some need-based scholarships available.	Grade 11	prepare them to use computers, photography, and the internet to enrich their education. Three or four week program that introduces high school juniors to careers in business. Participation is selective. Students attend programs at Summer Business Institutes (SBI's) outside of Arizona including: University of Pennsylvania and Dartmouth College. www.leadprogram.org Application Deadline: February 5, 2014	June / July/August	LEAD info@leadprogram.org
Med-Start Summer Program	Approx. \$2,100 Varies on income Includes registration fees, meals, residence hall, books and supplies. Financial aid available.	Between Grade 11 and 12	Academic summer program for low income, minority and first generation college-bound students interested in health careers. Participants prepare for college through classes and explore careers opportunities. Only 40-60 students accepted per year. Apply online. www.medstart.arizona.edu Application Deadline: February 1, 2014	Tucson & Phoenix June 2- July 6 June 2- July 13	Alma Aguirre-Cruz 520/621-5531 1-800-841-5948 aaaguirre@email.arizona.edu Jeannie Carlisle jcarlisle@email.arizona.edu
New Start Summer Program	\$798--931 Financial Aid is available	Graduating high school seniors who are admitted to the UA.	Six-week academic summer program designed to orient students to campus in hope of a successful transition from high school to university life. Participants take UA courses and register for Fall classes. www.newstart.arizona.edu Application Deadline: April 1, 2014	June 6 – July 18	520/621-5773 newstart@email.arizona.edu
Summer Engineering Academy	\$500 Includes materials, room and board. Some need-based scholarships available. \$15 non-refundable application fee	Session I Entering 9 & 10 Grades Session II & III Entering 11 & 12 Grades	One-week residential camp at the University of Arizona which encourages students to investigate careers available in engineering. Application Deadline: May 1, 2014.	Session I June 1-6 Session II June 8 –13 Session III June 15 – 20	Cecilia Gaxiola 520/621-6032 gaxiola@email.arizona.edu
Summer Engineering Robotics Camp	\$350 Non- residential Some need-based scholarships available	Grades 7-8	The fundamental idea behind the Summer Engineering Robotics Camp is to show prospective engineers exactly how an idea becomes reality. Students will build robots from Lego Mindstorm kits and compete in design team challenges testing their models for speed, endurance and other technological abilities.	June 10-14	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu

Name	Cost	Age Group	Description	Dates	Contact
LEAD Business Leadership Education and Development	\$2100 for 3 week program \$2800 for 4 week program + Travel + Fees Some need-based scholarships available.	Grade 11	prepare them to use computers, photography, and the internet to enrich their education. Three or four week program that introduces high school juniors to careers in business. Participation is selective. Students attend programs at Summer Business Institutes (SBI's) outside of Arizona including: University of Pennsylvania and Dartmouth College. www.leadprogram.org Application Deadline: February 5, 2014	June / July/August	LEAD info@leadprogram.org
Med-Start Summer Program	Approx. \$2,100 Varies on income Includes registration fees, meals, residence hall, books and supplies. Financial aid available.	Between Grade 11 and 12	Academic summer program for low income, minority and first generation college-bound students interested in health careers. Participants prepare for college through classes and explore careers opportunities. Only 40-60 students accepted per year. Apply online. www.medstart.arizona.edu Application Deadline: February 1, 2014	Tucson & Phoenix June 2- July 6 June 2- July 13	Alma Aguirre-Cruz 520/621-5531 1-800-841-5948 aaquirre@email.arizona.edu Jeannie Carlisle jcarlisle@email.arizona.edu
New Start Summer Program	\$798--931 Financial Aid is available	Graduating high school seniors who are admitted to the UA.	Six-week academic summer program designed to orient students to campus in hope of a successful transition from high school to university life. Participants take UA courses and register for Fall classes. www.newstart.arizona.edu Application Deadline: April 1, 2014	June 6 – July 18	520/621-5773 newstart@email.arizona.edu
Summer Engineering Academy	\$500 Includes materials, room and board. Some need-based scholarships available. \$15 non-refundable application fee	Session I Entering 9 & 10 Grades Session II & III Entering 11 & 12 Grades	One-week residential camp at the University of Arizona which encourages students to investigate careers available in engineering. Application Deadline: May 1, 2014.	Session I June 1-6 Session II June 8 –13 Session III June 15 – 20	Cecilia Gaxiola 520/621-6032 gaxiola@email.arizona.edu
Summer Engineering Robotics Camp	\$350 Non- residential Some need-based scholarships available	Grades 7-8	The fundamental idea behind the Summer Engineering Robotics Camp is to show prospective engineers exactly how an idea becomes reality. Students will build robots from Lego Mindstorm kits and compete in design team challenges testing their models for speed, endurance and other technological abilities.	June 10-14	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu

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Programas de Verano 2014
La Universidad de Arizona
~ Lista Parcial ~

<http://eao.arizona.edu/summer>

Favor de contactar al programa de verano de su preferencia para adquirir información más detallada sobre estas oportunidades. Se limita la cantidad de estudiantes aceptados para participar en estos programas. Por este motivo el estudiante debe de aplicar para los programas que le interesa lo más pronto posible. Esta información pudo haber cambiado desde el tiempo que se imprimió.

Nombre	Costo	Edad	Descripción	Fechas	Contacto
Algebra Academy Academia de Algebra	Los costos varían cada año.	Grado 9	Un programa de cuatro semanas diseñado para presentar conceptos de algebra por medio de diversas actividades. Los estudiantes también participarán en talleres que los preparan para la high school, el colegio y careras.	Junio	UA Early Academic Outreach 520/626-2300
Arizona Youth University Universidad Para la Juventud de Arizona	Depende en la selección del programa. Hay becas y descuentos disponibles. \$115-\$435	Grados 3 – 12	Clases de enriquecimiento que exploran una variedad extensa de materias. El almuerzo no está incluido. Espacios disponibles son limitados. Los primeros en entregar su solicitud serán los seleccionados para el programa.	4 de junio – 20 de julio	Allen Robin 520/626-7724 520/626-5144
Astronomy Camp Campamento Astronómico	\$975-\$995 Algunas becas y ayuda financiera son disponibles	Campamento principiante Edades 12 – 15 Campamento Avanzado Edades 14-19	Los estudiantes aprenden cómo la ciencia y la ingeniería se aplican en la astronomía. Los participantes adquieren experiencia en experimentación y colección de datos. Carreras astronómicas son exploradas. El espacio es limitado. Los primeros en entregar su solicitud serán los seleccionados para el programa. www.astronomycamp.org	Las fechas varían Vea página en Internet Campamento principiante 3 de junio-9 de junio Campamento avanzado 18 de junio- 26 de junio	Dr. Don McCarthy 520/621-4079 dmcCarthy@as.arizona.edu
Business Careers Awareness Program (BCAP) Programa de Conocimiento Sobre Carreras en Negocios	Gratuito	Grado 12	Los estudiantes aprenderán sobre las carreras de contabilidad, finanzas y la economía. Asistirán a clases, visitarán agencias de contabilidad en Phoenix y Tucson, y competirán para becas de libros universitarios. Los estudiantes vivirán en un dormitorio.	1 de junio – 6 de junio	Katie Maxwell 520/621-3713 maxwellk@email.arizona.edu
DigiDudes y TechDivas Programas de Verano	\$250 Algunas becas y descuentos están disponibles.	Grados 3 - 8	Estudiantes crearán su propio negocio y aprenderán como usar tecnología para tener éxito. Los estudiantes también participarán en juegos al aire libre, en tours de la universidad y otras actividades. Nuestro propósito es enseñarles a los estudiantes sobre el uso de la tecnología en sus vidas y prepararlos para que usen	Grados 3 – 5 Sesión 1: 3 – 7 de junio Sesión 2: 17 – 21 de junio Grados 6 – 8	ugatorf@email.arizona.edu 520/621-2505 Matthew Goodwin mgoodwin@email.arizona.edu

Name	Cost	Age Group	Description	Dates	Contact
	\$10 Non-refundable application fee		Application Deadline May 3, 2014		
Honors Summer Academy	Approx. \$3,664.00 Some need-based scholarships available.	Grades 10, 11, 12	The Honors Summer Academy will provide students with the ability to take UA Honors College courses taught by Honors Faculty members. These interdisciplinary courses will include work in the humanities, arts, social sciences, and science. Students will also have the opportunity to live in a residence hall, participate in off-campus classes and field trips, and have structured study time. http://www.honors.arizona.edu/future-students/honors-summer-academy-0 Application deadline: April 15, 2014	June 15 – July 11	Honors Summer Academy The Honors College The University of Arizona (520) 621-6901
Summer Institute for Writing & Thinking Across the Curriculum	Free to underrepresented & economically disadvantaged students.	Grades 9, 10, 11	Helps students improve their writing abilities in all subject areas. 1/2 high school credit is available. Individual tutorials and writing workshops included. Application Deadline: April 25, 2014	June 30 – July 18	Dr. Donna Rabuck 520/621-5849 drabuck@u.arizona.edu
Summer Institute on Medical Ignorance	Free	Grade 11 & 12 Occasionally younger students are selected, but not the norm	Seven week paid summer research program in which students gain experience working in a laboratory and explore health careers at the UA College of Medicine. Attendance at seminars is mandatory. http://www.ignorance.medicine.arizona.edu/ Application Deadline: February 14, 2014	June 2– July 25	Marlys H. Witte 520/626-4181 msrp@u.arizona.edu 520/626-6360

Name	Cost	Age Group	Description	Dates	Contact
	\$10 Non-refundable application fee		Application Deadline May 3, 2014		
Honors Summer Academy	Approx. \$3,664.00 Some need-based scholarships available.	Grades 10, 11, 12	The Honors Summer Academy will provide students with the ability to take UA Honors College courses taught by Honors Faculty members. These interdisciplinary courses will include work in the humanities, arts, social sciences, and science. Students will also have the opportunity to live in a residence hall, participate in off-campus classes and field trips, and have structured study time. http://www.honors.arizona.edu/future-students/honors-summer-academy-0 Application deadline: April 15, 2014	June 15 – July 11	Honors Summer Academy The Honors College The University of Arizona (520) 621-6901
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Nombre	Costo	Edad	Descripción	Fechas	Contacto
			computadoras, fotografía y el Internet para enriquecer su educación.	Sesión 3: 10 – 14 de junio Sesión 4: 24–28 de junio	
LEAD Business Leadership Education and Development Educación en Liderazgo de Negocios y Desarrollo LEAD	\$1,850 por 3 semanas \$2,100 por 4 semanas No incluye otros gastos como los que están asociados con viajar. Hay becas disponibles dependiendo de la necesidad del estudiante.	Grado 11	Un programa de tres o cuatro semanas que introduce a los estudiantes de minorías a diferentes carreras de negocios. La participación en este programa es selectiva. Los estudiantes participan en programas fuera de la Universidad de Arizona, como los de Dartmouth College y la Universidad de Pennsylvania. www.leadprogram.org La solicitud deberá ser entregada el 25 de junio, 2014	Junio / Julio/ Agosto	LEAD Info@leadprogram.org
Med-Start Summer Program Med-Start Programa de Verano	Aprox. \$2,100 Incluye registración, comida, vivienda, libros, y materiales. Ayuda financiera dependiendo en la necesidad del estudiante está disponible.	Grado 11 y 12	Un programa académico de cinco semanas para estudiantes de minorías, con bajos ingresos, y de primera generación interesados en carreras médicas. Participantes se preparan para el colegio por medio de estas clases y exploran carreras médicas. Sólo se aceptan 40-60 estudiantes por año. www.medstart.arizona.edu La solicitud deberá ser completada por el internet el 1 de febrero, 2014	Tucson y Phoenix 2 de junio - 6 de julio 2 de junio- 13 de julio	Alma Aguirre Cruz 520/621-5531 1-800-841-5948 aaguirri@email.arizona.edu Jeannie Carlisle jcarlisle@email.arizona.edu
New Start Summer Program Programa de Comienzos Nuevos de Verano	\$730-\$850 Ayuda financiera está disponible.	Para estudiantes recién graduados de la high school que han sido admitidos a la Universidad de Arizona	Un programa académico de seis semanas diseñado para orientar y preparar a los estudiantes para la vida universitaria en la Universidad de Arizona. Los participantes toman cursos universitarios y se registran para las clases de otoño. www.newstart.arizona.edu La solicitud deberá ser entregada el 1 de abril, 2014	6 de junio – 18 de julio	520/621-5773 newstart@email.arizona.edu
Summer Engineering Academy Academia de Ingeniería de Verano	\$500 Incluye vivienda, libros, y útiles. Hay becas disponibles dependiendo en la necesidad del estudiante. Se requiere una cuota de \$15 con la entrega de la solicitud	Sesión I Ingresados al los grados 9 y 10 Sesión II y III Ingresados a los grados 11 y 12	Un programa residencial en la Universidad de Arizona de una semana donde los estudiantes exploran las posibilidades de carreras en ingeniería. La solicitud deberá ser entregada el 3 de mayo del 2014	Sesión I 1 – 6 de junio Sesión II 8 – 13 de junio Sesión III 15 – 20 de junio	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu

Nombre	Costo	Edad	Descripción	Fechas	Contacto
Summer Engineering Robotics Camp Verano de Ingeniería robótica de campo	\$350 No residencial Hay becas disponibles dependiendo en la necesidad del estudiante. Se requiere una cuota de \$10 con la entrega de la solicitud	Grados 7-8	La idea fundamental detrás del Campamento de Verano de Ingeniería Robótica es para demostrar a futuros ingenieros exactamente cómo una idea se puede convertir en realidad. Los estudiantes construyen robots con equipos de Lego Mindstorms y completan en un equipo de diseño con retos a prueba sobre sus modelos para la velocidad, la capacidad tecnológica y de otro tipo de resistencia.	10 de junio- 14 de junio	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu
Honors Summer Academy Academia de Verano de Honores	Approx. \$2,000 Hay becas disponibles dependiendo en la necesidad del estudiante.	Grados 10, 11 y 12	Un programa de verano diseñado para estudiantes con un alto nivel académico. Las clases son enseñadas por maestros en el colegio de honores en la Universidad de Arizona. Las clases ofrecidas incluyen trabajo en las humanidades, las artes, los estudios sociales, y la ciencia. Estudiantes podrán vivir en los dormitorios, participar en paseos, y se les proveerá tiempo para estudiar. http://www.honors.arizona.edu/future-students/honors-summer-academy-0	15 de junio – 11 de julio	The Honors College The University of Arizona (520) 621-6901 soe@email.arizona.edu
Summer Institute for Writing & Thinking Across the Curriculum Instituto de Verano para Escribir y Pensar a través del Currículo	Gratuito para los estudiantes de minorías y para estudiantes de bajo recursos.	Grados 9, 10, 11	Ayuda a los estudiantes mejorar sus habilidades de escritura. 1/2 crédito de high school está disponible para los participantes. Tutores individuales y talleres de escritura incluidos. La solicitud deberá ser entregada el 26 de abril del 2014	30 de junio-18 de julio	Dr. Donna Rabuck 520/621-5849 drabuck@u.arizona.edu
Summer Institute on Medical Ignorance Instituto de Verano sobre La Ignorancia Médica	Gratuito	Grados 11 y 12 Ocasionalmente estudiantes más chicos son seleccionados pero no es la norma.	Un programa de siete semanas donde se les paga a los estudiantes por mientras ellos obtienen experiencia trabajando en el laboratorio y obtienen información sobre carreras medicas por medio del colegio de medicina de la Universidad de Arizona. Asistencia a los seminarios es requerida. www.ignorance.medicine.arizona.edu La solicitud deberá ser entregada el 14 de febrero del 2014	2 de junio – 25 de julio	Grace Wagner 520/626-6118 grace@u.arizona.edu 520/626-6360

Nombre	Costo	Edad	Descripción	Fechas	Contacto
Summer Engineering Robotics Camp Verano de Ingeniería robótica de campo	\$350 No residencial Hay becas disponibles dependiendo en la necesidad del estudiante. Se requiere una cuota de \$10 con la entrega de la solicitud	Grados 7-8	La idea fundamental detrás del Campamento de Verano de Ingeniería Robótica es para demostrar a futuros ingenieros exactamente cómo una idea se puede convertir en realidad. Los estudiantes construyen robots con equipos de Lego Mindstorms y compiten en un equipo de diseño con retos a prueba sobre sus modelos para la velocidad, la capacidad tecnológica y de otro tipo de resistencia.	10 de junio- 14 de junio	Cecilia Gaxiola 520/621-4018 gaxiola@email.arizona.edu
Honors Summer Academy Academia de Verano de Honores	Approx. \$2,000 Hay becas disponibles dependiendo en la necesidad del estudiante.	Grados 10, 11 y 12	Un programa de verano diseñado para estudiantes con un alto nivel académico. Las clases son enseñadas por maestros en el colegio de honores en la Universidad de Arizona. Las clases ofrecidas incluyen trabajo en las humanidades, las artes, los estudios sociales, y la ciencia. Estudiantes podrán vivir en los dormitorios, participar en paseos, y se les proveerá tiempo para estudiar. http://www.honors.arizona.edu/future-students/honors-summer-academy-0	15 de junio – 11 de julio	The Honors College The University of Arizona (520) 621-6901 soe@email.arizona.edu
Summer Institute for Writing & Thinking Across the Curriculum Instituto de Verano para Escribir y Pensar a través del Currículo	Gratuito para los estudiantes de minorías y para estudiantes de bajo recursos.	Grados 9, 10, 11	Ayuda a los estudiantes mejorar sus habilidades de escritura. 1/2 crédito de high school está disponible para los participantes. Tutores individuales y talleres de escritura incluidos. La solicitud deberá ser entregada el 26 de abril del 2014	30 de junio-18 de julio	Dr. Donna Rabuck 520/621-5849 drabuck@u.arizona.edu
Summer Institute on Medical Ignorance Instituto de Verano sobre La Ignorancia Médica	Gratuito	Grados 11 y 12 Ocasionalmente estudiantes más chicos son seleccionados pero no es la norma.	Un programa de siete semanas donde se les paga a los estudiantes por mientras ellos obtienen experiencia trabajando en el laboratorio y obtienen información sobre carreras médicas por medio del colegio de medicina de la Universidad de Arizona. Asistencia a los seminarios es requerida. www.ignorance.medicine.arizona.edu La solicitud deberá ser entregada el 14 de febrero del 2014	2 de junio – 25 de julio	Grace Wagner 520/626-6118 grace@u.arizona.edu 520/626-6360



1010 E. 10th Street • Tucson, Arizona 85719

OFFICE OF STUDENT EQUITY & INTERVENTION

(520)225.6294 • fax (520)225.6721

November 19, 2013

To: Parents/Legal Guardians of TUSD 8th grade students

From: James E. Fish, Executive Director, Student Equity and Intervention
Jimmy Hart, Director of African American Student Services
Dr. Maria Figueroa, Director of Mexican American Student Services

RE: Enrollment Opportunity to University High School

This letter is to inform you of the long-term benefits of attending University High School. Your child has been recommended as a potential student to enroll at University High School (UHS). UHS has been ranked in the top 50 schools in the nation on a consistent basis. During the 2012-2013 school year UHS was ranked as the 4th best school in the nation.

Making the transition from middle school to high school can be an exciting yet challenging time for students and parents. The 8th grade year is a great time to talk to your student about future academic options, including several advanced learning high school programs in TUSD that offer challenging and engaging learning options for our students. We are sending you this letter to encourage your child and you to consider enrolling in University High School.

University High School is a college preparatory program that offers a rigorous and engaging course of study designed for students to be successful at any post-secondary institution. The school offers advanced placement (AP) courses. AP courses follow a set curriculum established by the College Board and provide a rigorous and challenging course of study. The opportunity for earning college credits exists if a student passes an end-of-year test. Any interested student may enroll in these courses. Please give our department a call if you are interested in visiting UHS. A site visit will give you and your child an opportunity to learn more about the campus and programs. The deadline for students to enroll in UHS is December 10, 2013.

TUSD is proud to offer students many choices for their high school experience and look forward to their participation in advanced learning experiences. We welcome the opportunity to answer any questions you may have about these programs, and information sessions will be held about these programs during the school year. For further information, please feel free to call us at the phone numbers below:

African American Student Services
225-6247

Mexican American Student Services
225-6229

Student Equity & Intervention
225-6294

USP V.F.1.s



1010 E. 10th Street • Tucson, Arizona 85719

OFFICE OF STUDENT EQUITY & INTERVENTION

(520)225.6294 • fax (520)225.6721

19 de noviembre de 2013

Para: Los Padres/Tutores Legales de los Estudiantes de 8vo grado de TUSD

De: James E. Fish, Director Ejecutivo, Student Equity and Intervention
Jimmy Hart, Director de Servicios para los Estudiantes Afroamericanos
Dr. Maria Figueroa, Directora de Servicios para los Estudiantes Mexicano Americanos

RE: Oportunidad de Inscripción en University High School

Esta carta tiene el propósito de informarles de los beneficios a largo plazo al asistir a University High School. Su niño(a) ha sido recomendado como un estudiante potencial para inscribirse en University High School (UHS). UHS ha sido clasificada dentro de las escuelas más importantes en la nación constantemente. Durante el ciclo escolar 2012-2013, UHS fue clasificada como la 4ta escuela mejor en la nación.

Hacer la transición de una escuela intermedia a una escuela secundaria puede ser muy estimulante y a la vez un momento desafiante para los estudiantes y padres. El año de 8vo grado es el mejor tiempo para hablar con su estudiante acerca de las opciones académicas futuras, incluyendo varios programas de aprendizaje avanzado de secundaria en TUSD que ofrecen opciones desafiantes y de participación para nuestros estudiantes. Les estamos enviando esta carta para alentarles a su niño(a) y a usted para que consideren la inscripción en University High School.

University High School es un programa de preparatoria para el colegio o universidad que ofrece un curso de estudios riguroso y de participación diseñado para que los estudiantes tengan éxito en cualquier institución posterior a la secundaria. La escuela ofrece cursos de colocación avanzada (AP). Los cursos AP siguen un currículo fijo establecido por la Mesa Directiva del Colegio y proporciona un curso de estudios riguroso y desafiante. Existe la oportunidad de obtener créditos de colegio o universidad si el estudiante aprueba un examen de fin de año. Cualquier estudiante interesado puede inscribirse en estos cursos. Por favor, llame a nuestro departamento si le interesa visitar a la escuela UHS. Una visita a nuestro plantel brindará a usted y su estudiante una oportunidad de aprender más acerca de nuestro campus y programas. La fecha límite para que se inscriban los estudiantes en UHS es el 10 de diciembre de 2013.

TUSD se enorgullece en ofrecer muchas opciones a los estudiantes para su experiencia de escuela secundaria y espera con anticipación su participación en una opción de experiencia de aprendizaje avanzada (ALE). Recibimos con agrado la oportunidad de responder a cualesquiera preguntas que puedan tener acerca de estos programas, y se llevarán a cabo sesiones informativas acerca de estos programas durante el año escolar. Para mayor información, por favor no dude en llamarnos a los números de teléfono abajo anotados:

African American Student Services
225-6247

Mexican American Student Services
225-6229

Student Equity & Intervention
225-6294

USP V.F.1.s