

DESCRIPTION OF AASSD COLLEGE MENTORING

During SY 2012-13, African American Student Services partnered with the National Society for Black Engineers (NSBE) and the University of Arizona to provide Saturday STEM tutoring. Students had many opportunities to receive mentorship at these events.

The following college-mentoring activities also took place:

- The NSBE chapter at the University of AZ (U of A) also attended some of the NSBE Jr. meetings held in two District middle schools (Doolen and Mansfeld).
- Partnered with the engineering students to host a pre-college initiative at the U of A, school of engineering building, during April 2013. This was a one-day event connecting District high school students with U of A college students and professors.
- Partnered with the Tucson High (THS) Black Culture Club group to send 15 (or more) students on a Black College Tour during spring-break 2013.
- Partnered with the U of A, Black Law Club to establish a law club at THS.

Additional mentoring services were provided in partnership with Goodwill and Family Resources.

Description: The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods. As part of the AASSD plan to provide learning support and guidance to African American students by college students, AASSD worked closely with local organizations to recruit college students as mentors/volunteers.

Process: The African American Student Services Department implements several types of mentoring opportunities: 1) 1:1, 2) small group and large group workshops. The purpose of the mentoring partnerships is to build positive 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 to learn about careers, leadership skills, and college prep.

Mentor/Volunteer Partnerships: AASSD employees one Mentor Program Specialist and two Student and Family Mentor Specialists during the 2013-2014 school year. The

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specialists served as mentors working with students to address academic and/or behavior needs (e.g., scholarship information, credit review, leadership development, and discipline). However, staff serving as Academic Specialist also provided mentor support and facilitated mentor/volunteer opportunities for students. The following is a list of partnerships implemented during the 2013 – 2014 school year (see appendix):

- Alpha Kappa Alpha Sorority (monthly workshops at Booth-Fickett)
- Alpha Phi Alpha Fraternity (Go-to-High School, Go-to-College 1-day event)
- Congressman Grijalva's office (Historical Black College Expo)
- Delta Sigma Theta Sorority (monthly workshops at Tucson High)
- Goodwill Industries (support the bi-weekly Male Leadership Academy)
- Links Organization (STEM middle and high school support, Cragin ES)
- National Society for Black Engineers (bi-weekly STEM at Doolen MS and Mansfeld MS)
- Phi Beta Sigma Fraternity (support Male Leadership Academy)
- Pima Community College – West Campus
- Pima Community College – Grants Office
- Southern Arizona Black College Community Support Group (Heritage Day, college planning and Male Leadership development)
- Tuskegee University (site visits to Palo Verde and Tucson High)
- Tucson High Black Culture Club – Black College Tour (multiple Historical Black Colleges like Jackson State, Morehouse, Spellman, Xavier)
- University of Arizona – Africana Studies Program Internship (mentoring at Roskrige, Rincon, Booth-Fickett)
- University of Arizona – Academic Outreach Office (support Cradle to College event for middle school students and parents)
- University of Arizona – African American Student Affairs (summer leadership workshop)
- University of Arizona – Black Graduate Association (planning for fall 2014)
- University of Arizona – Project SOAR (support at Doolen MS)
- University of Arizona –College of Medicine (support Cradle to College event for middle school students)
- Zeta Phi Beta Sorority – U of A Chapter (present at Parent University to students and parents)

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In addition to the aforementioned organizations, other college students and community members volunteered in a school (i.e., Roberts/Naylor K-8) to promote mentoring and college and career awareness.

Male Leadership Academy: The Male Leadership Academy (MLA) is a bi-weekly Saturday mentoring program serving students in grades middle and high school. . The program focuses on leadership and life-skills development. The success of this program is based on reducing suspensions and increasing attendance and academic success. Students meet with current college students and college graduates working in the community, and attended events at the University of Arizona (.i.e., football game, Cradle to College). Workshop topics include first impressions, steps to success, mental models, goal setting. This year we expanded the MLA to provide support during the school day at Booth-Fickett, Gridley and Vail MS).

Student-to-Student Mentoring: This summer the department mentor program specialist is recruiting academically successful African American students to participate in a series of workshops to prepare them for mentoring incoming 9th graders at their school.

What Worked:

- Increased the number of community partners providing mentoring and/or resources to support mentoring students
- Increased the level of partnership with the University of Arizona
- Growth of the Black College Tour
- Implemented Project SOAR partnership with Doolen MS
- 4,300 hours providing mentoring and/or empowerment/leadership development with students as a result of department and community collaborations

Areas for Growth:

- Greater consistency of team to include sign-in sheets with Grant Tracker data
- Mentor Training: District-wide common training workshops addressing mentoring along with a handbook for all mentors/volunteers in TUSD
- Pre and post assessments to be determined

Powerful Women of Color



Alpha Kappa Alpha Sorority, Inc.

Eta Epsilon Omega Chapter

Booth-Fickett Magnet School Presentation, September 2013

Coretta Scott King



- Coretta Scott King was an author, activist, and civil rights leader. The widow of Martin Luther King, Jr., she helped lead the African-American Civil Rights Movement in the 1960s.
- After high school, she won a scholarship to the New England Conservatory of Music in Boston. While studying there she met Martin Luther King, Jr. They were married in 1953.
- Mrs. King took part in the Montgomery Bus Boycott of 1955 and took an active role in advocating for civil rights legislation. She worked to pass the Civil Rights Act of 1964.
- She founded the Martin Luther King, Jr. Center for Nonviolent Social Change in Atlanta and served as the center's president and CEO.
- Every year after the assassination of her husband in 1968, she attended service at Ebenezer Baptist Church in Atlanta to mark his birthday on January 15. She fought for years to make it a national holiday and was finally successful in 1986, when Martin Luther King, Jr. Day was made a federal holiday.
- Coretta Scott King died in January 2006.

Gloria Estefan

- Gloria María Milagrosa Fajardo García de Estefan, known professionally as Gloria Estefan (born September 1, 1957) is a Cuban-born American singer, songwriter, actress and entrepreneur.
- She is one of the top 100 best selling music artists with an estimated 100 million records sold worldwide.
- She has won seven Grammy Awards and is the most successful crossover performer in Latin music to date.
- As a toddler Estefan fled Cuba with her family. In 1975 Gloria met keyboardist Emilio Estefan, her future husband, who led a band called that played popular Latin music. Estefan became the lead singer and the band was renamed the Miami Sound Machine. The band made Top 10 charts in the 1980s and 1990s.
- Her ability to appeal to both English and Spanish speaking audiences earned her the name "Queen of Latin Pop."



Oprah Winfrey



- Oprah Gail Winfrey is a talk show host, actress, producer, and philanthropist who is best known for her award-winning talk show *The Oprah Winfrey Show* which was the highest-rated program of its kind in history and was nationally syndicated from 1986 to 2011.
 - She has been ranked the richest African-American of the 20th century, and was for a time the world's only black billionaire.
 - Winfrey was born into poverty in rural Mississippi to a teenage single mother.
 - She landed a job in radio while still in high school and began co-anchoring the local evening news at the age of 19.
 - Oprah made her film debut in 1985 in *The Color Purple*, for which she was nominated for an Academy Award for Best Supporting Actress.
- In 2008, Oprah created [OWN: Oprah Winfrey Network](#), a media venture designed to entertain, inform and inspire people to live their best lives.
- Oprah Winfrey will forever be remembered as an innovator through the landmarks she made, becoming the first African American to host a television show.

Cote de Pablo

- Actress and recording artist María José de Pablo Fernández, better known as Cote de Pablo (born 1979), was born in Santiago, Chile.
- She moved to the United States at the age of 10, where she studied acting.
- De Pablo co-hosted episodes of the Latin American talk show *Control* at the age of 15 before attending Carnegie Mellon University to study music and theatre.
- She was cast to portray character Ziva David in the CBS TV series *NCIS* in 2005 and won an ALMA Award for the role in 2011.
- She has been featured on the cover of *Latina* magazine.



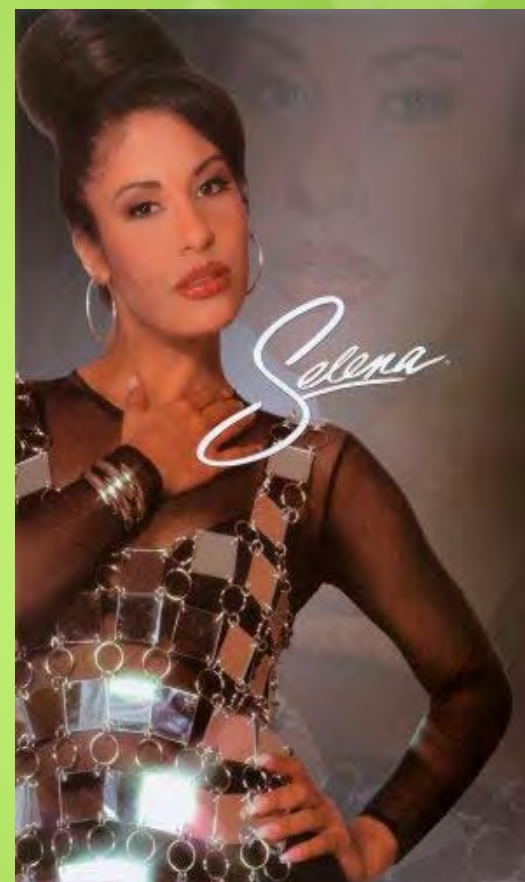
Ida B. Wells



- Ida B. Wells was a journalist and civil rights activist in the late 1800s.
- Wells was born just before Abraham Lincoln issued the Emancipation Proclamation and is credited for documenting lynchings in the South and researching how white segregationists used violent methods to keep African Americans “in their place.”
- During an 1884 train ride, Wells was asked to give up her seat to a white passenger and refused, which occurred more than 70 years before Rosa Parks. After the conductors dragged her out of the train car, she sued the train company — and won!

Selena

- Selena Quintanilla-Pérez (1971-1995), was a singer-songwriter, fashion designer and entrepreneur. Selena was born to a Mexican American father and a half-Cherokee mother.
- She released her first record at the age of 12 with her Selena y Los Dinos band. At the 1987 Tejano Music Awards, she won Female Vocalist of the Year; she won the award eight consecutive times after that starting in 1989.
- Her *Live!* (1993) album garnered her first Grammy Award for Best Mexican/American Album, becoming the first Tejano recording artist to win a Grammy.
- That same year, she opened her Selena Etc. boutique store in Corpus Christi, TX and named Yolanda Saldívar as president. In 1995, Selena was killed by Saldívar. Two weeks later, Governor of Texas at the time, George W. Bush, declared 16 April as "Selena Day" in Texas.



Beyonce



- She has won 17 Grammy Awards, and has sold over 118 million records as a solo artist and 60 million with Destiny's Child, making her one of the best-selling music artists of all time.
- Beyoncé Giselle Knowles-Carter, singer, songwriter and actress was born and raised in Houston. She began her music career age sixteen as lead singer of R&B girl-group Destiny's Child.
- Her debut album *Dangerously in Love* , sold 11 million copies, earned five Grammy Awards and featured the number one singles "Crazy in Love" and "Baby Boy".
- Knowles also ventured into acting, with a Golden Globe nominated performance in *Dreamgirls*, and roles in *The Pink Panther* and *Obsessed* .
- Her marriage to rapper Jay-Z and portrayal of Etta James in *Cadillac Records* influenced her third album *I Am... Sasha Fierce* , earned her a record-setting 6 Grammy Awards in 2010, including Song of the Year for "Single Ladies (Put a Ring on It)."

Aida Alvarez

- Aida Alvarez is the first Hispanic woman to head the U.S. Small Business Administration (SBA) and the first person of Puerto Rican descent to hold a Cabinet-level post in the U.S. government.
- As such, she was part of the economic policy-making team in the Clinton White House, responsible for ensuring that small businesses in the United States receive the federal support needed to be successful.
- She has helped minorities and women break into the business world by making it easier for them to qualify for loans.



Hattie McDaniel



- Hattie McDaniel is best-known for winning the 1940 Oscar for Best Supporting Actress as “Mammy” in “Gone with the Wind.”
- While her role is widely considered demeaning to blacks, viewing McDaniel’s performance through such a narrow lens overlooks the dignity with which she handled her limited-acting opportunities.
- McDaniel’s Oscar acceptance speech showed a grace and class that should have put the racist directors, executives, producers and actors of Hollywood to shame.

Sandra Cisneros

- She was born in Chicago in 1954 and studied at Loyola University of Chicago and the University of Iowa.
- She worked as a teacher and counselor to high-school dropouts, as an artist-in-the schools where she taught creative writing, a college recruiter, an arts administrator, and as a visiting writer at a number of universities including the University of California, Berkeley, and the University of Michigan.
- Her books include a book of poetry, *Bad Boys*; two full-length poetry books, *My Wicked Wicked Ways* and *Loose Woman* and two novels, *The House on Mango Street* and *Caramelo*.



Gwendolyn Brooks



**"Don't let anyone
call you a minority
if you're black or
Hispanic or belong
to some other
ethnic group. You're
not less than
anybody else."**

Gwendolyn Brooks

- Gwendolyn Brooks was a poet who authored more than 20 books of poetry, including *Children Coming Home*, *The Bean Eaters*, and *Annie Allen*, for which she received the Pulitzer Prize.
- In 1968 she was named Poet Laureate for the state of Illinois
- From 1985-86 she was Consultant in Poetry to the Library of Congress.
- She also received a National Endowment for the Arts award and fellowships from the Academy of American Poets and the Guggenheim Foundation. She lived in Chicago until her death in 2000.

Ellen Ochoa

- Born on May 10, 1958, in Los Angeles, Ellen graduated from Grossmont High School in La Mesa, California, in 1975, and received a bachelor of science degree in physics from San Diego State University in 1980.
- She then went on to attend Stanford University, where she received a master of science degree and doctorate in electrical engineering.
- She was selected by NASA in 1990 and in 1991 became the world's first Hispanic female astronaut.
- A mission specialist and flight engineer, Ochoa is a veteran of four space flights, logging more than 950 hours in space.
- She is also an accomplished flutist.



Dr. Maya Angelou



- Dr. Angelou, a poet, novelist, educator, producer, actress, historian, filmmaker, and civil rights activist, was born in 1928, in St. Louis, MO, and raised in St. Louis and Stamps, AK.
- Dr. Angelou experienced racial discrimination, but she also absorbed the faith and values of traditional African-American family, community, and culture.
- As a teenager, she won a scholarship to study dance and drama at San Francisco's Labor School. She dropped out to become San Francisco's first African-American female cable car conductor. After finishing high school, she toured Europe with a production of the opera *Porgy and Bess*.
- Dr. Angelou mastered French, Spanish, Italian, Arabic and the West African language Fanti.
- Published in 1970, her novel, *I Know Why the Caged Bird Sings* was published to international acclaim and enormous popular success.
- President Clinton asked her to compose a poem to read at his inauguration in 1993.
- Of her many poems, *And Still I Rise*, is one of the most loved.

Nancy Lopez

- Mexican-American golfer, Nancy Lopez burst onto the golf scene in a blaze of glory, then settled in for a long ride that took her to the World Golf Hall of Fame.
- Lopez's father, Domingo, introduced her to the game at age 8 and tutored her development.
- She won the New Mexico Women's Amateur at age 12. Playing the U.S. Women's Open as a 17-year-old amateur in 1975, Lopez finished tied for second.
- In 1976 Lopez was named All-American for her play at Tulsa University. She left college after her sophomore year and turned pro in 1977. That year she finished second again in the Women's Open.
- In her first full season on the LPGA Tour, 1978, Lopez won nine titles total, including five tournaments in a row.
- There is no doubt that Nancy Lopez is one of the greats in the history of women's golf, and the best player from the late 1970s to late 1980s.



Wangari Maathai



- Born in 1940, in Kenya, environmental activist Wangari Maathai grew up in a small village. Her father supported the family working as a tenant farmer.
- Maathai's family decided to send her to school, which was uncommon for girls to be educated at that time. She started at a local primary school when she was 8 years old.
- Maathai won a scholarship in 1960 to go to college in the US where she attended Mount St. Scholastica College in Atchison, KS. She earned a bachelor's degree in biology and two years later she completed a master's degree in biological sciences at the University of Pittsburgh.
- Returning to Kenya, Maathai studied veterinary anatomy at the University of Nairobi.
- She made history in 1971, becoming the first woman in East Africa to earn a doctorate degree.
- Maathai sought to end the devastation of Kenya's forests caused by development.
- In 1977, she launched the Green Belt Movement to reforest her country.
- The movement is responsible for the planting of more than 30 million trees in Kenya.
- She was the first African woman to win the Nobel Prize in Peace in 2004.

Shakira

- Shakira Isabel Mebarak Ripoll was born on February 2, 1977, in Barranquilla, Colombia. She wrote her first song at the age of 8 and signed her first record deal at 13.
- When Shakira released her album, *Pies Descalzos*, ("bare feet,") it sold more than 3 million copies. Her follow-up record, *Dónde Están Los Ladrones?* (1998), (where are the thieves?) reached the top of Billboard's Latin charts. Soon after, Shakira won her first Grammy Award (best Latin pop album) for *Shakira: MTV Unplugged* (2000).
- She became a music superstar in the Spanish-language markets, known for her strong vocals and incredible hip-shaking belly dance moves.
- In 2001, Shakira released her first English-language album, *Laundry Service*, which brought her success in the US. The album reached No. 3 on the charts, selling more than 200,000 copies in its first week of release.
- Shakira went on to release two concert albums: 2007's *Live* and 2008's *Oral Fixation Tour*. In July 2009, she put out a new single, "She Wolf," from her studio album of the same name. The album hit No. 15 on the Billboard charts in 2009, and went platinum in 2010.
- Around the same time, her hit "Waka Waka" from 2010's *Sale el Sol* became the theme song for the 2010 FIFA World Cup.



Madam CJ Walker



- America's first self-made woman millionaire, Madame C. J. Walker, was born Sarah Breedlove on a Louisiana cotton plantation in 1867.
- Mme. Walker developed Vegetable Shampoo, Wonderful Hair Grower, and other beauty products for black women. Mme. Walker also offered black women a rare opportunity to get ahead. Graduates of the Walker College of Hair Culture were trained to style hair, sell Walker products, even open their own beauty salons.
- By 1916, Walker employed 20,000 agents throughout the country. Women who had toiled for pennies at arduous jobs were earning more money than ever before.
- When Walker died in 1919, her daughter A'Lelia stepped into her shoes. "I am a woman who came from the cotton fields of the South. From there I was promoted to the washtub. From there I was promoted to the cook kitchen. And from there I promoted myself into the business of manufacturing hair goods and preparations....I have built my own factory on my own ground."

Belinda Menendez

- Belinda Menendez is the President of International Television Distribution at Universal Studios, Inc.
- She joined Universal in 2001 with more than fifteen years of international filmed entertainment sales experience, both as a buyer and seller.
- She manages the licensing of Universal's television and film libraries outside the U.S., and oversees the international distribution of original television programming produced by USA Networks, Studios USA, USA Cable Entertainment, and Sci-Fi Network.
- From 1986 to 1995, she ran international television sales for Televisa for all territories outside of Latin America.
- Menendez attended the St. Andrews University in Scotland.



Rosalind Brewer



- Rosalind Brewer serves as President and CEO of Sam's Club, a division of Wal-Mart Stores Inc.
- Her career with Walmart began in 2006 with her position as regional vice president over operations in Georgia. In 2012, she was named President and CEO of Sam's Club, becoming the first African American to lead a Walmart division.
- Brewer is a graduate of the University of Chicago Booth School of Business/Stanford Law School. She completed her undergraduate education at Spelman College, where she earned a bachelor's degree in chemistry.
- In 2013, Brewer was named one of the World's 100 Most Powerful Women by Forbes. The magazine also named her among the Most Powerful Black Women of 2013. Brewer serves on the board of directors for Lockheed Martin Corporation, and she is chair of the board of trustees for Spelman.

Dr. Mae Jemison

- Chemical engineer, scientist, physician, teacher and astronaut, Dr. Jemison has a wide range of experience in technology, engineering, and medical research.
- She is well-versed in African and African-American Studies, speaks fluent Russian, Japanese, and Swahili, and is trained in dance and choreography.
- When Dr. Jemison completed her astronaut training program in August 1988, she became the fifth black astronaut and the first black female astronaut in NASA history.



Marlen Esparza



- Marlen Esparza (born July 1989) is a first-generation Mexican-American born in Houston, Texas.
- Esparza graduated from Pasadena High School in Pasadena, Texas in 2007.
- At 22 years old, she was the first American Female Olympic Boxer – ever.
- The 2012 summer Olympics in London was the first games where women competed in the boxing ring.
- Esparza has an endorsement deal with Cover Girl cosmetics.
- She also appeared in a Spanish language commercial for Coca-Cola, and on a commercial for McDonald's.

Venus & Serena Williams



- The Williams sisters are professional tennis players: Venus Williams (b. 1980), a seven-time Grand Slam title winner (singles), and Serena Williams (b. 1981), sixteen-time Grand Slam title winner (singles). Both were coached from an early age by their parents.
- Both sisters have had the honor of being ranked by the Women's Tennis Association at the World No. 1 position.
- During the 2010 French Open, they became the co-world no.1 players in women's doubles, in addition to holding the top two positions in singles tennis as well.
- Both have won four gold medals at the Summer Olympics Games, one each in singles and three in doubles – which all they won together, the most of any tennis players.

Sonia Sotomayor

- Sonia Maria Sotomayor is an Associate Justice of the Supreme Court of the United States. She is the Court's 111th justice, its first Hispanic justice, and its third female justice.
- Sotomayor was born in New York City and is of Puerto Rican descent. Her father died when she was nine, and she was raised by her mother.
- She graduated from Princeton University in 1976 and received her J.D. from Yale Law School in 1979.
- Sotomayor was nominated to the U.S. District Court for the Southern District of New York by President George H. W. Bush in 1991.
- In 1997, she was nominated by President Bill Clinton to the U.S. Court of Appeals for the Second Circuit.
- Sotomayor has taught at the New York University School of Law and Columbia Law School.
- In 2009, President Barack Obama nominated Sotomayor to the Supreme Court. Her nomination was confirmed by the Senate in August 2009 by a vote of 68-31.



Elizabeth Eckford



- Elizabeth Eckford (b. (1941) is one of the Little Rock Nine, a group of African-American students who, in 1957, were the first black students ever to attend classes at Little Rock Central High School in Little Rock, Arkansas.
- Elizabeth's public ordeal was captured by press photographers on the morning of September 4, 1957, after she was prevented from entering the school by the Arkansas National Guard.
- Eckford and eight other African American students made an unsuccessful attempt to enter Little Rock Central High School, which had been segregated.

Ilena Ros-Lethinan

- Ilena was born in Havana, Cuba in July 1952. At the age of eight, she and her family were forced to flee from the oppressive communist regime of Fidel Castro. They settled in Miami.
- She attended Southside Elementary School in Little Havana, West Miami Junior High, and Southwest High School.
- She earned a Masters Degree in Education from Florida International University and Doctorate in Education from the University of Miami in 2004.
- In 1982 she was elected to the Florida State House of Representatives and the Florida Senate in 1986, becoming the first Latina woman to serve in either body.
- She was elected to the U.S. House of Representatives in 1989-- the first Latina woman to serve in Congress.



Rosa Parks



- Rosa Parks, named "The Mother of the Modern-Day Civil Rights Movement, was an African-American woman born in Tuskegee, Alabama in 1913. She is most well known for her stand against racial segregation on public buses in Montgomery, Alabama. She refused to give up her seat for a white man and was arrested, charged and convicted of civil disobedience. Rosa spent most of her life fighting for desegregation, voting rights, and was active in the Civil Rights movement that has shaped social code in the United States.
- Within the span of her 92 years of life, Rosa has been actively peered by the most influential leaders in black American history. She has been presented with numerous awards for her contribution in forging positive change in a time when social inequality was commonplace.

Jocelyn Elders

- Joycelyn Elders is a pediatrician and public health administrator.
- Elders was born in Schaal, Arkansas, to a poor farm family and was the eldest of eight children.
- In 1952, she received her B.S. degree in Biology from Philander Smith College in Little Rock.
- She joined the US Army in 1953 and was trained as a physical therapist. She then attended the University of Arkansas Medical School, and obtained her M.D. degree in 1960.
- After completing an internship at the University of Minnesota Hospital and a residency in pediatrics at the University of Arkansas Medical Center, Elders earned an M.S. degree in Biochemistry in 1967.



- In January 1993, Bill Clinton appointed her the United States Surgeon General, making her the first African American and the second woman to hold the position.

Celia Cruz



- Celia Cruz (1925-2003) was a Cuban-American salsa performer who earned twenty-three gold albums and was renowned internationally as the "Queen of Salsa."
- Cruz was born in Havana, Cuba and began singing in Havana's radio station Radio Garcia-Serra's popular "Hora del Té" daily broadcast.
- In 1950, Cruz made her first major breakthrough, as the lead singer of the Sonora Matancera, a renowned Cuban orchestra and Cruz became famous throughout Cuba.
- With Fidel Castro assuming control of Cuba in 1959, Cruz and her husband, left their homeland and became citizens of the United States.
- In 1990, Cruz won a Grammy Award for Best Tropical Latin Performance - Ray Barretto & Celia Cruz - *Ritmo en el Corazon*. She later she starred with Antonio Banderas in the film *The Mambo Kings*. In 1994, President Bill Clinton awarded Cruz the National Medal of Arts.

Michelle Obama



- Michelle LaVaughn Robinson Obama, a lawyer and writer, is the wife of the 44th and current President of the United States, Barack Obama, and the first African-American First Lady of the United States. Raised on the south side of Chicago, Obama attended Princeton University and Harvard Law School before returning to Chicago to work at a law firm where she met her future husband. Subsequently, she worked as part of the staff of Chicago mayor Richard M. Daley, and for the University of Chicago Medical Center.
- In 2007 and 2008, she helped campaign for her husband's presidential bid. She delivered a keynote address at the 2008 Democratic National Convention and also spoke at the 2012 Democratic National Convention. She is the mother of daughters Malia and Sasha. As the wife of a Senator, and later the First Lady, she has become a role model for women, and an advocate for poverty awareness, nutrition, and healthy eating.

You are all Precious Jewels

Keep your head up,

You have a right to be proud.

Look at you!

Beauty and Brains,

Who can touch that?

Do you realize the power

In your step?

Your smile?

Your attitude?



A Precious Jewel

Don't you see the beauty in



Your confidence?

Compassion?

And laughter?



Precious Jewels of Booth-Fickett Middle School

Be Proud!

No one can take that away.

Don't ever be afraid to shine.

You are a precious jewel!



Powerful Woman of Color

Insert your photo here!

I am talented.
I am intelligent.
I am beautiful.
I am amazing.
I am disciplined.
I am precious.
I am a masterpiece.
I can do anything.

I am a powerful woman of color!

**INTERNSHIP AFFILIATION AGREEMENT
UNIVERSITY OF ARIZONA**

This Agreement is entered into as of December 2, 2013 (the "Effective Date"), by and between the ARIZONA BOARD OF REGENTS, for and on behalf of the UNIVERSITY OF ARIZONA ("University"), and the TUCSON UNIFIED SCHOOL DISTRICT ("TUSD").

1. Term. The Term of this Agreement is for one calendar year commencing on the Effective Date. It may thereafter be renewed for successive one-year terms upon the express written consent of both parties, except that either Party may, at any time, with or without cause, cancel this Agreement by providing the other Party with ninety (90) days advance written notice.

2. Purpose and General Terms.

a) University's School of International Languages, Literature and Cultures wants to establish an educational program ("Program") to benefit students ("Participating Students") by allowing them to obtain real-world experiences in a variety of settings in conjunction with TUSD's Department of African American Student Services ("DAASS"). TUSD wishes to assist University in establishing the Program by allowing Participating Students to observe its professional staff performing their duties in such real-world settings. The Program, including Participating Student time commitments and duties, is more fully described in the attached "Partnership Description" which is made a part hereof by reference.

b) University and TUSD will agree on schedules for Participating Students performing duties at TUSD. Each Participating Student is expected to comply with all applicable TUSD policies, standards, and directives. TUSD may relieve a Participating Student from further Program participation if, in its sole discretion, it believes that such student has violated its policies, standards, and/or directives. In such case, TUSD will

give University an opportunity to nominate another student to replace the student who was relieved.

c) Neither University nor TUSD is obligated to provide transportation to any Participating Student to or from TUSD.

d) Representatives of University and TUSD will participate in a meeting or telephone conference at least one time each semester to evaluate, among other things, Program objectives, changes or enhancements thereto, and the performance of Participating Students. Statements of Program performance objectives will be the joint responsibility of University and TUSD personnel.

e) Participating Students' educational records are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99. Accordingly, TUSD must obtain express written permission from any Participating Student before releasing any data pertaining to such student to anyone other than to University. The University will provide guidance to TUSD, as needed, with respect to complying with FERPA.

f) There will be no compensation or financial exchange between the University, TUSD, or Participating Students; Participating Students, therefore, will not be compensated by TUSD or University for their participation in the Program.

3. TUSD's Obligations.

a) TUSD shall retain ultimate control and authority over all on-site aspects of educational services relating to its students, including training of Participating Students. TUSD shall be responsible for providing full-time direct supervision of Participating Students while such students are on its premises and their acts shall be subject to prior review and approval by TUSD's professional staff. TUSD shall be proactive in informing

its staff and others concerning the training role of Participating Students in order to prevent any mistaken impression as to their status.

b) The Director of the DAASS or his/her designee shall serve as the Program liaison to University.

c) Upon University's request, TUSD will complete such records, including time, attendance, and performance evaluation records, pertaining to Participating Students, as may from time-to-time be requested by University. University will only ask TUSD to evaluate the on-site performance of Participating Students in the Program to assist University in assigning grades and providing feedback to such students. The content, format, and timing of submission for such records will be established by University in consultation with TUSD.

d) TUSD will provide orientation to Participating Students with regard to hours of participation, place of duties, conditions of its premises, standards of conduct, confidentiality, and facility safety procedures and operations. TUSD will provide Participating Students with at least the same safety training it provides to its regular employees working under similar conditions. TUSD will alert each Participating Student and the University of any non-obvious dangers associated with facilities, activities, and the surrounding locales of which it is aware and as to which Participating Students may be assigned.

e) TUSD will permit representatives of the University to perform on-site visitations in order to observe and evaluate the performance of Participating Students.

f) TUSD will not impair its existing contracts for service with any work performed by Participating Students.

g) TUSD is responsible for the acts and omissions of its employees and agents and must maintain adequate insurance (which may include a bona fide self-insurance

program) to cover any liability arising from the acts and omissions of its employees and agents.

4. University's Obligations.

a) University will establish, maintain, and communicate to Participating Students, the academic, curriculum and confidentiality standards and educational policies for the Program.

b) University will screen eligible students and select as Participating Students only those individuals who meet the minimum qualifications set forth in the attached Partnership Description. University will notify potential Participating Students that TUSD reserves the right to perform a criminal background check (which may include fingerprinting) at its own expense. University shall only refer such students to TUSD as are willing to undergo such criminal background checking.

c) University shall maintain in place comprehensive general liability insurance coverage in accordance with Arizona Revised Statutes §§ 41-621 et seq. (State of Arizona Self-Insured Program), or amendments thereto, or other pertinent statutes. Maintenance of such coverage shall not constitute acceptance of TUSD's tender of defense of allegations of negligence against Participating Students to the University.

5. Arizona State Agency Provisions.

a) Nondiscrimination. The parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, nondiscrimination and immigration.

b) Conflict of Interest. This Agreement is subject to Section 38-511, Arizona Revised Statutes.

c) **Arbitration.** This Agreement is subject to arbitration to the extent allowed under A.R.S. §§ 12-133 and - 1518 and Rule 4.2 of the Local Rules of the Pima County Superior Court.

d) **Parties' Obligations.** The parties recognize that their respective performances under this Agreement may be dependent upon the appropriation of funds by their respective governing bodies. Should the necessary funds for either party to continue the Program be reduced during the fiscal year, such party may reduce the scope of this Agreement if appropriate or cancel the Agreement without further duty or obligation. Such party agrees to notify the other party as soon as reasonably possible after the unavailability of said funds comes to its attention.

e) **TUSD's Records.** TUSD agrees to retain all records relating to the Agreement and to make those records available at all reasonable times for inspection and audit by the University or the Auditor General of the State of Arizona during the term of this Agreement and for a period of five (5) years after the completion of this Agreement.

f) **Indemnity.** Neither party to this Agreement agrees to indemnify the other party or hold harmless the other party from liability hereunder. However, if Arizona law provides for either a right to indemnity and/or a right to contribution to any party to this Agreement, then the right to pursue one or both of these remedies is preserved.

6. **Miscellaneous.**


a) Nothing in this Agreement shall be interpreted as creating an employment relationship between Participating Students and the University or TUSD.

b) Neither party will assign this Agreement without the consent of the other party.

c) This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or

understanding will be effective. This Agreement is governed by the laws of Arizona, the courts of which state shall have jurisdiction over its subject matter.

UNIVERSITY OF ARIZONA

By: 

Name: Cindy B. Caccavale

Title: Contracts Administrator

12-9-13

TUCSON UNIFIED SCHOOL DISTRICT

By: 

Name: JIMMY HART

Title: DIR. AFRICAN AMERICAN

STUDENT SERVICES

The Tucson Black College Cultural Tour Curriculum

Tour Advisor: Levette McEady

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 HBCUs, 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.

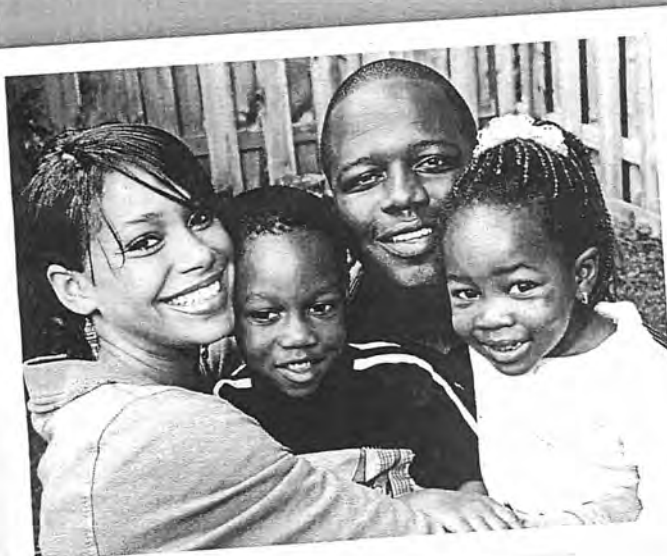
2. The Black College Culture Tour Final Inquiry Project:

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:

- 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.



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*

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)

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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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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

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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

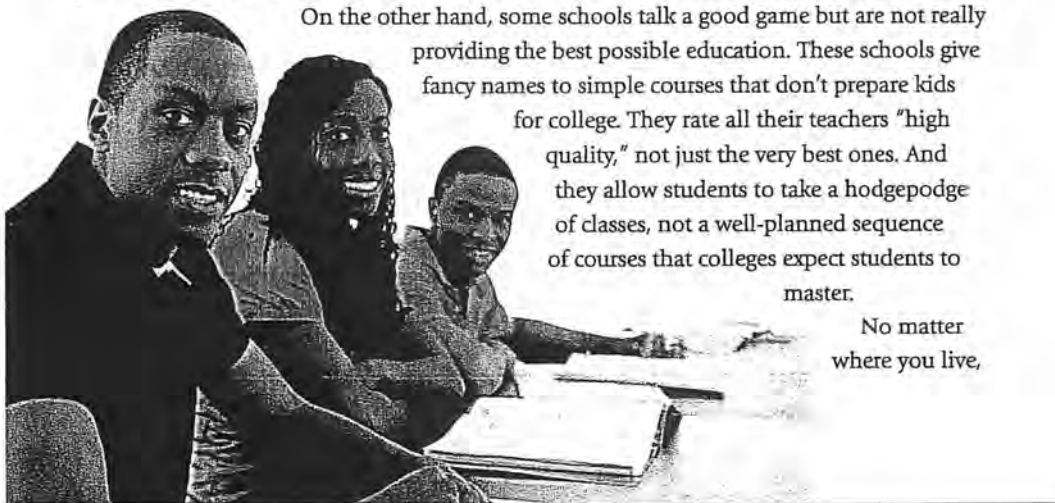
Over a lifetime, the difference in salary between a high school graduate and a college graduate amounts to nearly \$1 million. So it just makes good sense to help your child prepare now for college and a career.

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.

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

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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 aid 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.

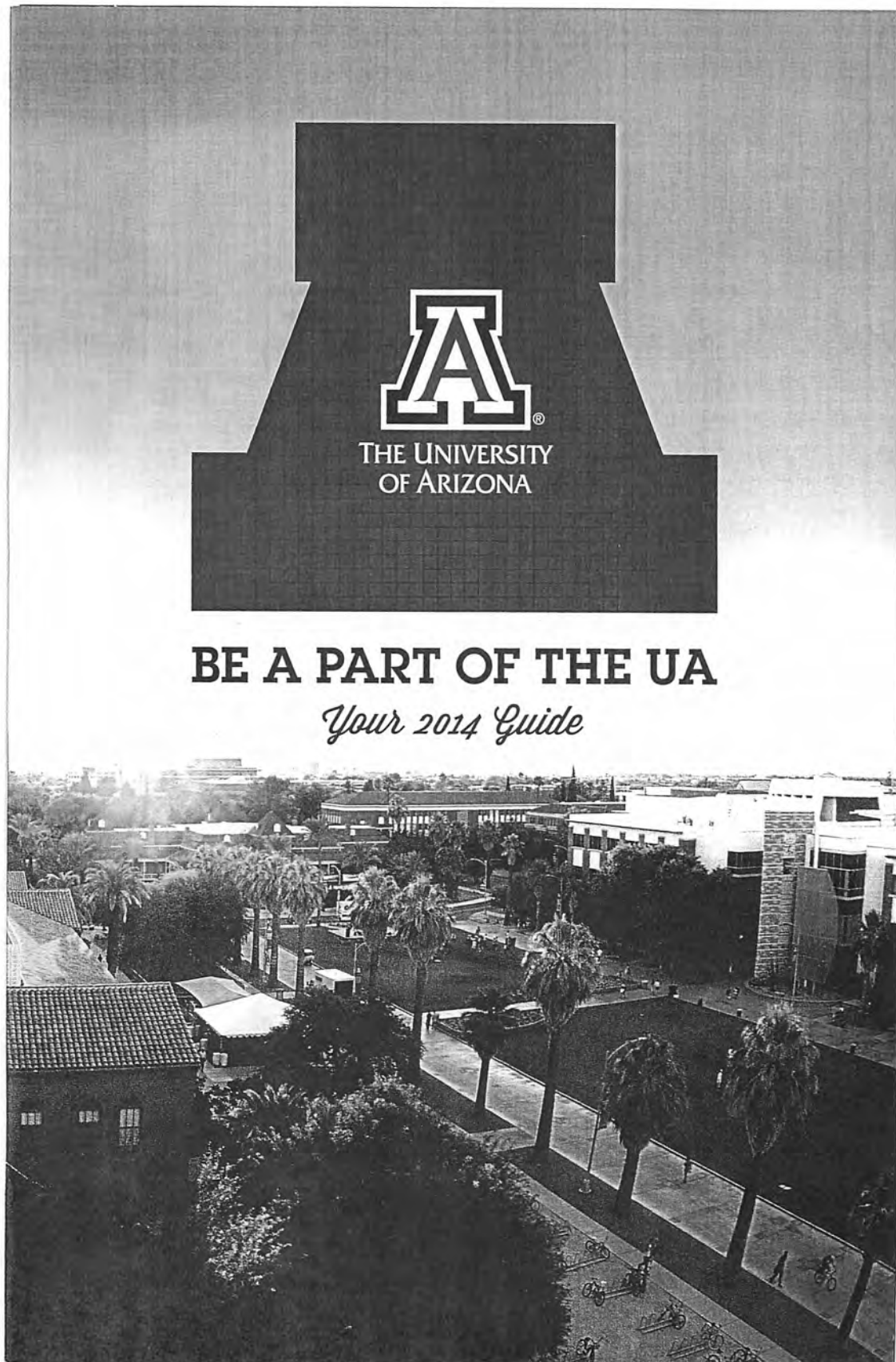
2013-2014	
ACT Test Dates & Registration Deadlines	
September 21, 2013	August 23, 2013
October 26, 2013	September 27, 2013
December 14, 2013	November 8, 2013
February 8, 2014	January 10, 2014
April 12, 2014	March 7, 2014
June 14, 2014	May 9, 2014

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



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

- Bachelors
- Masters
- Doctorate/Professional



NUR
Nursing
nursing.arizona.edu
520.626.6154

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

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
	Environmental Health Sciences
CALS	Environmental Hydrology & Water Resources
CALS	Environmental Sciences
SBS	Environmental Studies
	Epidemiology
SBS	eSociety
	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
	Geosciences
HUM	German Studies
CLAS	Global Studies
EDUC	Higher Education
SBS	History
SBS	Human Language Technology
	Hydrology
	Hydrometeorology
MED	Immunobiology
ENG	Industrial Engineering
SBS	Information Resources & Library Science
SCI	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.

UNDERGRADUATE RANKINGS

#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.

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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



PROJECT SOAR

STUDENT OUTREACH, ACCESS, & RESILIENCY

Project SOAR Fact Sheet

Overview of Program

Project SOAR (Student Outreach for Access, & Resiliency) is a service-learning experience that routinely places over 100 UA undergraduate mentors in under-resourced, public middle schools in the Tucson area. These students are enrolled in either Higher Education (HED) 350 or HED 397B, both of which examine issues of college access. This College of Education program is housed within the Center for the Study of Higher Education in the Department of Educational Policy Studies and Practice.

Courses Associated with Project SOAR

HED 350

HED 350 is an upper-division undergraduate course that introduces students to the major theories and research conducted in areas of college access, outreach, academic achievement, and resiliency. Previously listed as HED 397A, this course has been offered since spring 2005, and has always included the Project SOAR service-learning component, which requires that the students mentor for at least 25 hours per semester. HED 350 is now offered during Fall and Summer I semesters. It has been approved as part of the General Education curriculum and is now a recognized Tier II INDV course; it is also a component of the Adolescents, Community and Education minor.

HED 397B

Though this course is a complement to HED 350, HED 350 is not a pre-requisite for HED 397B. Run as a small-group discussion section, this course emphasizes the mentoring experience, while providing supplemental instruction on the major theories and research conducted in areas of college access, outreach, academic achievement, and resiliency. The welcoming classroom environment allows returning students to fine-tune their mentoring skills while assisting classmates who are new to the program, and engages all students in academic coursework regarding current issues in K-12 education and college access. Students are required to spend an average of 1 to 2 hours per week at their assigned schools, for a semester total of approximately 25 hours of service.

Relationship with College of Science

In Summer 2010, Project SOAR partnered with the College of Science to create a section of SOAR specifically for CoS undergraduates. Beginning in 2011, CoS SOAR students and TAs will be actively involved in the SOAR Science Collaborative, a service-learning component specific to CoS SOAR that both enhances the CoS SOAR curriculum, and is designed by the science teachers and mentors to meet classroom learning objectives. The Collaborative, made up of 12 science teachers from participating SOAR middle schools and CoS SOAR mentors, will meet 5 times per year to design hands-on science activities for MS students, and to share best practices with one another. As participants span 6-8 middle schools and the university, the Collaborative allows members to share ideas and learn from one another in a setting otherwise unavailable. Additionally, the CoS SOAR graduate assistants will work with the CoS outreach centers (Biosphere 2, Flandrau Science Center, Marine Discovery, Steward Mirror Lab, etc.) to engage SOAR middle school mentees in science through campus visits and/or in bringing resources from these centers into the schools.



College of Science (CoS) SOAR

CoS SOAR is a discussion section of both HED 350 and HED 397B specifically designed for CoS undergraduates who are interested in combining science outreach with the mentoring they provide at local schools. The CoS SOAR discussion sections include discussions about science outreach in the middle schools, and the mentor format takes place with small groups of 3-5 middle schoolers on a weekly basis in a science classroom, while doing hands-on (mentor-led) science projects with the students.

Impact of Program

- Over 21,000 mentoring hours have been logged by SOAR students since 2005
- Over 2,000 middle school students have benefited from a SOAR mentor since 2005
- A 2011 mentee survey revealed that 73.3% of the middle school students believed they had a mentor who motivated them to do well in school, believed they could be a success (74%), and had increased their motivation to get good grades (67.9%)
- 72% of the middle school mentees surveyed agreed that their mentors had increased their interest in going to college. Additionally, mentors were credited for increasing their knowledge about getting into college (69.4%) and future careers (67%)

Program Leadership

Project SOAR was developed in 2005 and directed by Dr. Jenny Lee, Associate Professor and Director of the Center for the Study of Higher Education, from 2005 through Spring 2009. Associate Professor Dr. Regina Deil-Amen served as director during the 2009-10 academic year. Dr. Lydia Bell, Assistant Professor of Practice, currently serves as the director of Project SOAR.

Project SOAR Research Efforts

Research stemming from Project SOAR has been presented at the annual meetings of both the Association for the Study of Higher Education and the American Educational Research Association. Publications stemming from these research efforts, co-authored by Jenny Lee, Higher Ed. alumnae Michelle Espino and Stephanie Levitt, and current SOAR Director Lydia Bell, have been either accepted for publication or are under review in various education journals.

Schools Currently Served by Project SOAR

Challenger Middle School (Sunnyside Unified School District)
Chaparral Middle School (Sunnyside Unified School District)
Hohokam Middle School (Tucson Unified School District)
Imago Dei Middle School (Independent, tuition-free school)
Mansfeld Middle School (Tucson Unified School District)
Roskrige Middle School (Tucson Unified School District)
Safford Middle School (Tucson Unified School District)
Wildcat Middle School (Charter)

Project SOAR Contact

Director: Lydia F. Bell, lfbell@email.arizona.edu, (520) 621-1517

Website

<http://soar.web.arizona.edu/>



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AT PIMA COMMUNITY COLLEGE



NAU offers programs at Pima Community College and online.

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- 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



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ARIZONA
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(520) 879-7900



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

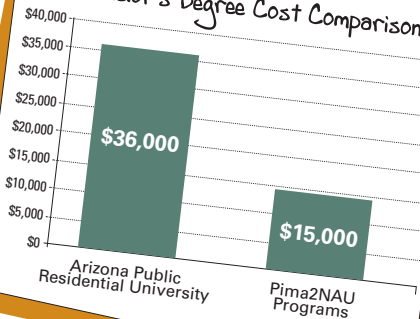


WHAT ARE OTHER PIMA2NAU BENEFITS?

- 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!

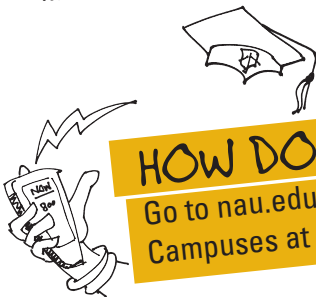
HOW MUCH TUITION CAN I SAVE?

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



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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

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

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✓ 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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✓ 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 ✓ <i>WJH</i>	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
James, Emily	United Way of Tucson & Southern Arizona 320 Community Bank Loop Tucson, AZ 85715	Telephone: 520-693-9000 Email: james.emily@unitedway.org
James, Emily	Arizona Farm to Learn	
James, Emily	El Centro High School 1610 E. 10th Ave Tucson, AZ 85719	Telephone: 520-528-6717 Email: james.emily@elcentrohsd.edu
James, Emily	El Centro High School 3001 W. 21st Street Blvd Tucson, AZ 85711	Telephone: 520-325-4003 Email: james.emily@elcentrohsd.edu
James, Emily	El Centro High School PO Box 16088 Phoenix, AZ 85011-0088	Telephone: 520-410-0078 Email: james.emily@elcentrohsd.edu
James, Emily	University of Arizona College of Education 1010 E. 10th Street Tucson, AZ 85719	Telephone: 520-873-2227 Email: james.emily@uofa.edu
James, Emily	University of Arizona - Admissions PO Box 4084 Tucson, AZ 85011	Telephone: 520-525-6211 Email: james.emily@uofa.edu
James, Emily	University of Arizona 1204 E. Lowell Street Tucson, AZ 85725	Telephone: 520-521-1425 Email: james.emily@uofa.edu
James, Emily	Regional College Access Center (RCAC) 930 E. Broadway Tucson, AZ 85719	Telephone: 520-570-0055 Email: james.emily@rcac.edu
James, Emily	Grand Canyon University 3200 W. Camelback Rd. Tucson, AZ 85017	Telephone: 520-970-1088 Email: james.emily@grandcanyon.edu
James, Emily	National Hispanic University 130 E. University Drive Tucson, Arizona 85724	Telephone: 520-208-9319 Email: james.emily@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: 520-325-3365 Email: cindy@pcc.edu
		TESSD Student Equity & Intervention	
Urbina, Maria		University of Arizona - Office of Admissions	



TUSD

Tucson Unified School District



PimaCommunityCollege

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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*

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**



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Appendix V-57 p. 80

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

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757-572-3532

TucsonAEPCI@gmail.com

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

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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, 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.

**African American Student Affairs
Fall 2014 Internship Syllabus
LASC 393**

<u>INSTRUCTORS/FACILITATORS:</u>	April Petillo, <i>Community Facilitator/Graduate Assistant</i> African American Student Affairs (AASA) Dr. Martin Luther King Bldg #209 apetillo@email.arizona.edu (email) 626-3419 (AASA office)
<u>TIME:</u>	Session Time -Time to be determined, set for Monday, Tuesday or Wednesday Office Hours - by appointment
<u>LOCATION:</u>	AASA, Conference Room
<u>READINGS:</u>	Will be available each week on D2L or in session

Course Objectives

This course is designed as a theoretical and practical course focused on the experience of students in the African Diaspora in higher education administration, particularly around academic success and retention, social justice and academic activism. The main goal of this design is to prepare students to facilitate interactive dialogue in numerous settings.

The assignments in the internship course are specifically designed to encourage and enhance in-depth reflection and critical analysis of the experiences in the higher education environment. The practical assignments are to aid in the professional development of the students in the areas of student support services, event planning, and program coordination. Students earn 1 course credit (3 hours/wk) for demonstrating an understanding of the academic material AND performing associated tasks as assigned.

Specifically, as a student in this course you will have the opportunity to:

1. Develop an increased awareness of yourself as an individual and as a member of multiple social identity groups.
2. Learn more about your own and others' cultures, histories, and experiences.
3. Explore commonalities and differences across cultural boundaries.
4. Develop effective facilitation skills, including communication, conflict exploration, and ally-building skills.
5. Identify actions that contribute toward social justice within communities.
6. Learn the process-content model components for successful dialogue facilitation.
7. Articulate the internal and external influences on identity and the process of self authorship.

Course Description

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This course assumes that the most effective facilitators of multicultural group interactions possess a level of awareness, skill, knowledge, and passion. The topics of this course include social identity development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; basic group facilitation skills and their applications in multicultural settings. We will address these and other topical areas through readings, videos, facilitated in-class dialogues, activities, simulations, role-plays, and reflective journal and writing assignments.

Course Format

Students will report for regular hours and be supervised through African American Student Affairs. Required hours will also include events outside of or in addition to regular meetings. Internship hours may be completed Monday through Friday, but also on nights and weekends in which events are held. Students will attend weekly team meetings, trainings, and hold regular office hours as needed and determined by their supervisor(s).

Attendance Policy

Students participating in the internship program must log weekly hours performed in conjunction with internship duties. If the student fails to attend any events in which he/she is working without prior permission from the Internship Supervisor, a failing grade may be given. In addition, each student will work collaboratively with the staff member overseeing his/her internship for specific attendance requirements (i.e. planning meetings, advising/supervising meetings, and class sessions).

Academic Integrity

Student work should be characterized by academic integrity and honesty. All students are expected to abide by the university's code of academic integrity. The code can be found at: <http://dos.web.arizona.edu/uapolicies/cai1.html>. If there are any questions regarding the university's policy on academic integrity, please talk the course instructor.

ADA Resources

If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you, the Disability Resource Center to help determine appropriate accommodations. We will treat any information about your disability with the utmost discretion.

Students needing special accommodations or special services should contact the Disability Resource Center (<http://drc.arizona.edu>) and/or the SALT Center (<http://www.salt.arizona.edu>). Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to me as soon as possible.

Grades/Evaluation

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A grade of Superior (S), Pass (P), or F (Fail) will be given to each student in the internship course based on evaluation of the following components.

1. Completion of the hourly duty log noting an average of 3 hours per week of the 16 week internship period (48 hours, total). A portion of these hours (¼ or 12) should be completed in AASA. Team meeting hours are not included in this total.
2. Weekly reflective journal entries (250 words, roughly a paragraph) about the week's activities, readings, and/or topics assigned by Supervisor(s). Journal topics are determined by the readings and discussion of the previous week.
3. A 4-page reflective and evaluative paper of the internship experience (due by the last day of classes) to the Supervisor.
4. Coordination and attendance at regular meetings with the Supervisor and team. Ideally, this is at the same each week but can vary as needed. This time does not count towards the hourly duty log.
5. Timely response to emails from the Internship Supervisor, other Interns, and AASA Staff (within 48 hours).
6. Planning, coordination, advertising and staffing specific AASA events as discussed in supervisory meetings.
7. Participation in and proof of completion for 2 of the following required trainings. A portion of these hours will count towards the hourly duty log with prior approval
 - a. Both of the cultural center collaboration training, SafeZone General Training and Ally Development training, if not already completed
 - i. (register early at <https://deanofstudents.arizona.edu/lgbtqaffairs/safezone-training-schedule>)
 - b. Any Spring 2014 Intergroup Dialogue series
 - i. (find out about them via AASA's own Maria Moore or <http://deanofstudents.arizona.edu/getting-involved/common-ground-alliance-project>)
 - c. A Bronze Certificate in any of the Atlas Program Tracks
 - i. (for more information see <http://leadership.arizona.edu/org/atlas/home>)
 - d. A training approved by the Internship Supervisor before attendance.
 - i. Please provide written, official details about the training such as a flyer or brochure to the discussion.

Course Readings

All course readings will be made available on D2L.

This syllabus is subject to revision as needed and determined by the Supervisor(s). Any revisions will be discussed in the meeting time and shared via D2L.

3/15/05

University of Arizona SUPERVISOR'S INTERNSHIP EVALUATION FORM

This form, **to be completed by the intern's on-site supervisor**, is meant to provide constructive feedback to the student and course instructor about the student's relative strengths and weaknesses as demonstrated in the internship. Unless the evaluation is extremely positive or negative, it will not significantly affect the student's grade for the internship, which is primarily based on the quality of the related academic coursework.

Student Name: _____ **Semester(s) of Internship:** _____

Sponsoring Organization: _____ **Organization Supervisor:** _____

The supervisor should evaluate the intern as objectively as possible by circling the number in each range that best describes the intern's performance for that characteristic. If the quality in question is irrelevant to the work the student has been performing, please circle "N/A" (not applicable).

Attitude	Excellent	5	4	3	2	1	Poor	N/A
Dependability	Excellent	5	4	3	2	1	Poor	N/A
Ability to Learn	Excellent	5	4	3	2	1	Poor	N/A
Skills and Accuracy in Work	Excellent	5	4	3	2	1	Poor	N/A
Quantity of Work	Excellent	5	4	3	2	1	Poor	N/A
Quality of Work	Excellent	5	4	3	2	1	Poor	N/A
Relations with Others	Excellent	5	4	3	2	1	Poor	N/A
Initiative	Excellent	5	4	3	2	1	Poor	N/A
Communication Skills – Written	Excellent	5	4	3	2	1	Poor	N/A
Communication Skills – Oral	Excellent	5	4	3	2	1	Poor	N/A
Organizational Skills	Excellent	5	4	3	2	1	Poor	N/A
Attendance	Excellent	5	4	3	2	1	Poor	N/A
Punctuality	Excellent	5	4	3	2	1	Poor	N/A
Flexibility	Excellent	5	4	3	2	1	Poor	N/A
Observance of Rules, Policies and Procedures	Excellent	5	4	3	2	1	Poor	N/A
Leadership	Excellent	5	4	3	2	1	Poor	N/A

Creativity	Excellent	5	4	3	2	1	Poor	N/A
Responsiveness to Criticism	Excellent	5	4	3	2	1	Poor	N/A
Other Skills Unique to Position								
1.	Excellent	5	4	3	2	1	Poor	N/A
2.	Excellent	5	4	3	2	1	Poor	N/A
3.	Excellent	5	4	3	2	1	Poor	N/A

What are the student's outstanding STRENGTHS? _____

In what areas does the student need IMPROVEMENT? _____

How often did you provide feedback to the intern about his/her work?

Weekly _____ Monthly _____ 1-2 times _____ Never _____

Verification that student has worked a minimum of _____ hours per week at this internship.

Has this report been discussed with the intern? Yes _____ No _____

Comments: _____

Organization Supervisor's Signature

Date

Student's Signature (if jointly completed)

Date

Please complete and return this form by: _____ to _____

Date

Department Course Instructor

Mailing Address	<u>Tucson</u>	<u>AZ</u>	<u>85721</u>
	City	State	Zip



PCC Has Six Campuses
and Two Learning Centers
to Choose From!
Visit www.pima.edu



(520) 206-4500
www.pima.edu

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



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) 22 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.

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!



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.

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.

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.

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.

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.

Follow the steps at each grade level

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

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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

Appendix V-57 p. 92

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

[illegible]

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WORKSHOP - SESSION 2

[illegible]

***Delta Sigma Theta Sorority, Inc.
Tucson Alumnae Chapter
Presents***



2013-2014

Delta GEMS Program Goals

- To instill in our high school girls the need to excel academically
- To provide tools that will enable our girls to sharpen and enhance their skills to achieve high levels of academic success
- To assist our high school girls in proper goal setting and planning for their futures - High school and beyond
- To create compassionate, caring and community minded young women by actively involving them in service learning and community service opportunities

Participant Application Criteria

In order to participate in Delta GEMS, applicants must meet the following criteria:

- Minority female
- Grades 9 - 12 (ages 14-18)
- Complete and submit a Participant Registration form and Parental Consent Form
- Available to meet once a month on Saturday throughout the school year

Participant Profile

Delta GEMS is designed for young ladies who exemplify one or more of the following characteristics:

- Young women who have potential, but may need guidance, support and/or the skills to achieve success
- Young women who are interested in developing leadership skills
- Young women who are actively pursuing college and/or career options
- Young women who need engagement and support in pursuit of higher learning

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



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.

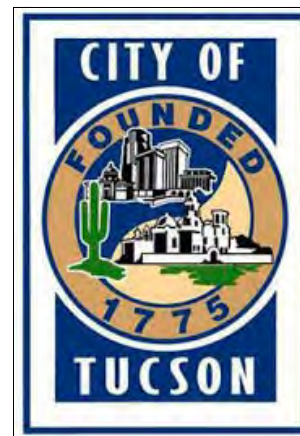
This event is free and open to the public.



Congressman Raúl M. Grijalva

&

Mayor Jonathan Rothschild



Location:

El Pueblo Activity Center

101 W. Irvington Road, Bldg. 9

Tucson, AZ 85706

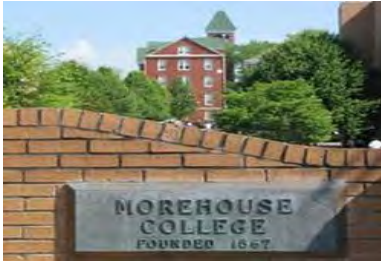
Please RSVP to: Evan Wesley at Evan.Wesley@mail.house.gov or (520) 622-6788

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*

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

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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 _____

African American Student Services Department TUCSON UNIFIED SCHOOL DISTRICT



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TUCSON UNIFIED SCHOOL DISTRICT**



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Parent(s) signature _____

Student signature _____



AFRICAN AMERICAN STUDENT SERVICES

TUCSON UNIFIED SCHOOL DISTRICT

INTERNSHIP OPPORTUNITY

An integral component of this internship involves connecting the services and expertise of dedicated and talented individuals at the University of Arizona Africana Studies Program with TUSD African American Student Services department and their students.

This intern position is an ideal opportunity for someone who is eager to learn, to be engaged and strives to influence our future generations.

Each intern will work with a team of professionals and is a part of initiatives directly benefiting the students and their communities. It is an exciting opportunity to positively influence the students of our future.

Possible Internships:

- Weekly leadership development workshops for middle/high school students
- Organizing, implementing and developing curriculum for an African American Culture Club.
- Assist in organizing and implementing district-wide leadership development seminars for African American students (e.g., Black Male Roundtable, Young Women in Stem).
- Working to increase parent/community engagement.
- Implementing a tutoring program focused on math and cultural awareness.
- Research and pilot project to focus on African American students' needs.
- College and career readiness development.



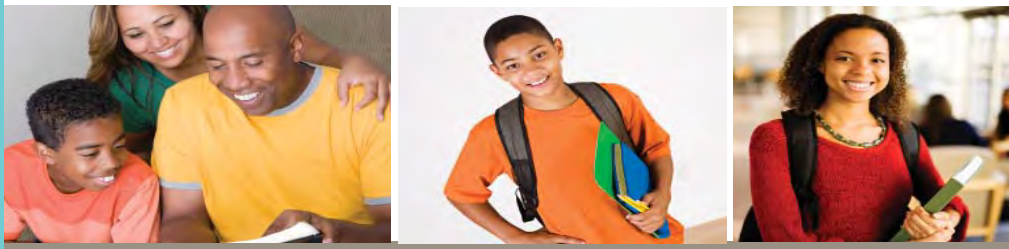
UA juniors and seniors in good standing with a minimum cumulative GPA of 2.8 may earn 3 units of AFAS 493 Internship. If interested, contact Prof. A-P Durand at adurand@email.arizona.edu

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ORIENTATION:
January 27th or 28th

INTERNSHIP:
February 3 - April 25, 2014

University of Arizona
Africana Studies Program
223 Learning Services Building
P.O. Box 210105
Tucson, AZ 85721-0105
Phone: (520) 621-5665
Fax: (520) 621-9768



A GUIDE FOR AFRICAN-AMERICAN PARENTS

How to Help Your Child Prepare for College and Career



The Education Trust
USP V.F.1.p

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.



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

USP V.F.1.p F 202/293-1217 F 202/293-2605 WWW.EDTRUST.ORG



YOUNG MEN'S LEADERSHIP CONFERENCE

On February 27, 2014, President Obama signed a memorandum: "My Brothers's Keeper"- Creating and Expanding Ladders of Opportunity for Boys and Young Men of Color.

In reponse to this initiative, we the Southern Arizona Black College Community Support Group are preparing to provide young men of color an opportunity to "Prepare for the Challenges of the 21st Century" as follows:

- Prepare children to become life-long learners
- Create an atmosphere of self-worth and build self-esteem
- Coach, encourage and direct African American males to enter college
- Assist with course selection needed to qualify for entry into college

Our organization has created many opportunities for youth to fulfill their dreams by:

- Visiting our Historical Black Colleges and Universities
- Attending educational and career planning workshops for students and parents
- Attending African American Youth Heritage Day
- Teaching parents how to navigate and become their child's advocate in the public school system.

We are launching three (3) sessions to begin our outreach. Our plan is to provide on-going opportunities for our community of color.

TARGET DATE FOR SESSION #1:

DATE: SATURDAY, JUNE 14, 2014

LOCATION: DOWNTOWN LIBRARY LOWER LEVEL.. 101 N STONE..FREE PARKING IN GARAGE

TIME: 10:00 AM - 2:00 PM

LUNCH WILL BE SERVED AND A MONETARY INCENTIVE GIVEN AT THE END OF THE THIRD SESSION

NOTE: WE HAVE LIMITED TRANSPORTATION, IF NEEDED. LET US KNOW ASAP.

Let's work together to put Tucson on the map. The sessions will be filmed and posted on our website and Facebook. Additionally, we will forward these sessions to President Obama. We'll need parental approval for your child to be filmed. There will be a session for the parents only that bring their child.

Please RSVP to ptlcephers@yahoo.com". Reference : **"YOUNG MEN'S LEADERSHIP CONFERENCE"**.



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***SOUTHERN ARIZONA BLACK COLLEGE
COMMUNITY SUPPORT GROUP***

YOUNG MEN'S LEADERSHIP CONFERENCE

R E G I S T R A T I O N F O R M

SATURDAY, JUNE 14, 2014

NAME (Student): _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

CELL: _____ **Home Phone:** _____

EMAIL ADDRESS: _____

PARENT INFORMATION:

Name: _____ **Cell:** _____

Email Address: _____

SCHOOL INFORMATION:

School: _____

Current Grade: _____ **Have you taken?** **SAT** _____ **ACT** _____ **PSAT** _____

Ethnicity: **African American** _____ **Mexican American/Latino** _____

GOALS:

Check all that apply.

College Interest _____

Career Development _____

Job Corp _____

Military _____

I'M INTERESTED IN ATTENDING THE HISTORICAL BLACK COLLEGE TOUR:

November for high school **Yes** _____ **No** _____

March for middle school **Yes** _____ **No** _____

I NEED ASSISTANCE WITH COLLEGE AND CAREER PLANNING:

Scholarships _____ **Selecting a college** _____ **Career selection** _____

**I NEED ASSISTANCE MANAGING MY COURSE SELECTION AND TIME IN
HIGH SCHOOL:** **Yes** _____ **No** _____

NOTE: PICTURES WILL BE TAKEN FOR OUR WEBSITE.

(www.sabccsg.org)

***SOUTHERN ARIZONA BLACK COLLEGE
COMMUNITY SUPPORT GROUP***

YOUNG MEN'S LEADERSHIP CONFERENCE

R E G I S T R A T I O N F O R M

SATURDAY, JUNE 14, 2014

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HIGH SCHOOL:*** **Yes** **No**

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(www.sabccsg.org)

African American Culture Club College Tour Itinerary

Atlanta Georgia and surrounding states: March 14-22

- Chaperones: Levette McEaddy (520) 850-1173
Pamela Price (520) 250-2232
Cassaundra Gonzalez (760) 989-3172
Johnny Gonzalez (760) 609-7678
- Airlines: Depart Phoenix, AZ on Southwest Airlines Flt122 at 5:55pm and arrive Atlanta airport at 11:35pm

Depart Atlanta airport at 8:45am on Southwest Flight 4387 and arrive Phoenix at 11:15am

Friday March 14

Depart Phoenix, AZ on Southwest Airlines Flt122 at 5:55pm and arrive Atlanta, GA at 11:35am

Take hotel shuttle to hotel

Check into Hotel:

Days Inn College Park
4505 Best Road, Atlanta, GA 30337
(404)767-1224

Lights out immediately

Saturday March 15

Depart hotel at 9:30am

Six Flags over Georgia 10:00am-6:00pm

Paid dinner

Cascade Family Skating Rink 7:30pm-11:30pm

Late night snack on your own

Lights out 12:00am

Sunday March 16

Depart hotel at 9:00am

Church 10:00am – World Chances College Park
2500 Burdett Road
College Park, GA 30349

Lunch on your own at Gladys Knight Soul Food Restaurant

MLK Historical Site

Check into Hotel:

Hyatt Place Duluth/Gwinnett Mall
3530 Venture Parkway NW, Duluth, Georgia 30096

USP V.F.1.p

(770) 623-9699

Evening Activity (no bus after 6:30pm)

Paid dinner

Lights out 12:00am

Monday March 17

Depart hotel at 7:00am

Guided Tour *Tuskegee University* 9:00am

Paid lunch at Alabama

Guided Tour *Alabama State University* 1:00pm

Rosa Park Museum 3:00pm

Check into hotel:

Microtel Inn & Suites by Wyndham Daphne/Mobile

29050 US Highway 98

Daphne, AL 36526

(251) 621-7807

Dinner on your own

Lights out 12:00am

Tuesday March 18

Depart hotel at 7:00am

Guided tour at *Dillard University* 10:00am

Paid lunch at Xavier

Guided tour at *Xavier University* 2:00pm

Self guided tour *Southern University*

Check into Hotel:

Holiday Inn Express New Orleans

7049 Bullard Ave, New Orleans, LA 70128

(504) 324-4800

Sightseeing in New Orleans

Dinner on your own

Lights out at 12am

Wednesday, March 19, 2014

Depart hotel at 6:30am

Guided tour at *Alcorn University* 9:00am

Paid lunch

Guided tour at *Grambling University* 2:00pm

Check into Hotel:

Red Roof Inn

102 Constitution Dr.

West Monroe, LA 71292

(318)388-2420

USP V.F.1.p

Dinner on your own

Evening activity

Lights out at 12am

Thursday March 20, 2014

Depart hotel 7:00am

Guided tour *Jackson State University* 10:30am

Paid lunch

Guided tour *University of Alabama* 3:00pm

Self guided tour *Stillman College*

Evening Activity

Check into Hotel:

Days Inn Suites Tuscaloosa Univ. of Alabama
1201 Skyland Boulevard, Tuscaloosa, AL 35404
(205) 759-5000

Dinner on your own

Evening Activity

Lights out at 12:00am

Friday March 21, 2014

Depart hotel at 6:30am

Guided tour *Spelman College* (Girls Only) 10:30am

Guided tour *Morehouse College* (Boys Only) 11:00am

Paid lunch

Guided tour Clark University 1:00am

CNN Studio 2:30pm

Coca Cola Studio

Evening activity

Dinner on your own

Check into Hotel:

Days Inn College Park
4505 Best Road, Atlanta, GA 30337
404-767-1224

Saturday March 22, 2014

Depart hotel at 6:15am on hotel shuttle

Atlanta Airport 6:45am

Depart Atlanta airport at 8:45am on Southwest Flight 4387 and arrive Phoenix at 11:15am

Additional Information:

- **Breakfast is provided at each hotel for free**
- **Students will be responsible for one meal either lunch or dinner and it's indicated on the itinerary**
- **Please check the weather for each city**

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Check into Hotel:

Days Inn College Park
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(404)767-1224

Lights out immediately

Saturday March 15

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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

PARENT UNIVERSITY
“Changing lives, Building Community”
Saturday, October 19, 2013

2013 RESOURCE FAIR EXHIBITOR FORM

- *This event will be held at Pima Community College, West Campus. The Resource Fair will be located at the Bookstore Lobby area.*
- *All Resource Fair Exhibitors will be provided a table and 2 chairs.*
- *All Exhibitors need to be set up by 10am. The event will conclude at 2pm.*

Please complete the information below and return this form no later than **Monday, September 30, 2013** to Dr. Daisy Rodriguez Pitel, drodriguezpitel@pima.edu.

Coordinating Exhibitor Name:		
Description of Organization:		
Employer/Organization:		
Employer/Organization Address:		
City:	State:	Zip:
Telephone Number:	Fax:	
E-mail address:		
Person(s) attending if different then Coordinating Exhibitor:		
Do you have any special needs? If so, please specify:		

Parent University is a partnership between TUSD and Pima Community College
If you have any questions, please contact Dr. Daisy Rodriguez Pitel, by phone at 206-3205,
or via email at drodriguezpitel@pima.edu.

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