Project Pave the Way – FY 2019

How does this project support the Student Affairs and Enrollment Management mission?

Student Affairs supports the UA mission and values by delivering exemplary programs, services, resources and facilities that have a measurable and positive impact on the development and retention of students and contribute to the well-being and advancement of our community. Project Pave the Way seeks to follow the Student Affairs model by impacting the development of undergraduate and graduate students by engaging them in the campus and Tucson community in work that ultimately increases college access for low-income, minority, and first-generation families. Student engagement that demonstrates partnerships across campus and anchors students into their surrounding community should culminate in the type of student success that we currently aspire toward as an institution.

What is the reason for creating/maintaining this project?

Early Academic Outreach (EAO) is seeking to maintain Project the Pave the Way and expand our engagement of UA students over the next few years. EAO partners with school districts and on- and off-campus partners to provide first-generation families with an exposure and understanding of the planning and preparation required for a university education. The two graduate positions and 16 undergraduate positions will allow students to take leadership roles in the college access initiatives. The graduate assistants will be engaged in 640 hours of outreach per graduate student (for a total of 1,280 hours) and the undergraduates will be engaged in an average of 108 hours of outreach per student (for a total of 1735 hours). As a secondary effect, support from the Student Services Fee will Pave the Way for potential future Wildcats in the following manner:

College Knowledge Graduate Assistant

Requested Support = $27,850. Support would allow for hiring of one .50 FTE graduate student to coordinate, plan, recruit, execute and assess at least one College Knowledge conference each semester that seeks to engage those that are critical to students’ college preparation process – counselors and parents. The graduate student would facilitate an alternative Spring Break opportunity for 30 undergraduates called Arizona Delegates. Students would serve as University ambassadors by speaking to their former middle school and high school regarding preparing for college as early as possible. Finally, this graduate student would also facilitate a year-long engagement of at least five students in local college access work.

MASCulinity (Men, Access, Schools & Community) Initiatives Graduate Assistant – a set of initiatives that seeks to increase the number of low-income and underrepresented young men in high school that are knowledgeable of and consider the pathway to a university education.

Requested support = $27,850. Support would allow for hiring of one .50 FTE graduate student to coordinate, plan, recruit, execute and assess the Man Up and Go to College initiative. The graduate assistant would facilitate a 1-unit course on Masculinity and Its Many Intersections through the College of Education’s Center for the Study of Higher Education. The course would seek to engage approximately 20 students in a sixteen-week course that explores masculinity and encourages volunteerism in the area of college access, resulting in an additional 100 hours of engagement. This graduate student would work to organize an on-campus Young Men’s College Conference (previously titled Man Up and Go to College) event and a speaker series that explores the intersections of masculinity, ethnicity, sexual orientation and SES. The seven speakers will engage at least 350 students throughout the series. Finally, the graduate assistant would work to create clusters of activities focused on masculinity across important centers on campus, engaging about 200 more students.
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College Academy for Parents Camp Leaders (11) and Early Outreach Ambassadors (5)

Requested Support = $21,100. Support would allow hiring of sixteen undergraduate students who would have the opportunity to facilitate activities for students in the K-12 system. Undergraduates gain workshop facilitation skills, public speaking, and social justice training as they work with youth to support and further their college aspirations.

Operational Dollars

Requested Support = $20,000. Approximately 80% of requested funds have direct impact on the engagement of undergraduate and graduate students, both on campus and in the community. Operational dollars allow engagement in MASCulinity initiatives by allowing the planning of a Young Men’s College Conference, a Speaker Series on intersections of masculinity, or events across campus through partnerships with resource centers that allow for discussions of intersection and masculinity. Operational dollars for some of the other outreach initiatives are provided through EAO, school & campus partnerships or via donors.

How many students will be directly impacted?

College Knowledge for Parents – 25 students will be engaged in the one-day conference.

MASCulinity Initiatives – Course will engage 20 students in 1,280 total hours of engagement. Speaker series will impact 350 undergraduates and campus masculinity activities will engage an additional 200.

College Academy for Parents – 11 students engaged in 935 total hours of engagement.

Early Outreach Ambassadors - 5 students engaged in 800 total hours of engagement.

Two graduate students will be engaged in 1,280 total hours of college access work.

How will the success of this initiative be assessed?

EAO will use the assessment instruments at our disposal and made available through partnership with the Student Affairs Assessment office to assess the impact of the SSF funding. Our office’s focus is to develop assessment methods and tools that are sustainable and help us to share the impact of our work with the many partners that we engage in our outreach. We will continue to seek measures that gauge our work within and across programs, utilizing both qualitative and quantitative methods where appropriate. Graduate students will also be engaged in assessment and we will call upon existing partnerships with the faculty of the Center for the Study of Higher Education. We have preliminary findings that student engagement in helping others can positively impact their future participation in social justice activities and their own resilience in college.

How are you ensuring the longevity of this program?

EAO has a history of establishing on- and off-campus partnerships, seeking funding sources (such as the Student Services Fee), and strategically utilizing funding to sustain initiatives that were originally grant-funded. Partnerships and multiple funding sources will be evident in the Other Projected Sources of Funding in the budget, where we indicate that the grant funding would be nearly matched with office, campus, and off-campus contributions. Student Services Fee would provide 2/3 (66%) of the funding, with other funding sources making up the remaining 1/3 (34%) of the costs associated with the successful implementation of these college access initiatives.